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THE CONSEQUENCES OF LANGUAGE IN OCCUPYING INSITUTIONAL SPACE (PP. 196)

Dissertation Advisor: Pamela Takayoshi

This study seeks to understand the language Writing Program Administrators use when discussing composition in the university and how public higher education policy changes have implications for writing programs. To achieve this, this study conducted semi-structured interviews with writing program administrators and Deans of Arts and Sciences across Ohio's two and four-year, public and private universities to glean data on the language utilized in discussion of composition and basic writing, in particular. Deans of Arts and Sciences were included in this study to move the research beyond writing programs and English departments, and into the larger framework of the institution. To understand the future implications of this, the study also conducted an institutional ethnography of *Complete College Ohio*, which introduces curricular and administrative recommendations to Ohio's public universities to increase degree holders across the state. Findings from administrators suggest that WPAs need to mirror their language to the process and post-process research of composition pedagogy, as opposed to relying on servicing the institution to explain writing's purpose. Findings also suggest that public universities lack autonomy in developing their basic writing programs, where private universities are able to develop programs aligned with their departmental philosophy and community population. Finally, findings across *Complete College Ohio* work suggest that

university policy reform is rooted in increasing statewide degree holders more efficiently and at the cost of academic rigor. The conclusions to this study warn writing program administrators that they will continue to see diminishing and marginalized programs, which has ramifications for research, output, and faculty lines, if they do not find new arenas to discuss the work of composition and if they fail to discuss composition as an ongoing, intellectual process.

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Halle M. Neiderman

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Dissertation written by

Halle M. Neiderman

B.A., Otterbein University, 2007

M.A., Carnegie Mellon University, 2008

Ph.D., Kent State University, 2022

Approved by

Dr. Pamela Takayoshi, Chair, Doctoral Dissertation Committee

Dr. Brian Huot, Members, Doctoral Dissertation Committee

Dr. Stephanie Moody

Dr. Kelly Cichy

Accepted by

Dr. Babacar M'Baye, Chair, Department of English

Dr. Mandy Munro-Stasiuk, Dean, College of Arts and Sciences

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CHAPTER 1

On Literacy Myths, Composition Theory, and Neoliberal Policy

Background

Writing programs are responsible for developing curriculums that adhere to both composition scholarship and the local populations of the university. As a result, innovative and diverse representations of writing programs and composing have emerged across institutional types and contexts. These innovative writing programs could include the development of curricular frames favoring multimodality (Anderson, et al., 2006; Leverentz, 2008) or technical communication (Johnson, et al, 2017; Russell, 2020). Other programs may work from the ground up by focusing on basic writing (Gleason, 2000; Gau, 2007), or they may work from composition and outward through programs across the university (Wardle, 2009; Zemliansky & Berry, 2017). And in still other cases, directors take these theories and apply them language learners (DePalma & Ringer, 2011; DeMiller & Ruiz, 2017) and adult learners (Theado & NeCamp, 2017; Hayes, et al, 2018). Writing programs are diverse and infinite, developed through the needs of the populations they serve, which are also diverse and infinite.

Given the diversity in populations served and the approaches to composition, the Council of Writing Program Administrators routinely issues an outcomes statement articulating curriculum targets for each program. The introduction of the outcomes statement indicates that the work is grounded in ongoing research on the social, evolving, and complex nature of writing:

> In this Statement "composing" refers broadly to complex writing processes that are increasingly reliant on the use of digital technologies. Writers also attend to elements of

> design, incorporating images and graphical elements into texts intended for screens as well as printed pages. Writers' composing activities have always been shaped by the technologies available to them, and digital technologies are changing writers' relationships to their texts and audiences in evolving ways.

In this first section of the Council of Writing Program Administrators Outcomes Statement, the Council addresses that writing is more than sentence structure and essay formation. It articulates a writing program's need for outcomes and curriculums to recognize the nature of writing involves innovative design and evolving technologies for student writers and their audiences. The statement moves on to include that the writing discipline is more than a service discipline by highlighting that pedagogy is informed by continued rigorous scholarship.

> These outcomes are supported by a large body of research demonstrating that the process of learning to write in any medium is complex: it is both individual and social and demands continued practice and informed guidance. Programmatic decisions about helping students demonstrate these outcomes should be informed by an understanding of this research.

Writing research is informed by ongoing scholarship that continually considers how the social interactions of a student mediate and shape compositions. As such, writing programs and their curriculums are built on including the social aspect through the entire recursive process of writing: through meaning making, invention, discovery, and revision. Importantly, writing practitioners and scholars note that these social practices are not limited to the writing classroom, but are practices witnessed in the compositions and project processes in other disciplines, and writing classes help ground transfer of practices from one discipline to the next.

> As students move beyond first-year composition, their writing abilities do not merely improve. Rather, their abilities will diversify along disciplinary, professional, and civic lines as these writers move into new settings where expected outcomes expand, multiply, and diverge. Therefore, this document advises faculty in all disciplines about how to help students build on what they learn in introductory writing courses.

The last part of the Outcomes Statement introduction illustrates the goals for students after they encounter a writing program's curriculum. Essentially, they should be able to take those recursive writing processes and apply them to the writing and critical thinking tasks of other disciplines in the university. The work writing programs ask students to encounter requests that they think critically about their subject and audience and be able to compose for differing audiences in differing modes and modalities.

The problem this dissertation addresses isn't a writing program's ability to understand its population and craft a program that adheres to the population, the university, and the discipline. The problem is that after decades of developing writing program and composition scholarship and pedagogy, newer and more intrusive policy and funding measures are being placed on general education and university structures, limiting a writing program's ability to implement innovative curricular design based scholarship and changing populations. Wardle (2013) discusses the tension between funding, course erasure, and dynamic composition scholarship in a conclusion of her scholarship on the development and profile of Central Florida's writing program.

> More important than what we might have done differently is what we must continue to do in order to protect our program and ensure that it continues to thrive. Even as our own institution has provided increasing support for writing instruction, our work is threatened

> at the state level by a governor and legislature who are unfriendly to a liberal arts education and to a meaningful general education component. The general education requirement in Florida has recently been cut by six hours, the consequences of which are still to be determined for writing courses. Our university saw a budget cut of $52 million this year alone, with more cuts expected. Despite rising numbers of enrolled students, actual credit hour production is flat (likely because more students are forced to attend part time). Due to increasing emphasis on helping students "test out" of composition and other gen ed requirements, enrollments in our composition courses are decreasing. All of these changes, combined with our governor's tendency to look to Texas for models of how to influence higher education, suggest that we have many battles ahead as we fight for the ability to provide an excellent, research-based writing education to our students (p. 13).

In terms of general education slashing, credit-by-exam, and State funding, writing programs and writing course sequences across the nation are being renegotiated by policy makers outside of the university. As Wardle suggests in the beginning of the passage, current (re)action is not about what writing program directors can implement differently, but how administrators (and faculty) can protect the programs from being stripped of funding, full time faculty, and sequenced courses and outcomes to fit their student populations.

This dissertation looks at the problem at the state level, in particular the State of Ohio with *Complete College Ohio's* reform recommendations. The *Complete College Ohio* reforms adopted and implemented throughout two and four year Ohio universities (such as increased general education credits earned in high school and removal of remediation) mirror the funding and curricular consequences for writing programs that Wardle discusses. *Complete College Ohio* is a taskforce dedicated to ensuring the increase of Ohio degrees by helping students graduate

faster, with less time spent at the university level. The policy's goal is "for the development and implementation of a comprehensive agenda to increase the number and percentage of students earning meaningful credentials at Ohio's public postsecondary institutions" (Complete College Ohio, 2021, np). A more comprehensive agenda means cutting general education programs and initiating more programs that allow students to bypass requirements like first year writing.

As discussed above, writing program administration and Composition Studies have articulated their importance to the university experience, general education, and collegiate success for decades, but reforms still target the elimination of writing credits, deeming the work unnecessary. This dissertation looks at how administrators use the language of the discipline's scholarship across the university to discuss the work of composition. To understand the consequences of language, this dissertation analyzes the responses Writing Program Administrators and Deans of Arts and Sciences use to discuss the work of writing in the university. Analysis of these responses are in the lens of literacy and composition studies with the understanding that the ideological model of literacy informs composition studies, which guides Writing Program Administration. Following this analysis, a content analysis utilizing institutional ethnography was conducted to understand where the writing discipline and Writing Program Administration exists in reform hierarchies. These methods work to answer the following questions: In what ways is composition studies theory represented in completion-based education policy?

- What are the priorities of composition studies and completion-education policy?
    - In what ways can we trace these priorities through literacy constructs?
    - In what ways are literacy constructs present in assessment reform?
- In what ways do disciplinary and completion education reform priorities align?

- In what ways do administrators in the discipline (those in charge of writing courses: writing program administrators, English department chairs) reference composition theory and its purpose in the university and degree path?
- In what ways do deans of Arts and Sciences reference composition theory and its purpose in the university and degree path?

Writing Program Administration

In my dissertation I focus on Writing Program Administration as the site which carries out a university's writing philosophy. Writing programs are responsible for administrative, theoretical, and pedagogical implementation of writing curriculum. My dissertation specifically focuses on articulation of the writing program from writing program administrators and Deans of Arts and Sciences as an entry point into the representation of the field to the university.

Writing program administrators have a unique challenge of leading a program in the lens of composition and rhetoric that best suits the program's faculty and student populations. The diversity of writing programs, their faculties, and their students create an administrative and disciplinary need for an open identity to be able to situate, and reflexively situate, each program's identity into the lens writing program administration and composition studies. As Dobrin (2011) notes, writing programs and composition studies risk losing their diversity and open-ness by grounding an identity for university and outside publics. "Identification with a collective identity often breeds conservatism about that identity, particularly when the collective perceives (or creates the perception of) a threatening force or chaos determined to undermine the collective identity" (Dobrin, 2011, p. 96). Added to that challenge is articulating the work of the program across the university and to upper administration to solidify its place in the university. Writing programs are on the margins of the university, often considered service courses or

service work, thereby constantly having to defend its existence in the university and the liberal arts curriculum. “Too often writing programs, like parking lots, are situated on the fringes of a university. A writing program that is set up in a marginalized position, that sees itself as marginalized, and that carries out its activities in a marginalized way will have trouble with long-term survival” (Gottschalk, 2002, p. 23). Gottschalk recognizes the disadvantaged position of writing programs in the university, and moves further to argue “the role of a writing program – structurally separate or otherwise – may be less to ‘harness’ those efforts for its own ends than to find ways of encouraging the disciplines themselves to discover and use their understanding of language” (p. 27). As such, writing programs are not only tasked with developing writing curriculum as it pertains to its own faculty and students, but its preservation must also consider the philosophies of language and writing across the university to provide students with the tools for curricular successes.

In scholarship, preserving a university foothold has led writing program administration scholars to regale audiences with the history and work of writing programs, advice on both developing writing programs and extending across the university, and, more recently, with new ways of discussing and presenting writing programs. Historians of writing programs spend their time detailing the conception of writing programs, its purpose at that conception, and how its purpose has evolved. For instance, White (2004) argues that administration began 200 years ago, before the notion of the writing program emerged, but when the work of writing administration through assessment, curriculum, and training emerged in the institution. McLeod (2007) follows White and traces these 200 plus years, outlining the pre-professionalism of the work to the development of the Council of Writing Program Administrators in 1977. One of the goals of the historians of writing programs is to provide the history as a means to articulate the professional

and academic work of the Writing Program Administrator and her labor. The use of history for professionalizing purposes of the faculty and validating purposes of the composition discipline is problematic for Dobrin (2011) who argues "by linking the very identity of composition studies to writing program administration, any study of writing interminably haunted by academic prescription, economic and management thinking, and subject-driven approaches" (p. 94). According to Dobrin, Writing Program Administrators risk their role, department, and discipline by being subservient to the institution and its goals, especially if it is conceptualized and developed in a marginal space, as an afterthought to the university, and tied to data and management.

In tracing writing program scholarship, Gunner (2012) attempts to create a taxonomy of the types of goals and lenses in which to deliver a writing program's goals and/or reforms. She places scholarship in three categories: efficiency, hybrid, and resistant. The efficiency strand is solely focused on managerial and program stabilizing methods. Topics here include work such as training, assessment, and management (White, 1989; Bullock, 1999; Mountford, 2002; Malenczyk, 2004; Witacker, 2004). In many ways, the efficiency thread developed a compilation for how to be a writing program administrator. These texts tend to go through the challenges and constraints an early writing program or a young writing program administrator faced, and how to jump through those hoops while maintaining local writing philosophies and needs (Acardi & Heard, 2012; Ostman, 2013; Grauman, 2020). The hybrid genre is a mixture of managerial methods with theoretical implications. Subjects include issues within the efficiency taxonomy, but move further to discuss institutional power and presence, as opposed to simply naval gazing or staying in the closed circuit of the writing program (Rose & Weisser, 1999; Enos & Borrowman, 2008; House, 2015). Writing program theories attempt to extend disciplinary

presence across the university and into the public by maintaining the methods of efficiency that previous writing program scholars and historians presented. The final taxonomy is the resistant strand, which Gunner argues is the site of critical inquiry into the work of writing programs. "The resistant strand of WPA scholarship takes up the program, and the WPA, too, not as a conventional institutional genre but as a social force; critiques both as politically and ideologically fraught; and seeks to construct a history of itself, a revalorization of scholarship as critical genealogy rather than managerial solving" (p. 112). Where the efficiency and the hybrid taxonomies tend to develop what Gunner refers to as "closed circuits" ideas, or scholarship limited to writing programs, the resistance scholarship develops more institutional scholarship with a critical lens on writing programs, and an attempt to heed a warning for fear the institution and its stakeholders will render the work obsolete. Importantly to the resistance scholarship is the worry that the WPA and its management may be the last faculty line for composition studies while the rest of the work becomes outsourced, leaving the WPA management that outsourced work. This dissertation attempts to build on the resistance scholarship by looking beyond the writing program to understand how compositionists exist throughout the university, how reforms are attempting to change that, and how our language promotes our discipline.

To prevent administrators from developing writing programs in marginalized, subservient spaces, writing program scholarship also works to provide heuristics of strengthening the value in the university. Many scholars advocate for writing program administrators to insist on having "a seat at the table" (Hesse, 2002; White, 2002; Kazan & Gabor, 2013) while others argue for the necessity in looking at institutions in a post-modern way as a means to remove the institution's geographic boundaries and occupy new spaces (Peeples, 1999; Porter, Sullivan, & Blyth, 2000; Phelps, 2002; McGee, 2005; Charlton & Charlton, 2011). The post-modern understandings of

writing program administration and power advocate for the "remapping" of writing in the institution and the public. In other words, even though a university may house a writing program and composition courses in a certain building on the campus map, it is the job the of the Writing Program Administrator to push the boundaries and borders of that placement throughout the university and the public, effectively "re-mapping" writing's presence. The goal is to embed writing in as many institutional places as possible to remove the marginal place where writing dwells and to develop a cross-institutional realization that writing inhabits practices in every discipline in the institution and the public. Postmodern remapping is presented with the argument that if the rest of the university is able to "see" composition, if the rest of the university is able to work with composition, the rest of the university will begin to know the discipline and that it is more than a service discipline.

Other scholars and WPAs with innovative administrative ideas consider Writing Across the Curriculum as a way to entrench writing throughout the university within the confines of its geographic structures. Townsend (2002) articulates that though Writing Across the Curriculum programs (WAC) are subject to the strict nature of the institution, no one is alike, and it must adhere to its individual goals and populations. As such, a WAC program can be faculty centered, student centered, or curriculum centered. Regardless of the WAC approach, "WAC WPAs can be one step closer than composition directors to the employers who hire the institution's graduates and to state policy makers who lobby for tighter controls over assessment. Like all WPAs, WAC WPAs should be prepared to argue for continued and improved institutional support" (Townsend, 2002, pp. 269-270). No matter the lens with which a program develops itself (faculty, student, or curriculum), the program, just like a writing program, must find its seat at the table. But because WAC already stretches across the university, advocates have the means

to push representation further, to employers and policy makers. Likewise, Heard (2012), who argues that the WPA is the intellectual center of writing studies, advocates for WPAs to use *sensibility* (Foster, 2007) to "intervene in our local situations with greater awareness of the specific values of writing we put into practice" (Heard, 2012, p. 39). For Heard, sensibility is an awareness of the environments and resources of writers and the ability to craft flexible curriculum, pedagogy, and response as a result of the evolving landscape of the writing classroom and its populations. Sensibility then engenders a student-centered classroom while adhering to a university curriculum. Heard argues that sensibility allows the WPA to consider the tensions of the writing discipline and the writing administration through a lens of ethos, which, he argues, draws connections to the local while extending the discipline.

The postmodern turn in writing program administration, which is working to reduce the marginalization of writing programs in the university, is a resistant strand of scholarship and lived experience advocating for WPAs to understand the local contexts of the program and the institution to develop a sustained and growing institutional presence (Nall, 2014; Holmes & Busser, 2017). The emphasis of connecting the local writing philosophies (Townsend, 2002; Heard, 2012) to the ways in which administrators navigate and dismantle institutional boundaries is traced through the institutional network that writing program administrators are able to create by utilizing composition philosophies in their institutional work. For Nall (2014), increasing the writing network is as simple as writing centers, writing programs, and writing intensive courses creating an archive of materials to document the writing that exists each term and where it can evolve into for each discipline and their publics. Using writing centers and archival materials as an example, institutional boundaries are tangibly blurring between departments and supplemental instruction to ground writing and its innovations across the institution. This dissertation

considers the resistant postmodern turn in writing programs theory to understand how writing program administrators dismantle the geographic boundaries of the institution and the public and to garner understanding of the composition discipline and what it affords its communities.

The most resistant taxonomy of writing program scholarship utilizes network theories and neoliberal critique to advocate for the dissolution writing programs. Dobrin (2012) in particular uses Hardt and Negri's *Empire* to suggest writing programs find comfort within the institution, but it has marked their colonization and oppression. "The history of composition studies' oppression is countered in the building of Empire, a fantasized community named and defended, safe and protected ... This distinction between the place of the WPA community and the imagined place of the WPA empire is crucial in that we must understand entities such as the WPA as always working toward a condition of empire but never achieving such a place" (p. 107). Where postmodern writing programs looked at solidifying their work and sustaining their curriculums through navigating boundaries of leadership and committee work, a network theory approach finds this too constrained to maintain composition's philosophies throughout writing program decision making. Neoliberal critiques of institutions necessitate a look into networks as neoliberalism thrives on unbundling responsibilities to increase a network while decreasing a person's power and representation, just as writing programs are experiencing. In this way, writing and the program become subject to the material conditions that dictate the existence of the program, be it through curriculum, labor, funding, and representation to name a few (Wardle, 2013; Samuels, 2016). Some post-structural calls for dismantling writing programs also call for re-defining and re-naming composition to involve and umbrella of work of composing processes, which composition already performs (Kent, 1999, Dobrin, 2012). While recognizing the conditions that led to the theorizing of the dismantling of writing programs, Horner (2015)

argues “worse, in asking that composition take up work that it already engages in, such calls risk maintaining, and even strengthening, dominant culture’s rendering composition itself as lacking, its work as not work at all – as, in and by itself, illegitimate” (p. 471). Despite disagreement with dismantling the writing program, Horner does argue for a rewriting and rethinking of the composition’s terms, otherwise material constructions “threaten to keep composition shackled” (p. 474). Regardless of the theoretical mismatch present in this resistant taxonomy of writing program work, authors maintain the need for new language in the (re)building and sustaining of writing’s presence in the university.

Linda Adler-Kassner and Elizabeth Wardle (2015) argue to amplify the work of writing across the university, practitioners need to develop and utilize threshold concepts of writing across the discipline and the institution. By articulating writing’s threshold concepts, administrators focus on the practice of writing as facilitating transfer, developing cognition, and mediating knowledge (Downs, 2013; Downs and Robertson, 2015; Hall, Romo, and Wardle; 2018). Threshold concepts helps to remove writing programs and composition from being identified as a service discipline, from being the assumed university provider of banking skills for the students. The advocation for the use of the term threshold concepts changes the writing classroom narrative from serviceable skills to the scholarship that supports writing as an activity, or a practice, to be shaped over time. Threshold concepts highlight that as students engage in the practice of writing, their social awareness, identities, and meaning-making evolve (Estrem, 2015; Herman, et al, 2017). This is nothing new; scholars have either been skirting around this issue or directly stating the nature of writing as practice for decades (Scott, 2016). What is new is WPAs imploring that this is articulated not just in scholarship, but throughout the curriculum and pedagogy of a department and into the institutional constructs. Adler-Kassner and Majewski

(2015) explain "engaging faculty members in discussions about threshold concepts has the somewhat surprising result of helping faculty realize the role that threshold concepts play in giving shape to the boundaries of their own disciplinary communities" (p. 190). They move further to state that discussing threshold concepts with other faculty allows them to see that their disciplines are not universal and affected by the social constructions each individual brings to the room. In this way, in speaking to other faculty and stakeholders, the use of threshold concepts is to illustrate what writing programs do for students, other disciplines, and the institution. "Naming threshold concepts … is a pressing prerequisite to be able to work more effectively with our various stakeholders, from students to colleagues in other disciplines to administrators to lawmakers" (Adler-Kassner & Wardle, 2015, p.84). In looking at the language of writing program administrators, Deans of Arts and Sciences, and in the institutional ethnography of *Complete College Ohio*, this dissertation observes where stakeholders speak to threshold concepts to either enacts disciplinary power or understanding across university and public stakeholders.

Literacy and Composition

Tony Scott (2016) argues this evolving nature of both literacy and composition studies is problematic for the sustaining of a program. He contends that their malleability fails to solidify their purpose to the institution and public, allowing both literacy and composition maintain a reactionary stance toward institutions and policies dictating their presence. "Because composition has not developed a deliberate, sustained inquiry into how scholarship and teaching are being shaped by the perpetual crisis of austerity economics, we are compelled to adopt myopic and reactionary toward our work" (p. 10). Scott's assessment rearticulates the problems of sustaining local curriculums of a writing program while targeting the slipperiness that is

composition studies. Writing and writing programs are slippery and evolving: “The [writing] outcomes are supported by a large body of research demonstrating that the process of writing is complex: it is both individual and social and demands continued practice and informed guidance. Programmatic decisions about helping students demonstrate these outcomes should be informed by an understand of this research” (WPA Outcomes Statement, 2019). The reliance on social interaction while failing to articulate what Scott calls a “deliberate” inquiry, fails to articulate the theories of writing and composition outside of writing programs. The ideological model of literacy presents the argument that literacy is social and evolving (Heath, 1983; Gee, 2015; Kress, 2003; Gay, 2018**)**, and composition scholars present the idea of process and post-process develop literacies which ultimately help students transfer and adapt new knowledges and processes. The outcomes are never actually a product or drillable skill, but adaptability to a rhetorical situation across modes and contexts. As such, important to this instruction is the need for continued, guided practice to develop this transfer. Barton and Hamilton (2000) refer to literacy as events (Heath, 1983) and practices (Street, 1984), and they are constructed based on the systems individuals navigate. For Barton and Hamilton (2000) define literacy practices as the communicative social acts entrenched in communities and relationships, as opposed to innate skills within an individual.

> Practices are shapes by social rules which regulate the use and distribution of texts, prescribing who may produce and have access to them. They straddle the distinction between individual and social worlds, and literacy practices are more usefully understood as existing in the relations between people, within groups and communities, rather than as a set of properties residing in individuals (Barton & Hamilton, 2000, p. 8).

This distinction of literacy as practice as opposed to skill is important to understand how policy makers and composition curriculum developers use literacy to reach their specific goals. Composition scholars, for instance, have long recognized literacy as a situated, constructed practice (Emig, 1971; Shaughnessy, 1977; Rose, 1979; Dobrin, 2012; Adler-Kassner & Wardle, 2015), and as such, design their writing classrooms as spaces of practice and processes; whereas, higher education policy reform continues to see writing as innate and dictates curriculum based on test scores and course completion (National Commission on Excellence Education, 1983; NCL Behind, 2002).

With the understanding that definitions of literacy have informed how policy and curriculum development dictate composition's presence and future, this dissertation looks at how the autonomous and ideological models of literacy are represented in both *Complete College Ohio* and writing program administrator interview responses. For the sake of this dissertation, it important to understand how the definition of literacy has evolved. Until the 1970s, literacy was limited two skillsets: the ability to read and write (Doyle, et al, 2017). Most predominant with this definition of literacy was the ideology that those who could not read and write, were assumed to be illiterate, forever unable to read and write. Brian Street (1984) provides a historiography of literacy scholarship to illustrate the foundational knowledge of cultural constructions surrounding reading and writing. The first way Street presents the autonomous model of literacy is through Hilyard and Olson's presentation "the great divide" and the insistence of expensive education (p. 3). Street's analysis of the work argues that early champions of the autonomous model of literacy and the great divide, such as Hilyard and Olson, understand literate persons to be more logical and rational, and that oral cultures lack this. The great divide then deduces that those who do not know how to read and write in a literate society

are also irrational (p. 29). Goody (1969) and Ong (1982) solidified this assumption of literacy and societal development as they contend those who do not engage in the same language and writing practices as white literates are unable to think and succeed in the same venues. This constructed understand of the importance of innate literacy and the burdens of illiteracy helped to develop the literacy myth and the problems "Johnny can't write," marking those with innate literacy winners, and those without, losers (Graff, 1979; Street, 1984). This construction of literacy and of winners and losers is important to the dissertation as policy development, including *Complete College Ohio*, is reliant on test scores and the partitioning of students into various courses and universities as a result of innate ability, not practice.

Street's historiography also highlights how the construction of the literacy myth and the insistence that learning the singular skillsets, reducing reading and writing to a technology. Street contends Goody's definition and emphasis of literacy reduces literacy to a singular, unwavering, innate skill, arguing that an individual must have this technology with them, or society and that person will not succeed. "Goody can quite legitimately be charged with arguing for the 'autonomy' of literacy and with reducing its significance – as the 'technology of intellect' - to a kind of technological determinism" (Street, 1984, p. 44). For Street, the issue of reducing literacy to a technology and to technological determinism develops an ideology that literacy is innate and predetermined both for the individual and society. In this predetermination, individuals with the innate literacy skills and societies that utilize reading and writing are predetermined to be more successful and adaptable, though literacy does not adapt as it is a fixed technology. Goody (1973) argues that for a society to progress and be reflective, it must be literate. Cultures that remain oral will not progress or diversify.

> The growth of individuality is another of the vague generalities applied to the mental development of mankind…The shift from mechanical to organic solidarity; the growth of the division of labor meant by the increasing differentiation of roles; advanced society was characterized by heterogeneity as against homogeneity and this state of affairs was reflected in the 'conscience collective' of uncomplicated societies…and to the kinds of solidary bond that existed between persons and groups (p. 9).

In this way, Goody is crediting division labor, industrialization, and the move away from communal societies to the strict, new technology of reading and writing. Goody's argument helped spur the literacy myth and both contribute to the construction that one must have a singular type of literacy in order to be successful. Further, for the sake of policy development, Goody's argument indicates that an entire society must be literacy for the society to move forward as he understand what progress is (division of labor, industrialization, noncommunal). This dissertation looks to understand how *Complete College Ohio* advocates for increases in literacy as a means to societal progress and if that advocation includes innate literacy or the practice of literacy.

Literacy research from the 1980s then ushered in a new wave of considering literacy development in children. Shirley Brice Heath (1983) recognized that multiple forms of literacy exist for each population. She studied school populations from middle class households and lower class households and concluded that every population is capable of literacy development, and the rigidity of literacy tests and school literacies omitted differing forms from existing and amplifying. This rigidity also excluded differing populations to excel in spaces that required rigid literacy tests and singular understandings of how reading and writing appears. This research produces the building blocks of the ideological model literacy and reimagines university

writing classrooms, particular remedial and first-year writing, as new populations are entering the university as a result of reduced admissions requirements and an influx of students on the G.I. Bill. As a result of the emergence of the ideological model of literacy, multiple literacies and instruction for multiple literacies also emerged.

Heath's findings coincide with Mina Shaughnessy's (1977) reimagining of writing in the university classroom as new populations of students entered her Basic Writing classroom. Where previous arguments on literacy would brand students illiterate, and therefore losers, Shaughnessy recognized that new populations were perfectly capable of conveying messages and arguments from texts, they were merely doing it in the home and community languages. As the first to advocate for championing ideas over grammarian structure, she states "here, the teacher, confronted by what first appears to be a hopeless tangle of errors and inadequacies, must learn to see below the surface of these failures the intelligence and linguistic aptitudes of his students" (1977, p.12). It is in the statement that composition is able to push back from autonomous literacy and recognize that the ideas within the writing necessitate presence while the grammar is negligible. Shaughnessy's arguments revolutionized the way compositionists, and therefore writing programs, taught Basic Writing, developed composition sequences, and considered the purposes and goals of testing. In this way, understanding new populations of writers come into the writing classroom carrying a multitude of literacy practices and knowledges has redefined how the purposes of writing programs and composition for the experts, and the dissertations looks at the extent to which writing program administrators and *Complete College Ohio* discuss composition and literacy in this way.

The tension that my dissertation addresses is how writing program administrators discuss literacy and composition in accordance with their scholarship. Adler-Kassner and Wardle (2015)

argue for the need to articulate the vocabulary and meaning of threshold concepts as composition work across the university. Threshold concepts are a way of "reclaiming" the ideological model of literacy and the work of composition in a writing program's own language. Their landmark text, *Naming What We Know*, is an action plan for articulating threshold concepts in the classroom, university, and public. Threshold concepts of social meaning making and transfer and the push to "name what we know" is an attempt at composition studies gaining power from the concept of literacy that has always been in the hands of other stakeholders, though work on the literacy as social construct has been situated in the discipline for decades (Heath, 1983; Gee, 2015; Horner, 2013; Street, 2012). The tension, then, is that in failing to use threshold concepts allows for other interpretations of literacy and writing to frame composition curriculums and writing programs through reforms above or outside of writing programs. These interpretations tend to be grounded in the autonomous model of literacy, which assumes that writing is an innate, asocial, drillable skill (Goody, 1977; Ong, 2013).

Literacy has been used as a tool of policy makers and scholars to ensure two practices occur: that certain people are kept out of spaces as a result of their literacy practices, and that certain ways of reading and writing are developed to construct meaning making as stakeholders see fit (National Commission, 1983; Gardner, 1983; Quigly, 1997; Mills, 2011; Roan, 2018). Stakeholders, in this sense, include any person or entity with influence over policy utilizing literacy as a gatekeeper. Gatekeeping acts come in the form of assessments, placements, and movement of persons as a result of arbitrary literacy markers dictated by the autonomous model. Utilization of the autonomous model is seen as that gatekeeping tool. "The autonomous approach is simply imposing western conceptions of literacy on to other cultures or within a country those of one class or cultural group onto others" (Street, 2003, p. 77). In other words, it frames all

group of people's development of meaning making, reading, and writing outside of the dominant culture's as invalid, and these groups of people are therefore illiterate, or belonging to a different education class. Further, speaking on Jack Goody and the effects of his autonomous model scholarship, Street argues "this implicit acceptance [of the autonomous model] leads, I argue, to problems not only in the representations of literacy itself made by these anthropologists but also in more general accounts of social change, religious thought and ideology in the societies they describe" (Street, 2006, p. 2). The autonomous model of literacy then became a tool to divide a society and its behaviors, which eventually made its way into the school system. "Reading and writing instruction, in particular, can't be separated from the political of literacy – the ideological conditions that determine how literacy is portrayed as a cultural value and how powerful groups define the means, ends, and measures of its attainment" (Knoblach & Brannon, 1993, p. 75). Knoblach and Brannon move further to discuss that the pedagogical politics of literacy are generally framed in two ways: as functional literacy and as nostalgic literacy. These frames ground the literacy myth pervading the public's understanding of writing and reading (Graff, 1991; Street 1995). Functional literacy takes the epistemology of Friere, arguing that engendering literacy for the people will amount to a sense of freedom and economic growth. Functional literacy insists on the need to develop basic writing and reading habits that a subject will need to function in society and to perform tasks. Importantly, according to Knoblach and Brannon, "functionalist educational practice is an instrument of domination claiming to be an instrument of liberation, a means of distributing skills to outsiders according to terms set by insiders – according to the economic ambitions of advantaged groups" (p. 98). In this way, literacy is used as a gatekeeping device that is able to divide groups of people, preventing many

from entering the decision-making class, while still espousing the myth that literacy development in the way policy advocates will engender a subject's freedom and monetary advancement.

Another myth of literacy instruction is the understanding that teaching English is the teaching of "great books." This construction of literacy is an attempt to guide students to an understanding of ethics and morality through religious and classic texts. Knoblach and Brannon note this as the Golden Age of literacy, and it occurs before 1968, and it is particularly concerned with women's modesty and the occupation of their bodies.

> The patriarchs of Bloom's Golden Age lived life by the Book, specifically the Bible, but by extension the no less sacred books of "great scholars and thinkers who dealt with the same material.' They knew that 'life based on the Book is closer to the truth," providing access to "the real nature of things." Bookless moderns speak only in "cliches and superficialities"; they are "narrow and flat"; they lack "refinement" and "real taste" because the existence of such qualities is "impossible without the assistance of literature in the grand style" (Bloom, 1987, p. 61 qtd in Knoblach & Brannon, 1993, p. 103).

In this distribution of literacy, while the focus is not on drill and skill of sentence structure, it does indicate who carries culture and what culture is, and it continues the literacy discourse that literacy embodies singular notions of reading and writing. The argument for the impact of learning "proper" cultural texts on student writing was then addressed through English departments, their teachings, and their assessments. Because proper cultural text and their readings were highlighted through these various constructions, the understandings that English and writing were crafted through the "great texts" were recycled and continued through the apparatuses of the university. "English teachers routinely asserted that correct and elegant expression can most readily be achieved through the study of great literature. Some even rejected

so-called ‘direct’ instruction in composition on the ground that acquaintance with canonical literary texts sufficed for the cultivation of sensibility” (Crowley, 1998, p. 22). As a result, writing both became a less important subject of instruction, and English instruction was considered solely pedagogy of the books deemed great books. “The Golden Age knew quality and wasn’t afraid to say so: since Good and Bad were absolute distinctions, good students were really good, bad students were really bad, and ‘select’ (51) students, those in the Ivy League ... were best of all” (p. 103). The idea of good and bad students through English instruction pervades the coursework and its assessment determinations. Good students belong in one area; bad students belong in another. The practice of good vs bad still recognized through assessments and the actions taken after assessments and has now evolved to marking students winners and losers (Shaughnessy, 1977).

Literary pedagogy was then further constructed through assessments to engrain culture and morality in both professors and students. Of the Harvard exam, the first of the writing entrance exams, Crowley (1998) asserts that Hill, author of the Harvard exam,

> hoped the exam would improve the taste of both students and teachers. He also hoped it would alter standard pedagogical practices. He wanted to wean teachers away from composition assignments associated with rhetorical instruction ... Hill made no secret of his desire to alter the direction of preparatory instruction toward Harvard’s definition of “good English.” This definition included sufficient acquaintance with literary texts considered canonical by Harvard’s English staff (p. 67).

The Harvard exam and the exams that followed solidified the narrative that writing is crafted through proper reading of appropriate texts and that English departments are dedicated to the reading of appropriate texts, and reading the appropriate text the right way. Not only was the

Golden Age of literacy used as tool to instill morality, but it also instilled the understanding that there is one right way to read books. The indoctrination of a single way to read proper texts also follows the autonomous model of literacy as scholars argued that by reading texts deemed appropriate and reading them the appropriate ways, progress can be made in moving from an oral, illiterate culture, but the subject will likely not be fully literate and civilized (Good, 1977).

In either false narrative of literacy, the use of perfect sentence structure or the proper consumption of proper texts, literacy is weaponized and used as a tool through assessment and placement, which then has direct consequences for the writing courses and programs at the university level. Using literacy as a tool designates who belongs in what courses before students even enter the university: "placement testing, the usual sorting of first-year students into those supposedly ready for regular college work and those who are not" (White, 2005, p. 23). White argues that testing is a misused political tool stating, "you can tell an assessment is political and not serious academically when discussion starts with testing rather than learning and teaching. Placement is meaningless without considering what we are placing students into" (White, 2005, p. 27). For White, the lack of placement deems assessment worthless in terms of pedagogy, scaffolding, and belongingness in courses, but while the placement and assessment may be meaningless, they both become signifiers for who belongs and who does not, what "proper" literacy may be, and who employs it.

This dissertation looks at how literacy is used as a tool to reframe institutional goals and what and whose literacy is used. Horner (2015) warns that failure to combat the literacy constructions that inform policy with have continued and lasting consequences for the status of composition and writing programs in the university. "Dominant, limited conceptions of composition deny that work (and its value), posing instead a 'discourse of need' about

composition itself as lacking and, therefore, in need of either abandonment or supplement" (p. 473). Those dominant conceptions include the contention that writing is innate and those who cannot write belong in one institution needing of instruction, and those who can write belong in different institution not needing instruction. The division the dominant conception of writing creates threatens not only the theories of composition, but also its existence in the university, and refuels students as winners and losers (Shaughnessy, 1977). Moving back to Horner's warning, by dividing students into winners and losers of writing, composition only exists as a "discourse of need" where the losers exist. It is then the writing practitioner's job to not only develop the scholarship to negate the dominant discourse of literacy and composition, but to find ways to use their scholarship throughout the institution and public so the current dominant conception of writing, which is informed by the autonomous model of literacy, cannot be used as fuel to divide student bodies and eradicate writing faculty and programs.

To reframe the dominant understand of literacy as composition scholars and the Council of Writing Program Administrators The key takeaways from threshold concepts, composition studies, and the ideological model of literacy is that writing and literacy is a social construct, and sustained time in the practice helps the individual make meaning of the world through their writing and reading. Meaning-making is especially important in these pedagogical concepts as proponents argue that literacy and undergraduate writing courses are not about Standard English, but about the ability to contextualize information, draw conclusions, and carry the practice to other spaces. Discussing the work of composition in relation to literacy, Carter (2006) states

> Rather than focusing on what these students must do to comply with the standards that tests like these purport to measure, we teach them to examine the ways in which systems like these define literacy and ask them to compare such assessments with the ways in

> which literacy has an may continue to function in their own lives - in school and in those spaces seemingly unrelated to school. We teach these writers to trust in and make use of their own expertise - their own literacies" (p. 100).

The writing classroom, then, harnesses each student's individual literacy as a means to develop understanding of the work brought into the classroom and around them. Utilizing individual literacies is adverse to the notion of what "real" reading and writing entails, which assumes writing coursework should be limited skill and drill and structure (Bartholomae, 1993). To limit the writing classroom to these exercises would 1) limit the critical thinking, reading, and writing abilities of young scholars and 2) force the entire student body to conform to a singular, fixed notion of literacy and development. However, ideological literacy and composition scholars argue that fixed notions of literacy limit the learning and experiences of the critical writing classroom, thereby limiting the meaning making of the student body (Rose, 1979; Gee, 2005; Lankshear & Knobel, 2011). Furthermore, since ideological literacy and composition scholars argue that literacy is a practice, writing and composing must be performed over time because perfecting a skill is not possible for the composition discipline. Further still, the more time spent in literacy and/or writing practice, the more a student will have the opportunity to connect or transfer knowledge and artifacts from one area to the next (Wardle, 2007; Driscoll & Wells, 2012; Brent, 2011).

Included in the practices of literacy is the social process of writing that is often left out of the rhetoric of composing. These social processes not only include the socially constructed understandings of the subject and form of the writing, but also of the stakeholders and audiences intended of the writing. Roozen (2015) argues that writers and practitioners often reduce writing

to singular tasks, though it includes multitudes of rhetorical activities for successful transmission of ideas.

> Consider, for example, how often writers describe what they are doing by saying 'I am writing an email' or 'I'm writing a report' or 'I'm writing a note.' These shorthand descriptions tend to collapse the activity of writing into the act of single writer inscribing a text. In doing so, they obscure two foundational and related notions of writing: writers are engaged in the work of making meaning for particular audiences and purposes, and writer are always connected to other people (p. 17).

Writing depends on other people to develop, but, as Roozen suggests, we often fail to discuss writing as a social activity. This dissertation will illustrate the ways in which writing is discussed as a social activity both from administrators and in policy reform.

Neoliberalism in Higher Education

Neoliberal rhetoric and corporatization has been in the university for decades, but it remained on the sidelines of student life and service providers. However, the early 21st century ushered in completion-based curricular reforms, which incentivize both students and universities for increased numbers of student completion across vocational, two year, and four year public universities. Following neoliberal ideals that favor increased output and managerial intervention with low production and labor for best consumer practices (Harvey, 2006; Holborow, 2007; Chandler & Reid, 2016), neoliberal education reforms strip away any part of education that may seem "unnecessary" or "time consuming" for degree completion. Henry Giroux calls this "bare pedagogy." Educational institutions reduce degree requirements for the student/consumer to the minimum with the goal of increasing degree holders while maintaining accreditation. "Bare pedagogy strips education of its public values, critical contents, and civic responsibilities as part

of its broader goal of creating new subjects wedded to the logic of privatization, efficiency, flexibility, the accumulation of capital, and the destruction of the social state" (Giroux, 2010, p. 185). According to Giroux, neoliberal education reform removes the content invested in serving communities and developing critical pedagogy and focuses on tangible production and development of assets through its consumers: student. The focus on efficiency and production develops new actors across the university, from the new managerial class that emerges from neoliberal reforms to the increased non-traditional and first generation students guided through a degree with reduced courses dedicated to critical thinking. The reduction of these courses emerges in two ways: eliminating coursework the State deems "unnecessary" or slowing the degree track of the student and increasing faculty course load and class sizes, rendering a more personal, thoughtful student experience impossible. Students receive the bare minimum of their content and reduced time in the liberal arts and community, which, as Giroux notes, produces willing subjects of the state as opposed to thoughtful citizens using education for their liberation (Friere, 1996).

The use of neoliberal reforms in university curriculums and institutional administrative/governing structures represents a distinct shift in the public university, marking the shift in power from the knowledge producers to the non-academic administrators. The power shift occurs through New Public Management (NPM) techniques, which is a restructuring of public sectors to ensure increased efficiency and productivity (Diefenbach, 2009; Lorenz, 2012; Triantafillou, 2017). Restructuring and use of NPM techniques assumes that learning can be an efficient assembly line, or an education pipeline as *Complete College Ohio* crafted. According to Broucker, de Wit, and Leistyte (2016), stripped down, efficient degree paths have been able to emerge in the United States by developing policy that bypasses boards of trustees, public

universities are able to develop separate administrative boards and planning groups to force incentivization to reach university goals while making structural changes more efficient. Researchers argue new education policies have led to greater autonomy for the institution at large, but less independence for knowledge production as the moving parts of the institution become more monitored and concerned with specific outputs (p. 24). From a management perspective, efficiency and administrative power implies that the university becomes more autonomous, while the parts of the university become more regulated. “The dominant narrative of [higher education] reform implies a shift toward ‘organizational autonomy’ of universities as emerging actors in the field of higher education, and point to contextual and political factors which account for the reformulation of university autonomy” (Enders, De Boer, & Weyer, 2013, p. 6). With the universities claiming autonomy, they are then able to redirect university priorities and goalposts to university wide issues of funding, retention, graduation rates, and enrollment rates (Hursh & Wall, 2011; Raaper, 2017; Dougherty & Natow, 2019). These issues, particularly with reference to research funding, attrition rates, and major enrollment, were previously entrusted to individual departments and their faculty with the understanding that faculty and their scholarship understood and employed the best practices within their discipline. As universities takes power of autonomy from faculty and departments and place it in university administration, departments and faculty lose their autonomy not only from knowledge producing, but also in their duties within the university. The department and faculty’s shift away from autonomy and knowledge producing also marks a shift toward the reduction of tenure and full-time faculty lines as the increased autonomy at the institutional level equates to decreased need for research, administration, and support roles at the departmental level.

University autonomy through NPM occurs through two types of reforms across a corporation or entity: branding reforms and management reforms. Branding reforms can occur through university slogans, website and merchandise design, university amenities, and state-of-the-art facilities (Sataøen, 2015, Balaji, Roy, & Sadeque, 2016). On the other hand, reforms like *Complete College Ohio* facilitate management reforms. The facilitation is carried out across state public universities through threats of funding elimination. In fact, *Complete College American's* website boasts "Ohio has set an ambitious ambition goal and has embraced many of Complete College America's Game Changer Strategies. In 2013, one of the nation's most proactive outcomes-based funding models became law, setting the stage for colleges and universities to aggressively focus on student success" ("Ohio"). To be clear, *Complete College America* is praising the Ohio's adoption of the *Complete College Ohio* model which maintains public university funding only if NPM reforms fueling efficient and increased student graduation are implemented. NPM management reforms include increased professional management, explicit standards and performance measurement, emphasis on output control, disaggregation and decentralization, and stingy resource use (Kurunmaki, Lapsley, & Melia, 2003; Funk & Karlsson, 2019). While increased management, standards, and measurement may seem advantageous to move the university into the 21st century, they serve to give the administrative class more decision-making power and surveillance over faculty and students while diluting degree programs. In other words, reforms coupled with decreased departmental autonomy develop a non-academic university administrative panopticon which controls the work of faculty and the movement of students. NPM tactics, which will be underscored in reference to *Complete College Ohio* reforms, develop managerial oversight of both faculty and students while restructuring content and delivery methods for increased degree output. The development of

managerial oversight of faculty reduces the power and autonomy faculty have in their courses and departmental curriculum, successfully reducing "knowledge production" at the university level. The output at the curricular level becomes degreed persons.

According to Wang (1975), the university has four functions, and those four functions need to transform to compete with the changing of time. These four functions include the impartation of information, accreditation, coercion, and club membership (pp. 55-57). Wang, who looks at the British system to unbundle the American university, introduces the university as arbitrary, exclusionary, and discriminatory. His answer to the seemingly monolithic university is to be more flexible to student needs through unbundling resources and tasks as opposed to having the university have ownership of education and knowledge. These exclusionary functions have also been used by neoliberal reforms to restructure the power and tasks at the faculty and department levels, and replace those tasks at an administrative level (Giroux, 2002; Rhoads & Torres, 2006; Bessent, Robinson, & Ormerod, 2015). Reforms tout the increasing inclusivity and flexibility of what was once a monolithic structure, arguing reforms make the university process easier for the student while maintaining rigor. In reality, neoliberal reforms corporatize the university process and the university structure (Jemelniek & Greenwood, 2015).

Despite the age of Wang's article, McCowen (2017) notes that little empirical academic research has followed Wang's arguments and foreshadowing of university unbundling. McCowen is one of the first to utilize Wang's university anti-trust critiques to consider a framework of university unbundling (value, function, and interaction) and levels at which university unbundling occurs (higher education systems, institutions, courses, and academic staff). By focusing on breaking Wang's four university functions, the university becomes driven by consumer needs instead of knowledge production, and as such, increased administrational

oversight is in place to ensure consumer needs are being met, while faculty lines and responsibilities are reduced until there is little need for full-time faculty. According to McCowen (2017), who is paraphrasing Macfarlane (2011), "the 'all-around academic' is being progressively replaced by 'para-academics' such as 'skills advisers, educational, developers, learning technologists and research management staff,' with a deskilling of the former and an upskilling of the latter" (McCowen, 2017, p. 738). Reducing the need for faculty (and their power) is done through unbundling (McCowen, 2017; Kezar, DePaola, & Scott, 2019). Unbundling, according to Gehrke and Kazar (2015), "is the differentiation of tasks and services that were once offered by a single provider or individual (i.e., bundled) and the subsequent distribution of these tasks and services among different providers and individuals" (p. 96). Unbundling university faculty labor is discussed in multiple ways, from removing administrative and research roles to separating faculty from admissions and assessment. Unbundling is attractive for university administration and budgets because it increases the adjunctification of the university, keeping costs low and removing financial burdens of long-time hires and tenure track hires. As full-time faculty lines dwindle, adjunctification increases the part-time labor of the university faculty while decreasing the faculty representation and pressure in university governance. Unbundling also allows for faculty service, such as assessment or supplemental instruction, to be moved to either administrative departments or outsourced and contracted to private firms or cheap software (Hickey, et al, 2020).

To cut costs and overhead, unbundling and outsourcing has been used at the university level for decades to save on labor and resources concerning non-academic sectors such as food services and catering, janitorial and maintenance, and more recently, bookstore acquisition (Glickman et al, 2007; Wekulla, 2017; Johnson & Graman, 2015). Outsourcing is now gaining

momentum with general requirements as state policies are requiring that more high school teachers become credentialized and trained to offer college credit bearing courses in the high school. Advanced Placement and dual credit courses were once designed for the top performers to engage in more rigorous, college credit courses. Data indicates students who enrolled in AP or dual credit programs were more likely to graduate and to graduate quickly (O'Keefe, et al, 2010). As such, higher education policy reforms call for increased university credit at the high school level combined with increased credit-by-exam, which reduces percentages of the student body taking general education courses (particularly first year writing) decreasing the need for full faculty lines. Instead, credentialed high school teachers teach Advanced Placement and dual enrollment courses, and a university faculty member must oversee the work. Importantly, the fiscal burden of Advanced Placement and dual enrollment is not on the university, or even the state, as credentialing high school teachers is either out of the teachers' pockets or through foundation donations (Horn, et al, 2018). Outsourced and contract hiring satisfies NPM restructuring as it places a ceiling on the institutional need of individual faculty while finding new ways to hold outsourced faculty accountable to departments, thereby developing new surveillance methods.

Furthermore, unbundling is important to NPM because tears down the responsibilities of any given role in an institution, thereby completing the "decentralization" part of the neoliberal restructuring. Where full-time tenure and non-tenure faculty have responsibilities beyond the classroom including, but not limited to, department and institutional service, curriculum development, research, and public service, contract labor is responsible solely for their contracted course, and solely for the term they are contracted to. A department's increased reliance on contracted labor reduces that department's representation in the university, and it

ultimately slows the progress and representation of the discipline. Increased adjunctifcation leads to decreased research and university service. For writing programs and the composition discipline, unbundling and adjunctification not only has consequences for research and faculty lines, but also results in less specialized courses offered, a stagnation in research and content development, and a slowing of innovative theory regarding both research and course offerings, which inevitably leads to less representation of the discipline and its practitioners across the university. While loss of faculty power and presence is detrimental to university departments, especial general education and writing programs, it is fulfilling the managerial design to ensure upper administration has more decision-making power than faculty with less overhead.

As unbundling weakens faculty and departmental power, neoliberal reforms are able to further reduce faculty power and representation while increasing administrative monitoring through academic support programs. As mentioned above, administrative monitoring is done by proposing the elimination of coursework from an institution, moving it elsewhere, and adding supplemental instruction through outside education firms or software. Boylan, et al (2017) note that current reforms focus on articulating that remediation does not work and first year completion leads to university completion. As such, completion reforms focus on having students bypass remedial courses and accelerate them through first year and gateway courses by offering supplemental instructional or additional supports. University administrations can then monitor and track students entering these one or two credit hour additional supports (Offenstein, Moore, & Shulock, 2010; Alamuddin, Rossman, & Kurzweil, 2018). The problem for writing programs is two-fold: 1) often these supports are not offered by a curriculum specific expert. Instead, instruction tends to be helping the student "learn how to do school," much like a first

year seminar course, 2) de-emphasis or complete elimination of reading and reading support in the university classroom.

> Reform efforts either accidently or deliberately de-emphasize reading as a basic skill necessary for college success. Reform efforts in Florida and North Carolina, for instance, are aimed at reducing the number of students who enroll in remediation. Although this is a laudable goal, one of the methods of doing this is to integrate reading and composition courses. The result is to reduce or eliminate the number of completely reading focuses courses available to students (Boylen, Calderwood, & Bonham, 2019, p. 39).

The elimination of reading without adequate supplemental support is indicative of two egregious oversights within neoliberal higher education reform: that reformers don't have pedagogy and outcomes in mind when proposing reforms, and reforms are more focused on output of degrees with low overhead than education.

I argue that neoliberal higher education reforms remove decision-making and curricular power from faculty, placing increased surveillance on faculty outcomes and student success, while gutting and streamlining the degree path. Using theories of neoliberalism, literacy, and composition, this dissertation seeks to understand how neoliberal education policies are implemented through state reform measures, and how Writing Program Administrators discuss implementing change while adhering to composition pedagogy. In chapter two I describe my method design which incorporates theories of institutional ethnography to understand the levels and extent that reform pervades the university system, and the level and extent that writing programs are able to exist and grow into as a result of reform.

CHAPTER 2

Methods: Targeting the Priorities of Literacy Gatekeepers

This chapter introduces my two data sets: the *Complete College Ohio* document and semi-structured interviews of writing program administrators and Deans of Arts and Sciences. Along with the introductions, this chapter unpacks the approach utilized to collect each data set as a means to investigate my originating research question: **What are the priorities of composition studies and completion-based higher education policy? In what ways do disciplinary priorities and completion education reform priorities align?**

This chapter provides background the State of Ohio's completion based higher education policy reform, *Complete College Ohio*, along with a brief introduction of what completion-based education entails. Chapter three will provide a more in depth background of the document's context and historical development. This this chapter will then explain the methodology of institutional ethnography and why it corresponds with the study of neoliberal policy reforms. Finally for the *Complete College Ohio* data set, I provide my coding schema, definitions, and examples of the data. The goal with this data set is to understand the purpose of the policy, where within the university system that purpose will be carried out, and where composition and writing programs are situated.

I also provide the analysis of my semi-structured interviews of writing program administrators and Deans of Arts and Sciences. With this analysis are the participants and their universities, which outlines the diversity of the State of Ohio's university network under one reform. Lastly, I detail the coding schema in relation to the presence of composition theory and

writing program administration. This includes the codes, their definition, and examples from the transcripts. The goal with this data set is to understand how writing program administrators and Deans of Arts and Sciences discuss the role of composition in the university as a means to sustain its presence, and how composition or writing program scholarship is grounded in their response.

I chose to look at these two data sets to illustrate the connections (or lack thereof) between neoliberal higher education policy and writing theory and pedagogy. By analyzing *Complete College Ohio*, writing faculty and departments may be able to either re(frame) their disciplinary arguments to appeal to completion-based education, or discover new ways in which writing programs can fit and be sustainable within the evolving space of the neoliberal university.

Complete College Ohio

Complete College Ohio is an education reform adopted in 2009 implemented to increase the number of degreed persons in Ohio. It was introduced and implemented by Ohio's then Education Chancellor Jim Petro under Governor Kasich. The policy plans were grouped into three categories, or working groups (Appendix 1), with an extensive list of authors for each working group (Appendix 2). As Appendix 2 notes, authors for each working group involve Ohio Board of Regents, public university administration, career center administration, and testing center administration. The authors' backgrounds and their working group reforms indicate the 72 page document's priorities on university management and system reform to be impressed on to the university system and its curriculums and knowledge producers. In other words, the goals of the document's authors are not individual curriculums or courses, rather

holistically requiring increased numbers of students to graduate as quickly as possible, through whatever administrative means necessary.

Complete College Ohio is informed by completion-based reform policies, which threaten reduced institutional funding if recommendations on slashing curriculums and increasing credit-by-exam approaches are not adopted. The goals of *Complete College Ohio* and completion-based education are reduces a student's time in a degree path and ensuring an increased number of students entering Ohio's university system obtain a degree. In many cases, this means students are required to enter the community college system based on "poor" grades and testing, or students are exempt from general education coursework at both the community college and four-year public university based on the increasing high school transfer credits. *Complete College Ohio's* multi-pronged approach to increased Ohio degree holders is predicated on shortening the degree path through increased credits earned at the high school level, changing the sites and delivery of remediation, developing and monitoring single-track pathways, and replacing curricular requirements and outcomes with academic supports (for instance, if a student scores poorly on a standardized test, but not poorly enough to place them at a community college for remediation, the student is required to attend bridge programs or outside tutoring from a partner organization). The reforms advocated in this document, especially the heavy reliance on "pathways" and "pipelines," indicate how the reforms are altering the experience and purpose of higher education from discovery and meaning-making to completion for occupation, leading to increased money circulating in the state. *Complete College Ohio's* executive summary and introduction frame the reform in this way by explaining

> Ohio's ability to compete and prosper in a global, knowledge economy hinges directly on its citizens' ability to succeed in jobs that require increasingly higher levels of knowledge

> and skills. For our economy to thrive and grow, we must provide businesses with a continual pipeline of highly-skilled workers. The Complete College Ohio Initiative is a call to action that requires us to focus and best utilize our state's resources to get our students to the finish line – earning meaningful certificates and degrees with the goal of providing a workforce of skilled, critical thinkers that will attract and keep business here in Ohio (p.7).

This statement illustrates *Complete College Ohio*'s outcomes are to increase the workforce and make Ohio more a more attractive place for businesses by increasing the numbers of young people holding certificates and degrees. The focus on this reform is to increase the economy through initiating a "pipeline" of young workers from high school through university, ending with a career in the State of Ohio. As such, I use utilization of institutional ethnography to illustrate the relationship *Complete College Ohio* reforms have with financial gain, student discovery, and credentializing, and how the future of composition and writing programs exist with these neoliberal reforms.

The rest of this chapter will provide a background of institutional ethnography and its goals. I then explain how a content-analysis utilizing institutional ethnography is appropriate for *Complete College Ohio* and understanding where power, autonomy, and curricular decision-making lay as the document's recommendations become enacted. Following this explanation are my coding schemas with reasoning and tables to illustrate the codes, definitions, and examples. I then move to discuss my participant data. I provide a table indicating the demographics of each institution and where it is situated in the community and state. I then provide explanation of my interview codes, followed by a table indicating the code, its definition, and examples. Chapter two concludes with a preview of chapter three.

Methods

Data Set #1: Institutional Ethnography, Content Analysis, and Complete College Ohio

I utilized institutional ethnography to understand where *Complete College Ohio* places power and decision making reside in terms of funding, curriculum reform, credentializing, and writing programs. Institutional ethnography seeks to understand to the power dynamics of an institution that are often hidden within policy, rhetoric, and occupational divisions (Smith, 1990b; Townsend, 1996; Billo and Mountz, 2015; Kearney, et al, 2019). Uncovering where the power exists in higher education reform is important to this dissertation because education reform will consistently discuss how the student is at the center of reform, and institutional ethnography will be able to trace the geography of an institution to reveal what stakeholders are granted the most power and autonomy. Institutional ethnographies utilize participants and documents as entry points, not as centers, to the institution (Teghtsoonian, 2016). The "entry point" is essential for an institutional ethnography as it reveals the relationship between the hegemonic structures to the subject and the ways in which the subject and its work are bound. For Teghtsoonian (2016) the entry point is recognized as the standpoint. Noting that the entry point is a standpoint, as opposed to simply an entry point, allows researchers to understand some relationships and labor are visible and some are not and navigating the standpoint through content analysis adjusts for this. By conducting an institutional ethnography content analysis of *Complete College Ohio*, I am able to adjust my standpoint for the priorities of the policy makers by coding for the institutional processes and practices the reforms are targeting. From there, I am able to code for who is tasked with carrying out reforms, or where in the institutional system reforms are targeted, which helps reveal how the institutional geography is utilized to both carry out reforms and bypass departments that may slow neoliberal reform progress.

Institutional Ethnography. Institutional ethnography recognizes that institutional design of place, policy, borders, and social networks develops hierarchies and immobilities both for those working within the institution and those trying to work with the institution. As a result, the decades-old method attempts to uncover these power-relations and reveal gaps in institutional practices where the institution fails to adhere to its goals, or where the institution purposefully creates unmanageable processes for those it serves. "Institutional ethnography can address the production of institutions and subjectivities in particular places and moments that become imbued with meaning. Institutions provide an important and necessary entry point into boundary-making, categorization, and subjectivity-making" (Billo & Mountz, 2015, p. 2016). Therefore, utilizing institutional ethnography is the process of uncovering the roles, relationships, and texts of institutions to understand how subjectivity is formed and maintained. This method was first utilized by Canadian sociologist Dorothy Smith in the 1980s to understand the systems that mediated work and organizations. Her initial look into the institutional make up was to understand how rules and regulations dictated ruling powers and social norms. Smith saw these relationships developed through "textually-mediated social organizations" (Smith, 1990b). To understand these relationships, institutional ethnography is informed by Marxist and Feminist scholars. This helps to understand the social relations embedded in labor, the distribution of work, and the channels of communication among those textually-mediated organizations (DeVault, 2006; Walby, 2007; Nichols & Giffiths, 2009; Billo & Mountz, 2016). Smith first used institutional ethnography to map single mothers' relationships and management of their children's school work. The unique nature of this study and institutional ethnography is that Smith does not look for relationship and management answers in the experiences of the single mothers; but rather, she looks at the institutions and networks that single mothers must navigate,

and how those institutions and networks react, appeal, and cater to single mothers, to better understand the experience of the single parent. In terms of my study, institutional ethnography is used to clarify the relationship between proposed *Complete College Ohio* reforms and disciplinary knowledge building, particularly that of composition and writing programs.

The goals of institutional ethnography are to trace the power dynamics through an institution or through the stakeholders of an institution. Through tracing dynamics, the researcher is able to identify how subjugated relationships within stakeholders emerge and become embedded in the everyday transactions of the institution. "The purpose is to see how practice is invisibly and anonymously coordinated with other work" (Townsend, 1996, p. 188). In other words, actions and reactions within work are done implicitly, without knowledge of bias or subjugation, as a result of how the institution is structured and written about. Institutional ethnography works to uncover the implicit nature of how people and work are mobilized for institutional outcomes. Furthermore, power dynamics are not traced just to be revealed, but also to show a map of relations and possible solutions. (Devault,2006). "It aims to go beyond what people know, to find out what they are doing is connected with others' doings in ways they cannot see. Institutional ethnography orients exploring and explicating the social relations that organize that experience in the institutional setting or settings in which they exist" (Kearney, et al, 2019, p.19). In this way, by mapping the institution's social relations, as opposed to an individual's experience, the researcher is able to see how the institutional make up mediates and dictates the individual's experience.

Billo and Mountz (2015) classify five methods of using institutional ethnography along with the researchers' participants and institutions. These methods include following (researchers follow participants daily), time on the inside (researchers spend more time as participant-

observers than following the participant), getting at the inside (analysis of interviews and documents), influencing life on the outside (spatially removed research involving interviews, archives, observations), and event ethnography (participant-observation from institution affiliated events such as conferences, workshops, and meetings) (Brillo &Mountz, 2015, pp. 208-212). Institutional ethnographies have been performed increasing in medical settings to understand participant positionality and agency (Rankin a& Campbell, 2009; McGibbon, Peter, & Gallop, 2010; Franklin, et al, 2019), in governmental and non-governmental agencies to reveal how and if mission statements are able to be fulfilled (Billo, 2015; Xiao & Dai, 2020) and enforcement and humanitarian agencies to better understand how protocols and actions may enact violence on the very populations they seek to protect (Lohnes, 2019; Papado, 2020).

In each of these studies utilizing institutional ethnography, the goal is to understand the institutional make up mobilizing stakeholder actions and responses. As stated above, this is done through the entry point of the research. For Teghtsoonian (2016), the importance of the entry point, or standpoint, is to "identify a puzzle or 'disjuncture' that people inhabiting it experience within a local setting and to translate that into a topic for empirical inquiry (the problematic of the research)" (p. 333). For this dissertation, the problem is understanding where writing fits into neoliberal, completion based higher education reform. Teghtsoonian continues to state "disjunctures arise in local settings when the knowledge and intentions of those living and working in them are subordinated to forms of knowledge that are oriented to processes and interests originating in extra-local settings" (p. 333). In this way, as *Complete College Ohio* is an extra-local entity. This dissertation uses institutional ethnography to understand if and how the reforms suggested subordinate the people and processes of the university, in particular, writing program administration and writing program curriculums.

This dissertation utilizes institutional ethnography to understand the goals *Complete College Ohio* wishes to carry out and the sectors of the institution that will carry out these goals. Furthermore, content analysis of the recommendations of the document will reveal the emphasis the reform has on knowledge creation, student development, and faculty input. Content analysis observes the presence of particular words and stakeholders. This follows Billo and Mountz's (2015) third institutional ethnography: getting at the inside. "In this approach, the embodiment and positionality of researchers is not the starting point. Instead, researchers examine the discourses and players at work within a powerful institution and struggles over knowledge production among them. They accomplish this through examination of texts rather than the social locations of their authors" (Billo & Mountz, 2015, p. 210). With *Complete College Ohio*, I look at the discourse of increasing degree completion numbers to understand its goals and how the reform plans to achieves them. Along with the content analysis, I also code for who and what part of the university system is responsibility for the proposed reform.

Coding Schemas and Reasoning. Institutional ethnography reveals not only the extra-local presence (*Complete College Ohio*) of a situation, but how the local presence (writing programs and curriculums) become subordinated by the extra-local, and how they must navigate and mobilize as a result. As such, using institutional ethnography allows the research to see how the extra-local marginalizes the local. To understand these relationships and movements, I traced the goals of each of the reform's recommendations, how they were to be implemented and carried out, and who would be consulted for the implementation and carrying out of recommendations. Using institutional ethnography helped to verify the neoliberal goals of increased non-academic administration and the lack of consultation from faculty and knowledge

producers. In fact, the faculty involved in decision making is only mentioned two times in the entire document. The first is in the call for state institutions to

> Adopt a consistent, statewide definition of "college and career readiness," identifying clear expectations for mastery of content knowledge and skills. This definition should be completely aligned with the college readiness and "remediation-free" standards developed by Ohio college and university presidents with input from faculty panels and the College Readiness Advisory Committee (p. 16).

This quote indicates the reformers are pushing for a tangible, transparent understanding of what college readiness is; however, faculty are only to be consulted for input, as opposed to definition. The other mention of faculty working with reforms is soon after in a discussion of universal state credit-hour requirements. "College/university faculty should be included in whatever process is used to develop the statewide standards for credit-hour requirements for degrees. Upon completion and adoption of new policy, colleges and universities would need to review major core requirements to bring their credit-hour requirements in line with new standard" (p. 19). Though the first sentence suggests faculty involvement in a universal general curriculum, the latter presents the understanding that the statewide standard will be imposed on departments and universities, and it is the departments and universities' duty to adhere to the credit-hour and curriculum change imposed, without ample representation.

Acknowledging how little the document mentions faculty stakeholders contributed to the coding process. I knew I could not approach the *Complete College Ohio* document with my understandings of how curriculums are developed or the faculty scholarship on pedagogy. I wanted to conduct a content analysis that began with the priorities of *Complete College Ohio* without imposing my biases as a writing researchers and faculty member. To do this, I had to

consider the standpoint of the reforms and their goals. This took several drafts of processing starter codes (Spinuzzi, 2013) to begin to work from the standpoint of the reformers. Starter codes classify data by subject, providing description to that data. The coding of this document uses a large starter code, which I then labeled as Target of Reform, to understand the lens of the reform: comprehensive curriculum, STEM and literacy, or non-curricular. I arrived at the "Target of Reform" codes after taking several passes of the document considering more specific curriculum or stakeholders, such as literacy, STEM, faculty, students. It took these passes to realize each part of the document has more broad verbiage, which also removes the stakeholders from the content.

Table 2.1 provides definitions and examples of these codes. The left column provides the Target of Reform, which is the focus of the reform for *Complete College Ohio*. I have concluded that there are four focuses of reform within the scope of each recommendation. These reforms are cross-curricular, STEM and literacy, non-curricular, cross-institutional. Two of these reforms focus on curriculum (cross-curricular and STEM and literacy) and two reforms focus on connecting experiences across the university system (non-curricular and cross-institutional). The middle column of table one defines the starter, and the far right column provides an example from the text.

Table 2.1

Target of Reform

Criteria	Definition	Example	Number of Appearances
Cross-curricular	These are reforms with consequences across the university curriculum	Require all degree-seeking, first-time college students to develop a program completion plan. Strongly recommend that all students declare a program of study within the first year and	42

		require them to keep an up-to-date program completion plan.	
STEM and Literacy	These are reforms with consequences specifically for STEM or Literacy curriculums. STEM and literacy reforms are often witnessed in tandem as they are predicated on testing and placement, which then dictate a student's "track."	Encourage aggressive placement of students into credit-bearing courses with supports. Recent studies from the Community College Research Center demonstrate that students placed into gatekeeper mathematics and English courses with supports do just as well as students placed into the highest levels of remedial education.	17
Non-curricular	These reforms are predicted on changing the university administrative infrastructure or non-curricular student preparation (such as financial literacy), but they don't have direct consequences for a curriculum sequence.	Develop institutional systems that accelerate students' connection to clear and concise degree pathways, track progress toward academic goals and intervene when help is needed.	100
Cross Institutional	These are reforms that affect the relationship of institutions and departments throughout the university network. They can include P-16 partnerships, transfer credits across institutions and institution types or guides for surveillance from freshmen to senior years.	Another strategy for shortening the path to college completion is to award credits for college-level learning that has been acquired prior to enrolling in college through work experience, employee training programs, independent study, non-credit courses, military service or non-college courses or seminars. Prior Learning Assessments (PLAs) measure what a student has learned outside of the college classroom, evaluate whether that learning is college-level and then determine the equivalent number of college credits. PLAs take many different forms, including portfolio assessments, evaluations of corporate and military training, program evaluation customized exams and standardized exams. Credits earned through PLAs are closely tied to learning outcomes rather than measures of seat time.	52

The largest "Target of Reform" in this first coding schema is the "non-curricular" code, which appears 100 times. This indicates that of the 211 statements coded in *Complete College Ohio*, 100 of them did not have a reform that directly affected the curriculum across the institutional network. The non-curricular focus of the reform reinforces the idea that neoliberal reforms are not grounded in curricular ideology or department goals, but rather, they are grounded in new public management ideology that centers on increased administration and decreased departmental and faculty autonomy. Further coding and analysis will be conducted to evaluate this phenomena.

Considering the curricular starting points of the document, I hoped to understand the disciplinary focus reformers favored, and how faculty and departments were (and will be) involved in the reform process. The large presence (42 appearances) of cross-institutional codes indicate that reformers developed an increased network 1) to teach university curriculums, 2) to obtain university credits, and 3) to develop transparency and communication of outcomes across high school, two-year, and four-year institutions. Importantly, while this network is larger, the decision making and curricular outcome power faculty and departments have with their discipline is now reduced to the State and reforms to maintain transfer credit and streamlined communications.

I then developed a coding system for the purpose of each reform. I looked at the purpose to understand *why* the reformers were focusing on these individual reforms. Table 2.2 indicates the coding pass from the starter codes to the reform purpose codes. The left column provides the code, which I concluded there were four purposes, or "whys" of the broader reform. These

purposes are degree completion, course exemption, financial literacy, and pipeline. Three of the codes (degree completion, course exemption, and pipeline movement) indicate that the purpose of the reform is to move the student through the degree process efficiently. The final code (fiscal understanding) indicates the student's need for consumer consciousness. The middle column provides a description of the code, and the far right column provides an example from the document.

Table 2.2

Purpose of Each Reform

Criteria	Definition	Example	Number of Appearances
Degree Completion	Focus on student graduation and credentialing at any level.	Require each college, university and adult career technical center in the University System of Ohio to develop an institution-specific Campus Completion Plan that is consistent with the institution's mission and strategic priorities. Each plan will include specific, measurable completion goals; a mix of strategies and tactics, including - as appropriate - strategies and tactics offered in this report; a communications strategy; and metrics for success, including both campus-specific metrics and common metrics shared by all USO institutions.	52
Course Exemption	Reforms encouraging more students exempt from general education requirements.	Building partnerships that produce strong alignments between high school requirements and college readiness expectations will create a seamless transition for students as they move along the educational continuum. A truly aligned P-16 system will ensure that articulation and transfer of policies are strengthened to ensure that postsecondary credits and credentials earned with the University System of Ohio transfer within the system	32
Fiscal Understanding	Education and messaging on the cost of higher education and student loans.	As student loan debt and defaults are skyrocketing and on the verge of becoming a national crisis, the importance of financial literacy programs is imperative. An Institute of Higher Education Policy study finds that institutional practices and programs such as financial literacy can be instrumental in mitigating default and	12

		improving borrower behavior. Other studies show that financial literacy improves college retention and completion.	
Pipeline Movement	The linear path completion-based education has created for start to finish degrees across the student body.	Develop comprehensive, mandatory first-year experiences that should include a first-year experience course, robust support services, proactive advising and targeted intervention strategies to help keep students – in particular, high-risk students – moving forward along the college completion continuum. The goal of the first-year experience should be to help students choose a program of study, or broad program area, and develop an academic plan with all required courses laid out in the recommended sequence.	139

The codes in Table 2 help to remove each *Complete College Ohio* recommendation from the larger context of increasing student degree completion to understand *why* they are focusing on these individual reforms to reach their goal. The emergence of table 2 codes indicates a lack of curriculum development to create an increase in degree completion. Instead, the document demands a restructuring of institutions to increase course exemption from high school to university and two-year coursework to four-year coursework, along with eliminating coursework altogether to ensure students finish. The presence of the fiscal understanding code indicates that the reformers use financial loss and the increased cost of admissions to remind students why taking multiple courses, courses out of their degree path, are not advisable. Finally, the presence of pipeline movement, word choice the document presents throughout *Complete College Ohio*, insists that there is a single track to obtaining a degree, and exploring courses and options is not part of that pipeline. Important to this dissertation, while these codes have an impact on the students and their degree path, it also furthers repercussions for writing programs as the increase of course exemptions and the insistence on following a direct pipeline will deter students from taking a college writing series, especially at the four-year university, and junior and senior extracurriculars that will take more credits and time away from a pipeline's degree path.

The next coding pass was to understand the goal of each reform. This is different from the "purpose" coding pass because the "purpose" pass looked at the "why" of the reform, and this looks at the "what" of the reform. The goals coding looks to understand what the reformers are hoping to achieve by altering the administrative and curricular arrangements of the university system. I found three goals of the reformers through the coding process: increased administration for oversight, faster degrees, and degree completion. These are listed on the far left of the table, the definition is the in the middle, and the example is on the far right.

Table 2.3

Goal, or Desired Result, of Reform

Criteria	Definition	Example	Number of Appearances
Increased administration for oversight	The change is enforced by surveillance of a non-academic body.	Require each college, university and adult career technical center in the University System of Ohio to develop an institution-specific Campus Completion Plan that is consistent with the institution's mission and strategic priorities. Each plan will include specific, measurable completion goals; a mix of strategies and tactics, including - as appropriate - strategies and tactics offered in this report; a communications strategy; and metrics for success, including both campus-specific metrics and common metrics shared by all USO institutions.	89
Faster degrees	Partnerships and "gap closing" are touted to increase the efficiency of a student finishing degree program.	Building partnerships that produce strong alignments between high school requirements and college readiness expectations will create a seamless transition for students as they move along the educational continuum. A truly aligned P-16 system will ensure that articulation and transfer of policies are strengthened to ensure that postsecondary credits and credentials earned with the University System of Ohio transfer within the system	45
Degree completion	Programs, incentivizing, and consequences developed and implemented to	As student loan debt and defaults are skyrocketing and on the verge of becoming a national crisis, the importance of financial literacy programs is imperative.	48

	increase degree retention.	An Institute of Higher Education Policy study finds that institutional practices and programs such as financial literacy can be instrumental in mitigating default and improving borrower behavior. Other studies show that financial literacy improves college retention and completion.	
Pipeline Usage		Additionally, targeted communications efforts to raise awareness of "credit based transition programs" (such as Dual Enrollment, Advanced Placement and International Baccalaureate) and Statewide articulation and credit-transfer programs should be coordinated with the comprehensive Statewide communications effort.	3

As stated, Table 2.3 shows the desired result of the goal. In this table, it is clear that increased degree completion is not desiring of increased student understanding of curricular material; but rather, increased administration, faster degrees, and completion of degrees. This is important to note because whether all or some of *Complete College Ohio* is implemented, or if it is maintained as a ruling reform, these ideas and changes will maintain in the university indefinitely. As such, the increase of administration to monitor both student progress and intervene between faculty and student progress will maintain a presence. Furthermore, as course exemptions and curricular elimination are enacted to ensure faster degrees, regardless of the evolving nature of higher education reform, those practices will be maintained. This results in a lack of autonomy for writing faculty and administrators and a moratorium on a writing program's abilities to gain presence and space within the institution.

The final coding pass was to understand the institutional apparatus in charge of carrying out this reform and the institutional geography empowered or affected by the decisions. By understanding the institutional geography affected by *Complete College Ohio*'s reforms, the data illustrates how writing faculty and writing program administrators' actions and pedagogies are

mediated or bypassed as a result of institutional reform. Five geographic codes emerged from the document: statewide, university network, 9-16, K-16-workforce, and administration. The far left column of table four provides the code, the center column provides the definition, and the far right column provides an example from *Complete College Ohio*.

Table 2.4

Institutional Geography Affected by Reform

Criteria	Definition	Example	Number of Appearances
Statewide	This affects all state institutional processes.	Develop statewide standards for all credit-bearing internships and co-op learning opportunities. Establish shared language, standards, expectations and evaluation measurements to create a shared "unit of currency" linked, ideally, to learning outcomes. Use the National Society for Experiential Education (NSEE) Standards as a benchmark.	21
University Network	This affects all public universities in the technical, two-year, and four-year systems.	Require each college, university and adult career technical center in the University System of Ohio to develop an institution-specific Campus Completion Plan that is consistent with the institution's mission and strategic priorities. Each plan will include specific, measurable completion goals; a mix of strategies and tactics, including - as appropriate - strategies and tactics offered in this report; a communications strategy; and metrics for success, including both campus-specific metrics and common metrics shared by all USO institutions.	31
9-16	These reforms aim to create alignment and develop the university pipeline at the high school level.	Replace the Ohio Graduation Test with a new high school assessment system designed to inform and enhance high school students' course-taking decisions, increase the probability that students will be college ready by the time they graduate from high school, and improve first-year college and career course placement decisions.	32
K-16-Workforce	These reforms aim to create alignment and prepare students for	By 2018, almost as many available jobs will require an industry-recognized certificate or a two-year degree as will require a bachelor's degree or beyond. Currently, however, many	12

	the workforce at all school levels.	of our students and their families have little awareness of what jobs will exist and what education is required. Students deserve the opportunity to explore college and career pathways earlier on the educational continuum (Carnevale, A., Smith, N., & Strohl, J., 2010) - beginning in the early stages of high school. Alignment begins with designing and delivering high school course content that is relevant to students' lives and clearly demonstrates how high school work is connected to postsecondary education and career opportunities.	
Administrative surveillance		Develop a state or college/university finance program to provide financial assistance to students who enroll in summer term courses, thereby incentivizing students to pursue accelerated pathways to completion. It will be important to ensure that aid received in the summer does not reduce the overall aid a student may receive.	126

Table 2.4 makes clear that completion-based education reform develops institutional networks that bypass the curriculum makers to decrease the roadblocks to degree acceleration. This network includes transfer credit from high school to university, two-year institution to four-year institution, and four-year to four-year institution. Importantly, because of the appearance of the workforce, the institutional goal was never an education, but the ability to carry a child from kindergarten through university with the mindset of entering the workforce. To ensure this is carried out, there are increased administrative measures to monitor each department and the incoming credits of each new student.

Relationships of coding schemas. The relationships of each of these coding schemas attempt to reveal the what, why, and how of each proposed reform. They were sequentially arrived at in the order presented in the chapter: target of reform, purpose of reform, goal of reform, and institutional geography of reform. I first looked at the proposed reform to understand what the target of the reform encompassed, which is how I arrived at the four original “targets of

reform:" cross-curricular, STEM and literacy, non-curricular, and cross-institutional. After coding and understanding the frequency of each code, I wanted to understand what the purpose for the individual targeted reform includes. Importantly, this is the purpose for the student; this coding schema asks "what is the reasoning for the reform for the student?" As Table 2 notes, the purpose of the targeted reforms is to increase efficiency of student degree completion through exempting coursework by exams or early coursework (course exemption), understanding the costs of education and consequences of both poor grades and extra courses (fiscal understanding), and maintaining a single track through degree completion (pipeline movement). The relationship from the first coding scheme to the second is understanding the purpose (Table 2) of the targeted reform (Table 1) for the students. The relationship of the third coding schema is understanding the goal (Table 3) of the targeted reform (Table 1) for the university system and the reformers. I looked at this to clarify if the goals for the university were to increase student comprehension or student completion. This is important in discovering if the reform is focused on knowledge building methods or surveillance methods. Table 3 indicates that the goals include increased surveillance (through increased administration) and efficient degrees (through faster degree completion). This concludes that the reform goals are simply to increase administrative ranks and degree efficiency, not knowledge production or content comprehension. To understand locations both affected by and charged with reform, the final coding schema (Table 4) reveals where or who within the university system the targeted reform enlists to carry out the reform. From this coding pass, it is revealed that large networks of the institution are asked to work in tandem (statewide, university network, grades 9-16, and K-16-workforce) and/or increased administration is implemented to ensure reforms are carried out (administrative surveillance). The institutional geography of each reform indicates that the relationships of target of reform are

tied fusing larger networks together for the network consistency and ease of student movement, retention, and surveillance. This also increases surveillance of individual departments and courses to ensure the student moves through the pipeline faster, as this is both the purpose for the students and the goal for the reformers.

Coding schemas and transfer. After looking at the frequency of each code from each coding pass from the document at-large, I then wanted to understand the frequency of each code when transfer reforms are articulated. For this step, I looked for reforms that mentioned transfer, dual credit, and Advanced Placement (or AP). Each of these reforms indicate a method for students to bypass first and second year writing at the four-year public university by taking the coursework either in the community college or at the high school.

Transfer. *Complete College Ohio* reforms mandate that freshmen and sophomore courses be transferred from public university to public university. Students who complete their associates at a community college have the ability to enter a four-year university at the junior level, bypassing all freshman and sophomore general education requirements. Those students choosing to transfer from one four-year public university to another four-year public university also don't risk re-taking any general education coursework as a result of this mandate. Table 2.5 reveals the coding schema for reforms mentioning "transfer."

Table 2.5

Transfer

Target of Reform	**Number of Appearances**	**Purpose/ Reasoning**	**Number of Appearances**	**Goal/ Desired Outcome**	**Number of Appearances**	**Geography**	**Number of Appearances**
Cross Curricular	7	Degree Completion	3	Increased Administration	9	Statewide	3
Stem/Literacy	0	Course Exemption	4	Faster Degrees	6	University Network	8

Cross-Institutional	3	Fiscal Understanding	0	Degree Completion	6	9-16	0
Non-Curricular	13	Pipeline Movement	15	Pipeline Usage	1	K-16-Workforce	2
						Administrative Surveillance	8

Interestingly, in terms of transferring credits from community colleges to four-year public universities, or even from one four-year university to the next, very little attention is given to the curriculum. Most of the reform is concerned with non-curricular reforms that make transfer easier and more transparent, which then explains why the majority of the second coding schema rests in "pipeline movement," making sure students move quickly through the system and avoid becoming cogs.

Dual Enrollment. Dual enrollment is a program that was initiated to allow top performing high school juniors and seniors take courses in the university classroom. *Complete College Ohio* reforms seek to increase the numbers of eligible dual enrollment students by allowing any student from 7th-12th grade sit for a test that indicates they have the skills to take university coursework. *Complete College Ohio* further seeks to increase dual enrollment opportunities through a program called College Credit Plus, which allows students to earn university credit for a course while in the high school setting, provided their high school teacher holds 15 disciplinary credit hours at the graduate level. Table 2.6 reveals the coding schema for reforms mentioning dual enrollment.

Table 2.6

Dual Enrollment

Target of Reform	Number of Appearances	Purpose/ Reasoning	Number of Appearances	Goal/ Desired Outcome	Number of Appearances	Geography	Number of Appearances

Cross Curricular	1	Degree Completion	0	Increased Administration	7	Statewide	2
Stem/Literacy	0	Course Exemption	9	Faster Degrees	5	University Network	0
Cross-Institutional	9	Fiscal Understanding	0	Degree Completion	0	9-16	6
Non-Curricular	3	Pipeline Movement	4	Pipeline Usage	1	K-16-Workforce	2
						Administrative Surveillance	5

Of particular note with this data, is this emphasis on "cross-institutional" and "course exemption" frequency (both 9 of 13 times) and the use of administration to carry out tasks (7 of 13 occurrences of "increased administration and 5 of 13 "administrative surveillance"). This indicates the reliance on new administrative bodies to manage the movement of increasing bodies and credits taking college coursework at the high school.

Advanced Placement (AP). Advanced Placement courses and testing were designed for high school students who did well in a discipline to be able to take additional courses in that area and sit for national tests that could exempt them taking university courses that correspond to the test content. The test is administered by a corporate testing entity, and the university would decide what, if any, scores would be acceptable to allow a student to bypass a course. Through increasing high school funding, *Complete College Ohio* is encouraging more and more students to take AP credit across disciplines and sit for AP exams, regardless of interest or acumen in the content area. Table 2.7 shows the coding frequencies each time Advanced Placement or AP are mentioned.

Table 2.7

Advanced Placement

Target of Reform	Number of Appearances	Purpose/ Reasoning	Number of Appearances	Goal/ Desired Outcome	Number of Appearances	Geography	Number of Appearances
Cross Curricular	2	Degree Completion	0	Increased Administration	2	Statewide	0
Stem/Literacy	0	Course Exemption	7	Faster Degrees	6	University Network	0
Cross-Institutional	6	Fiscal Understanding	0	Degree Completion	0	9-16	7
Non-Curricular	1	Pipeline Movement	2	Pipeline Usage	1	K-16-Workforce	0
						Administrative Surveillance	2

Just like with the Dual Enrollment coding frequencies, from the first two schemas, cross-institutional and course exemption are the most represented. Interestingly, administration does not have such a large presence in the last two schemas. This is likely because AP testing is administered national and by a corporate organization. Universities simply receive and file the data and an increase in new administrative positions is not necessary. This is likely why the frequency rests with faster degrees (6 of 9) and 9-16 (7 of 9).

Coding Schemas and Remediation.

Remediation or Remedial. Lower level STEM and Literacy coursework is targeted for removal by *Complete College Ohio.* While there are many theories regarding the language of lower level coursework, the document uses remedial and remediation courses, so that is the language my dissertation will use. Chapter 4 will detail the reform recommendations for public universities and remedial coursework, which include removing remediation from four-year university, mandating test score changes, and outsourcing instruction to outside "college success" entities. Table 2.8 reveals the coding frequencies each time Remedial or Remediation appears in the document.

Table 2.8

Remediation

Target of Reform	Number of Appearances	Purpose/ Reasoning	Number of Appearances	Goal/ Desired Outcome	Number of Appearances	Geography	Number of Appearances
Cross Curricular	7	Degree Completion	0	Increased Administration	14	Statewide	3
Stem/Literacy	20	Course Exemption	5	Faster Degrees	14	University Network	3
Cross-Institutional	5	Fiscal Understanding	0	Degree Completion	13	9-16	9
Non-Curricular	3	Pipeline Movement	40	Pipeline Usage	0	K-16-Workforce	0
						Administrative Surveillance	22

As opposed to the transfer credit data, the remediation data indicates emphasis on STEM and Literacy curriculums (20 appearances).

Data Set #2: Writing Program Administrators and Dean of Arts and Sciences Interviews

As mentioned in Chapter 1, my dissertation focuses on the language of Writing Program Administrators because the work WPAs perform develops the dissemination of writing philosophy across a department and through the institution, Gunner (2012) notes

> empirically and theoretically informed notions of composing don't necessarily resolve program-level questions about subject matter, the role of research, visual rhetoric, technical and professional writing, rhetorical theory, new media writing, WAC, ESL, advanced composition, WID, literature. Curricular controversies tie to pedagogical methods, class size, instructor training, placement, evaluation, preparatory issues/remediation, requirements, plagiarism, and assessment. All of these, and many other material issues treated by scholars in the broader composition-rhetoric field,

become intellectual challenges in terms of how they take on (or don't enter into) program form (pp. 113-114).

Here, Gunner is hinting at the problem that has actualized within Ohio public universities: the work writing scholars contribute to the infinite and intertwined areas of writing studies becomes issues for the WPA to implement into writing program missions as a result of the socially constructed environment of the institution. Importantly, the WPA must be able to speak on these terms and their relationships within departmental and institutional missions, as well as their relationship in developing the student as writer. I hypothesize the language of what writing is and does has a direct impact on higher education policy and combating policy that is not in the best interests of writing programs or the writing discipline.

The following research questions guided my research for this data set: in what ways do administrators in the discipline (those in charge of writing courses: writing program administrators, English department chairs) reference composition theory and its purpose in the university and degree path? In what ways do Deans of Arts and Sciences reference composition theory and its purpose in the university and degree path? As chapter one notes, composition researchers and writing program administrators have detailed their contribution to the university in writing for decades; however, gaps in research are present concerning interview data of both writing program administration and the administration above writing departments and their understanding of the work of writing and how that exists throughout the institution and the university experience.

My interest in these questions derives from my belief that liberal arts education, and composition studies in particular, are the last democratic footholds of public inquiry. I conducted interviews to understand how academic administrators articulated the composition discipline,

and how that was represented in policy reforms. As stated in Chapter 1, public policy has a trend of controlling literacy at the lower levels: to ensure a certain basic literacy is taught across students and to utilize great books to teach student morality and goodness. My interest piqued at what control of literacy and education at the university level entailed, what the reform's goals are attempting to achieve, and where democratic education and thought continued to exist.

I conducted semi-structured interviews with Writing Program Administrators and Deans of Arts and Sciences with questions to target their understandings of what writing is, how writing is situated in their university, and how writing fulfills the liberal arts mission (Figure 2.1).

1. Can you describe your position and what you led you to this role in your university?
2. Tell me about the population your university serves. How is the university population similar or different from the community population the university is situated in? What is the relationship between the university and the community? How does your position connect with, respond to, work with these populations.
3. Can you describe the composition program at your institution? Does the composition program administration play a role in university level decision making? Tell me about the composition department's presence in higher administration. What is your background/relationship regarding composition departments?
4. What is your understanding of the university's mission?
    a. Does this mission serve the university or does the university attempt to fulfill the mission? In what ways?
    b. How does your role as an administrator fulfill this?
    c. How does the composition discipline fit into that mission?
5. What is the role of composition courses in the university?
6. Describe your university's approach to remedial composition courses. What stakeholders played a role in shaping that approach?
7. How do you believe composition experiences in the university will shape students work in and out of the classroom? How does the presence (or lack of presence) of composition coursework positively or negatively affect your student and community populations?
8. How is your university adapting to completion-based legislation? Is the value of composition evolving as a result? In what ways?
9. As an administrator, do you find composition departments/curriculums having an appropriate presence/representation across the university? Why or why not? In your university, how is your department able to increase its representation? What are the constraints in and out of the university to enact representation?

Figure 2.1: *Participant Interview Questions*

I asked the same questions of Writing Program Administrators that I asked of Deans of Arts and Sciences. The goal of the interview questions from Figure 1are to have administrators articulate the priorities of the composition discipline itself and how those priorities contribute to the university at large. This should answer the question **what are the priorities of composition studies?** As noted in chapter one, the composition and writing program fields have an abundance of theoretical and empirical research discussing what happens in the writing classroom and why the writing classroom is a space for all learners, but there is a gap in research regarding writing program administrators talking beyond the field. Moving the conversation beyond the writing classroom and Writing Program Administration is important to this dissertation as it notes that none of the *Complete College Ohio* authors have background in composition or pedagogy; therefore, it is imperative to understand how people in the field, across diverse populations and universities, discuss writing in the classroom and writing in the university. Because the field is lacking a conversation with upper administration, I was able to extend a conversation regarding writing with this small step above writing programs. This method of inquiry and analysis allowed me to "check out assumptions, and later hypotheses, with respondents and against incoming data and ask them whether your interpretation matches their experiences with that phenomenon - and if not, then why" (Strauss & Corbin, 1998, p. 45). I was able to trace my original assumption of disconnect between Writing Program Administrators and Deans of Arts and Sciences, to a disconnect between literacy and composition studies scholarship and Writing

Program Administrator Rhetoric. The eight participants chosen for interviews do not represent a large sampling, but their scholarly backgrounds and university backgrounds provide diverse representation of the State of Ohio and its universities (Table 2.9). My goal in collecting participants was to find a sample of interviewees that represented both the diversity of the state's

population and university types. The State of Ohio has universities situated in rural Appalachia areas with a majority of first generation scholars, and it has community colleges in large cities with large populations of refugees, and it also has top tier engineering and medical universities with legacy family member acceptances. Writing Program Administrators and composition coursework in each of these contexts face very different challenges, and *Complete College Ohio* disrupts the progress departments have made in developing individualized programs for their university and community populations.

Because writing programs and academic colleges are diverse and informed by their populations and environments, my participants came from writing programs across the state and across university types. Table 2.9 details each participant's university and community populations as the participant discussed them.

Table 2.9

Participant Description of Their University

Participant Type	Direct Constraints from Policy	Population/Environment	Pseudonym
Writing Program Administrator and Lecturer from 4-year Private University **This participant holds an MA in English with a decade of work in the professional and technical writing industry.** **This is a first and second year writing program.**	A private university has no direct constraints from *Complete College Ohio.* This participant acknowledges that the university has to be innovative to continue to attract in-state students as a result of state policy changes.	The university is not representative of the city's population, which is low-income and diverse. The university population is roughly 90 percent white with an international population from Saudi Arabia, which is beginning to slow. Most students are business and engineering majors and come from middle to upper middle class Catholic households.	Mariam

Writing Program Director and Full Professor from a 4-year Private University. **English Department** **This participant has a PhD in Literature, and the WPA is a rotating position at this university.**	A private university has no direct constraints from *Complete College Ohio.* However, her responses indicate that the classroom curriculum and incoming student practices and maturation are affected by dual enrollment and transfer credits.	The university has some students from the local high schools. The institution has a lot of small town kids, so in terms of the undergraduate population, it is similar to the town, but with students from across the state. They come for professionalized programs such as pre-vet, occupational therapy, physical therapy, pharmacy, and equine sciences. Professionalizing University.	Joy
Writing Program Administrator and Instructor from a 4-year Public University. **At the time of the interview, this participant was working on her PhD in composition and rhetoric. The WPA duties at this university are split between two people, each holding an MA in English.**	This university had to fight the State of Ohio to maintain its basic writing curriculum and its writing series, noting the percentage of the population testing poorly in math and writing. However, the WPA contends that the courses are not "safe" in the university, and labor is consistently spent justifying their existence.	This is a changing population to the traditional students from the five surrounding areas, though the university is trying to extend itself to neighboring states. Students are from low to middle income families, generally commuter students, and represent the declining economic status of the city. There is also a high international population, but they often take courses at the regional community college campus before entering the university.	Sarah
Writing Program Administrator and Professor from a 4-year Public University. **This participant holds a PhD in rhetoric and composition. The WPA position is fixed, not rotating every few years. This participant is the only full time faculty member with a terminal degree in composition and rhetoric.**	Four-year public universities are faced with the removal of remediation and the increase students exemption from first and second year writing. This participant notes that state intervention has created a labor issue for him, as he now has to prepare and travel to observe high school teachers across the region to ensure their College Credit Plus program is viable.	This is one of the only open-access universities in the state, so there is no admissions requirement, resulting in a very diverse population academically. Student ACT test scores can range from the high twenties to single digits. There is a diverse international population both from abroad with students entering pharmacy and engineering, but also the local population who immigrated from the Middle East. Roughly 80 percent of the population is from the region. The local city is an old, struggling, rust belt city, and the student population mirrors that.	Bill
Chairperson and Professor from a 2-year Public University.	Two-year universities are pressured from the state to credentialize more high school teachers for College Credit Plus and find more ways to complete degrees for students who have been in the system for several	Since 2012, the population has been changing from a diverse, non-traditional population, to a traditional one. There are more traditional students in a transfer program to transfer all of the general education requirements to a four-year university and immediately begin in their third year. It is simply less expensive, and some are finishing	Alexis

	years or who are a few credits from obtaining a degree. Because this college is rather large, it has it's own developmental education department, and the writing program is not affected by the reduction of remediation at the four-year university. However, with the increase in transfer transparency, the university population is less representative of the community and more representative of the traditional, just graduated high school student, looking to transfer their first two years of university to a four-year university upon graduating the community college.	their associates degree as well. They are seeing more veterans and more language learners. Where language learners would generally be placed in the university's ESL program, these are second generation children, so they are testing into the traditional writing sequence.	
Dean of Arts and Letters from a 4-year Public University	Four-year public universities are faced with the removal of remediation and the increase students exemption from first and second year writing. Emily discusses the need to justify and create mainstreaming in the writing curriculum as *CCO* removed the original remedial course from the university. She also discusses the need to create and facilities co-requisite courses as *CCO* mandates the scheduling of low test scoring students in cohorts with STEM and writing courses across their first years.	This population has a sizeable drawing from the major Ohio cities and neighboring states. From mandated ACT and SAT scores, it sees roughly 35 percent remediation in English and 40 percent remediation in math. They have a portion of out of state students because testing scores are high enough to earn scholarships. This institution also has an African American and minority percentage that mirrors its outside community at 25 percent, higher than any other state school.	Emily
Dean of Curriculum and Academic Outcomes in the Arts and Sciences of a 4-year Private University	A private university has no direct constraints from *Complete College Ohio.* Innovative attempts to appear attractive over	This institution's university is upper middle class students. 42 percent are from the state, 80 percent are white and 60 percent are Catholic. The university is much like its immediate southern suburb, while the city is diverse with a	Erin

	state institutions include partnerships with the local community college, guaranteeing a reduction in tuition cost and coursework.	large Turkish community and Rwandan refugee community. Those diverse communities are not seen on campus.	
Dean of Arts and Sciences of a 4-year Public University	Four-year public universities are faced with the removal of remediation and the increase students exemption from first and second year writing. Rachel discusses the development of co-requisite courses and aligning students to paths that fit correlate to their testing background. She also discusses the requitement of aligning curriculums with careers and career readiness as a mandate of the state.	The institution serves a diverse community of primarily undergraduate students. It serves them through a variety of programs in and out of the university, such as College Credit Plus, which serves the high school tri-county and immediate local county areas. They also have students who would be considered at risk and first generation, often admitted with conditional admissions. In that sense, many students enter the university with broad backgrounds, skillsets, and constituencies that traditional four-year students don't generally have.	Rachel

I used open-codes informed by three areas of scholarship: ideological model of literacy, resistant WPA scholarship, and post-process composition theory. The ideological model of literacy, or that writing is a socially constructed act, is fundamental to a writing program philosophy, despite the diversity across writing programs (Gunner, 2012). As such, I coded responses that articulated writing as social and development, maturation, and transfer as dependent on environments and sustained practice within those environments. I also coded responses that stated writing is a skill and faculty are teaching skills and foundations, seemingly negating the theoretical underpinning of writing programs and pedagogical approaches of the last 40 years. In terms of resistant WPA responses, I coded for responses moving away from the managerial, institutional service work of the administrator and toward Adler-Kassner's (2008) vision of the activist WPA: shifting frames of the student writer and the writing course through storytelling (p. 5). Finally, codes considered the labor of writing programs (Horner, 2016) and

the warnings from post-process theorists to break habits of commodification and service that WPAs consistently cling to show the value of their presence.

Table 2.10 indicates the codes that stemmed from these theories, their definitions, and examples. From the interviews, seven codes emerged. I labeled these as management codes because it indicates how administrators respond to the network of writing theories, university systems, and state reforms. These codes include how participants discuss what writing is or how it develops (autonomous model and ideological model), how participants discuss the purpose of writing programs and departments (commodification and service), and the future of writing program development (resources, state intervention, and seat at the table). In Table 2.10, the far left column indicates the code. The middle column provides the description, and the far right column provides two examples of each code.

Table 2.10

Participant response management codes

Management Code	Definition	Example	Frequency
Commodification	The way in which participants market the value of composition in the major and in the university	"There is one version [of first year writing] for all majors which basically is a typical WAC course: a couple weeks on writing in the humanities, a couple in social sciences, and a couple in natural sciences and you kind of get a full view of writing in the disciplines." (WPA and Instructor 4-year public university). "A lot of our students come for professionalized programs so they are coming looking for pre-vet, occ therapy, physical therapy, pharmacy, and equine studies so nothing specifically for writing or English and so they come from all over, and they may not necessarily be the small town kids we would have around here we also have a high international population on campus and they start out in our intensive English language program and then progress into taking	27

		classes with the regular campus community" (WPA, 4-year private university).	
Autonomous Model	Participant responses that stress writing a skill, innate, or testable. Even if the participant discusses writing as a practice but still utilizes words such as foundations or skill, the responses will be coded as autonomous.	"We are helping develop a foundation for any other course they would take here, building communications skills. Writing skills, it's just one of those foundational skills any student needs to have" (Chairperson, 2-year university) "in the 100 level course, this is their intro into different styles of writing and how to put together different sorts essays the next level class then introduces really deeply into researching a specific topic and how to take the skills of writing an essay and weave research skills into that so they're practicing the same skills and then adding on that research component so we've tried to layer their learning so they're reading the skills and adding to it every time they encounter a new class" (Dean, 4-year private university).	23
Ideological Model	Responses indicate writing as a social practice and refrain from using foundations and skills.	"We provide broad based training in terms of skills and dispositions and critical reading, writing, and thinking – literacy vey broadly defined to not just prepare people for jobs but to prepare people with the skills to function as local and global citizens" (Dean, 4-year public university) "By the time they are graduating seniors, the sort of have a clear understanding, or able to articulate and use the information they have learned to affect some sort of change. That's my interpretation of it. And so I think that the writing program is really looked to provide a introduction of all these really important concepts that the university has decided are the big things we want our students to be able to think, to do, to master by the time they graduate" (WPA, 4-year private university)	56

Service	This code emerged when participants discussed writing faculty in roles either outside of the classroom (writing centers, workshops) or expectations of writing curriculums from university personnel and outside faculty.	"Faculty have a joint appointment in English and in the learning teaching center runs seminars that are open to anybody to learn how to integrate writing into other courses so we really try to both let English be the lead and the place where we make sure everyone gets composition skills but also to weave through enough of the rest of the curriculum that students really leave with a holistic understanding that having strong written communication skills is a valuable part of their education" (Dean, 4-year private university). "I have a feeling you will hear this over and over again we are seen as a service course, first and foremost it frustrates many of us to no end but that is how we have always been viewed we are a service course we are a gate keeping course I won't say that it's everybody I won't paint very broad brush but the majority of our fac view us that way but the fac that work with us, with me or our lecturers here, its different once you work with us, they realize "these people have content knowledge" we realize there is more going on here than making sure the comma is put in the right place as I work with people across the university, I see that change a little bit but at the end of the day, it's still, "if my students can't write, what are y'all doing over there?" I don't know if that will ever change" (WPA and prof, 4-year public university)	64
Resources	This code emerged when participants discussed funding, labor, contact hours, etc.	"Circumstances facing English faculty are not the same as circumstances facing other faculty across the university, even though the university is attempting to improve the working conditions or acknowledge that the working conditions of adjunct faculty…it's about making the case and keeping; it's about keeping up with discussion trends about class sizes; keeping up with national organizations like CCCCs and WPA advocacy" (Dean, 4-year public university)	27

		One of the longstanding issues with English instruction and higher education is the disparity of pay. We spend a considerable amount of time reviewing, providing feedback, and we are spending much more time than our counterparts … and that disparity is something that hasn't been addressed by the college. There was a point where English faculty requested a pay differential, but it not happen" (Chairperson, 2-year public university)	
State Intervention	This emerged when participants discussed how reforms changed any operations, delivery, or curriculum.	"I don't know if this would be a constraint, the other thing I know that is really affecting us here and I'm curious to see how it is affecting other WC directors: college credit plus and the number of high school students probably more than anything else, it's probably the thing that is taking up a lot of more time is working with fac and admin and parents and high school teachers and so on, on this CCP. I just spent last week doing two different jobs of high school teachers that digs into your time: half hour to drive 1.5 to observe. Half hour back." (WPA and Prof, 4-year public university) "We are piloting an accelerated learning program for students who are just on the edge of comp 1 proficiency when we switched to semesters we started with a course where we allowed those students to take comp 1 with an additional hour of support it was a 1099 section and they would go to an additional instructor for about an hour and get additional support that was not logistically feasible so we shifted to a model where the students would be in a single course and we would bring a tutor for one hour into that course. but that additional hour is when the tutor is coming in and meeting with those students. So you have an instructor and a tutor and the class size is very small, only 16 students so they are able to work with students more closely um we are now, that's going to phase into another version of an accelerated pilot we are going to start in the spring it will more closely align with the Baltimore community college ALP model" (Chairperson, 2-year public university)	35

Seat at the table	This code emerged when participants discussed representation outside of the writing classroom.	"I'm trying to think of other exciting opportunities I've had to be involved in faculty governance. But just being asked about those sorts of things, or because we've redone our general education, I was involved in resubmitting our classes to be considered still general education courses" (WPA and Prof, 4-year private university) "We probably don't have as much representation in faculty governance because faculty governance, in many ways, has much great representation, more slots for tenure track faculty … We probably don't have the same kind of vibrant representation in faculty governance as we have on other committees" (Dean, 4-year public university)	25

Interestingly, the codes with the highest frequency across all participants were ideological model (56) and service (64). This indicates that administrators are utilizing the rhetoric of the discipline, but they are also describing the discipline and the work of the faculty as conditional to the desires of the university and other departments. In other words, their rhetoric minimizes the research and theories of the field and replaces it with rhetoric that assumes writing faculty and departments adhere to the work and requests of those outside the department and their pedagogy. Further, the presence of the autonomous model code (23 times) indicates that administrators still speak to the work of composition as skills or skill building.

Table 2.11 shows the coding frequency per participant. This table illustrates how the differing administrator backgrounds, curriculums, and university populations shape the both the responses to the questions and the frequency to which state reforms interfere with programs.

Table 2.11

Code Frequency for Individual Participant Response

	Mariam	Joy	Sarah	Bill	Alexis	Emily	Erin	Rachel
Commodification	2	4	7	3	0	5	2	4
Autonomous Model	2	6	4	1	2	1	7	0
Ideological Model	12	7	9	8	5	4	4	7
Service	9	6	15	12	6	4	4	8
Resources	3	3	0	3	7	7	1	3
State Intervention	1	6	8	5	7	2	1	5
Seat at the Table	2	5	5	3	2	3	2	3

Looking at the coding frequencies per participant reveals the focus, need, and state interference for each institution. Interestingly, even the private institutions (Mariam and Joy) are subject to state interference and at differing levels. For example, Mariam mentions it once while Joy mentions it six times, revealing their curriculum and population preparation have been affected by reforms already. Also interesting is the diversity in "service" frequency, noting that Sarah (appearing 15 times) and Bill (appearing 12 times) understand their departmental role to include being of service to the university in more ways than other participants mentioned. Erin is the only participant without an English or composition background, and the code with the most frequency in her interview was autonomous model (appearing 7 times). While there is only one dean represented without an English or composition background, this does indicate a need for writing program administrators to communicate composition theories to those above them in the language of the theories to minimize the discussion of writing and reading as skills.

Chapter 3 continues to look at the frequency of each code and the codes per participant with relation to transfer, which also includes dual enrollment and Advanced Placement. It begins by looking at the history and authorship of Ohio's higher education reforms prior to *Complete College Ohio*'s publication, paying particular attention to the funding and curricular reforms affecting transfer credits and completion. The chapter examines the relationships of university reform and the institutional geography, paying particular attention to *Complete College Ohio's* transfer reforms. Analysis of transfer reforms using institutional ethnography content analysis will be used to answer the questions: **what are the priorities of completion-based education policy** and **in what ways are literacy constructs present in completion-based education policy?**

CHAPTER THREE

Complete College Ohio Background

Chapter Two provided brief background on *Complete College Ohio* and the methods for which this document was analyzed. This chapter provides a deeper contextualization of *Complete College Ohio* and the ways in which reforms are carried out. I do this by explaining public higher education policy reforms prior to the proposal of *Complete College Ohio*. I then explain how this recent policy history has enabled the arguments for transfer credit and remediation reforms presented in the following chapters. By historicizing and contextualizing *Complete College Ohio*, this chapter targets the following research questions: **What are the priorities of completion-education policy? In what ways can we trace these priorities through literacy constructs?**

In the years leading to the *Complete College Ohio*'s task force creation and document development, the Ohio Department of Education created its transfer curriculum and funding framework to increase student credit transfer and attainment across high school, two-year, and four-year universities. This chapter indicates how earlier reforms shifted focus from individual course completion (and therefore their outcomes) to solely valuing degree completion. Degree completion focus was achieved by shifting public university funding from the amount of students enrolled to the amount of students meeting benchmarks, particularly degree completion.

To begin, *Complete College Ohio*'s builds on the "Ohio Transfer Model," which insists on all first and second year public university credits transferring from one state institution to the next. This is perpetuated through completion-based funding, removes institutional focus of

outcomes from individual courses, sequences, and programs, to the numbers of students graduating and/or completing various milestones throughout their degree path. The transfer model assumes that education is "one size fits all," despite *Complete College Ohio* insisting otherwise (p. 3). As such, reforms leading to the development of *Complete College Ohio* and those authoring their existence understand coursework, especially freshman and sophomore year coursework, to be skill-based and students should be able to master them and move on to the next level. Authors also understand that there is little to be gained from taking coursework at one institution and repeating that coursework elsewhere.

Goals of *Complete College Ohio*

The reasoning behind the implementation of *Complete College Ohio* recommendations, according to former Education Chancellor, Jim Petro, is to increase the number of degreed persons in Ohio as a means to increase the State's economic competitiveness. This is disclosed in the "Ohio's Challenge" part of the introduction of the document. It states

> Urgent action is needed. It is imperative that Ohio significantly increase the current educational attainment levels of Ohioans to improve our state's competitiveness in a global economy, create better economic opportunities for our citizens and ensure a robust supply of critical thinkers, problem solvers and innovators. If our state is unable to meet business and industry's growing demand of individuals with postsecondary education credentials and the ability to compete globally, Ohio will be left behind in the fierce competition for investment and jobs (p. 8).

The goal, then, is not rooted in education and community citizenry as a liberal arts education proselytizes. Rather, it is rooted in marketing the State of Ohio for increased business through boasted the amount of "credentialized" persons. The introduction cites the U.S. Census Bureau to

indicate that Ohio universities are falling short in maintaining student retention, reducing the percentage of degreed persons in the state. “More than half of all Ohioans who enroll in college fail to earn a degree and often leave with high levels of debt. Additionally, the percentage of Ohio adults with a bachelor’s degree or higher remains in the bottom quartile of states, typically five percentage points below the national average” (p. 7). The push for increased degree holders in the State of Ohio, then, is an attempt to quickly increase Ohio’s rankings among the national average of degree holders. The document further declares the need for credentialing by warning of reduced numbers of degree holders in the future. “Projections show that if we do not increase our college-going and college completion rates at all over the next decade, Ohio will have 61,000 *fewer* adults in the workforce with postsecondary credentials. Ohio’s colleges and universities will need to increase the number of degrees they confer by 10 percent annually to meet workforces needs for 2018” (p. 8). Following the logic of “Ohio’s Challenge,” the increase in degree holders will also increase the income generated in the state and possibly attract more business which requires credentials. Importantly, the outcome for *Complete College Ohio* is credentialing, and credentialing in the fastest way possible, not learning.

Interestingly, this recycles the literacy myth at the State level. The literacy myth is the misconception that education will lift a person out of poverty (Graff, 2017). The State of Ohio is utilizing the literacy myth to assume that an increase of degree holders in Ohio will bring increasing business and employability to the State of Ohio. As a result, more people will be employed and more money will cycle through the state.

Stakeholders Initiating Reforms

To develop targeted reforms for increased degree holders, stakeholders across Ohio’s university system met to develop the *Complete College Ohio* literature. Stakeholders were placed

in three working groups: Ready for College, No Time to Waste, and Help Me Cross the Finish Line. The content of these groups will be unpacked more in the next section. The table below (3.1) indicates the writers of the "Ready for College" working group, their professional title, and their workplace. This working group is concerned with remediation and preparing students to enter the university. As Chapter Five will indicate, this working group is also concerned with dictated *which* institutional type a student can enter as a result of test scores and previous knowledge.

Table 3.1

Ready for College Working Group Authors

Name	Title	Institution / Organization
Chad Brown	Provost & Executive Vice President	Zane State College
James Herrholtz	Associate Superintendent, Division of Learning	Ohio Department of Education
Steven Angle	Senior Vice President (executive on loan)	Wright State University
Jonelle Beatrice	Director, Center for Student Progress	Youngstown State University
Bob Boltz	Executive Vice President	Fahlgren Mortine Public Relations
Kevin Boys	President	Southern State Community College
Melissa Cardenas	Director, Academic Quality Assurance	Ohio Board of Regents
Dione DeMitro	Manager, College Readiness & Student Success	Lakeland Community College
Lisa Duty	Director of External Affairs	OACC Student Success Center
Brenda Haas	University College Dean, Academic Affairs	Shawnee State University
Kelly Hogan	Professor, Developmental Education	Columbus State Community College
Sue Houston	Vice Provost for Undergrad Education	Bowling Green State University
Cindy McQuade	Vice President of Operations	Inter-University Council of Ohio
David Scheimann	Retention Coordinator	Washington State Community College
Ruth Silon	Executive Director, OACC Student Success Center	OACC
Chris Spradlin	Dean, Developmental Education & Learning Services	Cuyahoga Community College

Rosemary Sutton	Vice Provost, Academic Studies	Cleveland State University
Wanda Thomas	Regional College Dean & Associate Provost	Kent State University
Brett Visger	Deputy Chancellor	Ohio Board of Regents
Christina Wanat	Chief Administrator of Student Development	Eastern Gateway Community College
Rebecca Watts (BOR liaison)	Associate Vice Chancellor, P-16 Initiatives	Ohio Board of Regents
Mindy Wright	Assistant Provost, Academic Affairs and Undergraduate Education	The Ohio State University
Tom Harris	Director	Warren County Career Center
Cindy Wolfe	ABLE Project Coordinator	Delaware Area Career Center
Joyce Tracy	ABLE Coordinator	Apollo Career Center
Karen Scheid	Consultant	OACC

As the table indicates, the working group's creators come from across Ohio's university system. This includes the Board of Regents and career centers. There are also several representatives from OACC, which is the Ohio Association of Community Colleges. From the titles, there are two representatives specializing in college readiness (Dione DiMitro, a College Readiness and Student Success manager at Lakeland Community College and Kelly Hogan, a professor of Developmental Education at Columbus State Community College). There are also two representatives from ABLE, which is the adult skills career center. The rest of the "Ready for College" working group is a large body mostly of upper administrative roles, that likely rarely sees freshmen or those struggling with the basics to become freshmen. Chapter five discusses the reforms of remedial education, including ABLE programs and community colleges.

Table 3.2 indicates the contributors to the "No Time to Waste" working group, their professional title, and their affiliation. This working group is tasked with trimming the degree path, removing redundant coursework, and ensuring that students take only necessary

coursework. Chapter Four reveals what redundant coursework is, how it is eliminated, and how students and institutions are marketed to take and offer courses.

Table 3.2

No Time to Waste Working Group Authors

Name	Title	Institution / Organization
Roy Church (co-chair)	President	Lorain County Community College
Steven Angle	Senior Vice President (executive on loan)	Wright State University
Carlos Bing		Ohio Board of Regents
Bob Boltz	Executive Vice President	Fahlgren Mortine Public Relations
Tom Bordenkircher	Associate Vice Chancellor, Program Development and Approval	Ohio Board of Regents
Paula Compton (BOR liaison)	Associate Vice Chancellor, Articulation & Transfer	Ohio Board of Regents
Valerie Cope	Academic Foundations, Faculty Member	Sinclair Community College
Shane DeGarmo	Director, Program Approval	Ohio Board of Regents
Katie Giardello	Assistant Director, New Initiatives	Ohio Board of Regents
Raymond Gorman	Associate Provost/ Associate Vice President of Academic Affairs	Miami University
Cathy Hill	Assistant Director, Program Approval	Ohio Board of Regents
Willie Houston	Interim Provost	Central State University
Virginia Lindseth	Regent	Board of Regents
Ryan McCall	Vice President for Academic Affairs	Southern State Community College
Cindy McQuade	Vice President of Operations	Inter-University Council of Ohio
Karla Mugler	Associate Vice President of ISS	University of Akron
Cheryl Rice	Vice President of Student Services and Enrollment Management	Stark State College
Said Sewell	Dean of Undergraduate Studies	Kent State University
Mike Snider	Project Coordinator	Ohio Association of Community Colleges
Cynthia Spiers	Associate Vice Provost of Student Services and Enrollment Management	Owens Community College
Amy Treboni	Associate Director, Enrollment	The Ohio State University
Brett Visger	Deputy Chancellor	Ohio Board of Regents

Karen Wells	Executive in Residence for Learner Completion	Lorain County Community College
Rick Woodfield	Associate Vice President, Academic Affairs	Rhodes State Community College

The "No Time to Waste" working group is comprised of Ohio Board of Regents and upper university administration. Unlike the "Ready for College" group, this working group does not have any one from career/institutional readiness centers. Instead this group consists of upper administration personnel in charge of degree requirements and transfer credits. These distinctions illustrate that those in charge of changing the landscape of the degree path are those at the top of the university, who rarely see students inside the classroom. In fact, current faculty are not listed in this working group at all. As such, they are left out of the conversations regarding what classes, repeat performances, and assessments may or may not constitute "wasting time."

"Help Me Cross the Finish Line" is the final working group. This working group is dedicated to incentivizing success for the students while creating mechanisms of surveillance for both faculty and students. This ensures faculty move the students through degree programs and students don't "get off track." Table 3.3 indicates the contributors to the "Help Me Cross the Finish Line" working group, their professional title, and their affiliation.

Table 3.3

Help Me Cross the Finish Line Working Group Authors

Name	Title	Institution / Organization
Peter Ross (co-chair)	Consultant	Cuyahoga Community College
Mike Sherman (co-chair)	Provost	University of Akron
Steven Angle	Senior Vice President (executive on loan)	Wright State University
Marcia Ballinger	Provost/Vice President Academic and Learning Services	Lorain County Community College
Bob Boltz	Executive Vice President	Fahlgren Mortine Public Relations

David Devier	Vice President of Academics and Student Affairs	Clark State Community College
Leah Dickinson	Director of Operations	Ohio Association of Community Colleges
Brenda Grant	Associate Vice President , Academic Finance and Planning	University of Toledo
Jack Hershey	Associate Vice President, State Relations	The Ohio State University
Jennifer Klein	Director of Student Orientation	Ohio University
Tony Landis	Director, College and Career Transitions	Ohio Board of Regents
Cindy McQuade	Vice President of Operations	Inter-University Council of Ohio
Carolyn Miller	Senior Associate Vice President, Enrollment Management	University of Cincinnati
Rich Petrick	Executive Director	Business Alliance for Higher Education and the Economy
Charles See (BOR liaison)	Assistant Deputy Chancellor	Ohio Board of Regents
Brett Visger	Deputy Chancellor	Ohio Board of Regents
Tamara Williams	Associate Vice Provost of Academic Services	Owens Community College
Barbara Wagner	Director	Greene County Career Center
Michael	Stinziano	House of Representatives, 25th District

With this working group, there are a few members whose jobs are dedicated to helping students do school, such as Jennifer Klein, who listed as the Director of Student Orientation at Ohio University.

Carrying Out Goals

Complete College Ohio is a higher education policy initiative aimed at increasing the degree holders in the State of Ohio. According the Ohio's Department of Higher Education website, "The Complete College Ohio Task Force Report & Recommendations identifies an array of policies, practices and programs for improving students' college readiness, reducing the time it takes for students to attain a certificate or degree, and incentivizing progress and completion" (Complete College Ohio). Again, the goal of this work is a multi-pronged approach at developing policies and institutional methods to increase the percentage of degree holders

across the State of Ohio. *Complete College Ohio* was developed through three working groups: the Ready for College Group (members and occupations on table 3.1), the No Time to Waste Group (members and occupations on table 3.2), and the Help Me Cross the Finish Line Group (members and occupations on table 3.3). Those serving in the working groups are administrators across post-secondary institutions and career centers in the State of Ohio. The titles of these group titles indicates the focus and strategy for the policies and practices: increased university alignment with high schools, decreased course requirements, and increased incentivizing to finish degrees.

Figure 3.4, produced from the Ohio Department of Higher Education website, indicates how each group targets their goals. As the figure indicates, each group focuses on three measures to complete their larger task. The "Ready for College" group focuses on initiatives to guarantee alignments of curriculum from high schools to university, to reform remedial education with a focus on inclusivity of non-traditional students, and to communicate the best, shortest degree path to incoming and struggling students. The "No Time to Waste" group focuses on reforms and measures that make sure students finish degrees in a timely manner. This includes encouraging students and institutions to increase credit earning at the high school level, monitoring students to stay on track, and ensuring credits toward degrees are earned every semester. Finally, the "Help Me Cross the Finish Line" group is focused on incentivizing students for maintaining their university path in a timely manner. This includes increasing aid for meeting degree benchmarks, communicating costs and providing transparency for costs of failures and slowing progress, and making clear connections between coursework, internships, and careers goals. As each figure shows, each taskforce is composed of administrators from two and four-year public universities, technical colleges, career placement centers, and education centers across the state of Ohio.

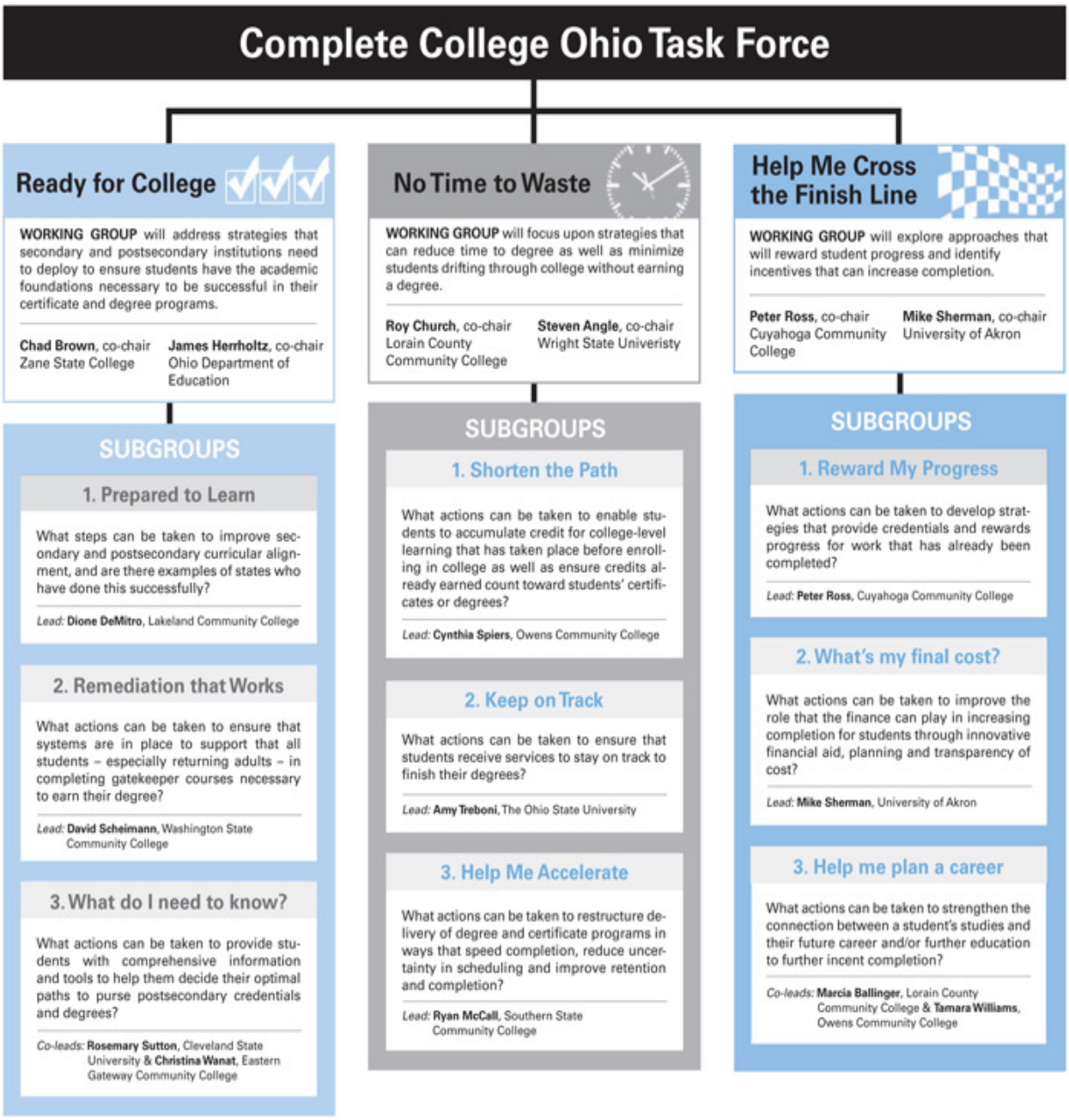

Figure 3.1: *Division of Labor of Taskforce Work and Goals*

As figure 3.1 indicates through subgroup task titles utilizing the first person, the reforms prioritize a student-centered experience with regard to staying on track, moving quickly through the degree, and understanding the fiscal risk. These titles also indicate the development of the singular path and student responsibility both to the path and to the money spent on education.

Furthermore, the use of first person assumes the development of a student-centered curriculum. However, focusing on the content of the subgroups indicates that curriculum and learning is not the goal for the student-centered path. Instead, the goal is to move each student quickly through their degree, regardless of comprehension. Glancing at the sub-group tasks, this is made obvious through titles such as "what do I need to know," "shorten the path," "keep on track," "help me accelerate," and "reward my progress." These subgroups are situated across all working groups, indicating that the more efficient, shortened degree path with the façade of student-centered care is the focal point for each part of the task force.

In terms of curriculum, the only sub-groups that are dedicated to curricular reform are the "prepared to learn" and "remediation that works" subgroups, which are situated in the "Ready for College" working group. The rhetoric of these sub-group titles assumes the student will enter the university having had prepared for university. As such, those not "ready" for university, must find another site to prepare themselves. Importantly to the university curriculums and writing programs in particular, reforms such as *Complete College Ohio* and their working groups take the curricular decision making away from the curricular experts. For writing programs, this means preparation of underprepared learners cannot be scaffolded through their program, but a program and direction instituted by The State.

"What's my final cost" and "help me plan a career" are the final subgroups of the task force, situated in the "Help Me Cross the Finish Line" working group. These subgroups are tasked with incentivizing success for the student, while making transparent the cost of education. In this transparency, they also indicate the cost of courses outside the major and repeat courses. This transparency, and how the working group institutes transparency and surveillance of student movement, articulates to the students and the degree programs that there is one right way to do

college, and the choice of attending college has a single outcome. By creating these mechanisms, students who take too long to obtain their degree, take "unnecessary" courses, or take coursework without a clear career path in mind are "doing college wrong." In many ways, this rhetoric and single-track understanding of learning is exactly what composition is teaching against, but the bombardment of imaging and rhetoric of efficient completion continues to recycle literacy myth ideologies.

Unpacking the rhetoric of the subgroups helps realize *Complete College Ohio*'s goal of increasing degree holders in the State of Ohio is to be accomplished through a shortened degree path. Asa part of this rhetoric, *Complete College Ohio* continually refers to the degree path as a pipeline. By using this language, those within the *Complete College Ohio* subgroups understand a university education to be a straight, unwavering path. Those who attempt to take additional courses or spend extra time in an area are then clogging or breaking the pipeline, increasing the time it takes the student to obtain a degree. Clogging the pipeline with additional coursework is problematic for *Complete College Ohio* authors as they are reforming the degree path to avoid extra coursework and to increase the streamlining of the degree path. Chapter Five discusses how the pipeline metaphor, coupled with remediation reforms which affect all public institutions and their student placement.

Contextualizing *Complete College Ohio* unpacks how the task force's subgroups' dedication to shortening the degree path, staying on track, and completing degrees through new transfer models and new funding models has developed a "one size fits all" approach to the two and four year degree. These reforms shift focus from course completion and course outcomes to two and four-year degree completion. The consequences for writing programs and curriculums across the state is the unconditional transfer of first and second year writing courses from AP,

College Credit Plus, and outside university course work, negating the decades of composition research which articulates that writing and literacy are situated, constructed acts demanding time and practice among differing populations to develop a writer's proficiency in critical writing, reading, and thinking. And though decades of composition research suggests the need for increased practice in the writing discipline, *Complete College Ohio's* forced transfer curriculum and funding reforms will result in a slowing or stagnation of writing program and composition research as transfer reforms encourage an out-sourcing of contingent faculty at the high school level coupled with a depletion of faculty lines at the two and four-year level.

Reforms before *Complete College Ohio*

The *Complete College Ohio* report was finalized in November of 2012, under Education Chancellor Jim Petro. The implementation success of *Complete College Ohio* was streamlined from previous State of Ohio public university reforms under the "University System of Ohio's Strategic Plan for Higher Education, 2008-2017." This document instituted reforms that would make the push for a quicker degree path in Ohio more easily actualized. Those reforms include developing the University System of Ohio. The university system includes 13 public university campuses, 24 regional branch campuses, 23 community colleges, and adult workforce and literacy centers. The goal of the university system is cooperation, coordination, and transferability from one institution to the next. "One of the fundamental organizing principles underlying this plan is the need to better coordinate the public institutions of higher education. A system of public colleges and universities – which emphasizes cooperation over competition and seeks to make the whole greater than the sum of its parts" (p. 20).

The symbiosis of the University System of Ohio created the network and transparency to institute widespread transfer through two reforms: The Ohio Credit Transfer System and the

Single Academic Calendar. The Ohio Credit Transfer system required general education across the University System of Ohio to be transparent and guaranteed. “Student will know in advance the courses and program guaranteed to transfer and apply to their degree program. This includes the general education component and the prerequisite and beginning courses in their majors” (p. 62). For coursework to be transferable, those institutions across the university network were tasked with studying and accepting each university’s general education course outcomes for each department and each course. To ensure students do not risk repeating the same course, or only receive partial credit for a course, the University System of Ohio enforced a single academic calendar, meaning all institutions would need to switch to semesters.

> The success of students, the integration of institutions, and opportunities to improve efficiencies and trim costs would be bolstered by a move toward a common academic calendar across the universities in the state. Having a common academic calendar would allow student greater ease in transferring to institutions that match their academic pursuits and personal circumstances (p. 62).

For there to be a unified university system, that system needed a unified calendar with a sameness across course curriculum both in the outcomes and length of time spent in the classroom. This initiative forced the Boards of Trustees at The Ohio State University, Ohio University, and University of Cincinnati to vote to switch from a quarter system to a semester system by 2012 (Reilly, 2012. p. 11**).** Community colleges such as Columbus State and North Central State agreed to make the switch when Ohio State made its decision (Farkas, 2012, May 30, np**)**.

Reforms after *Complete College Ohio*

Ohio's education chancellor and the Ohio Board of Regents are tasked with reforms involving funding and degree programs (Robinson, 2011 August 11). *Complete College Ohio* designed suggested curricular reforms to reduce the time students spend in a degree and proposed that university funding be tied to degree completion and speed of completion. As such, the Ohio Board of Regents has the power to pass reforms corresponding to *Complete College Ohio* suggestions each time they meet. Referring to Tables 3.1-3.3, regents sit on each taskforce. Three sit on the "Ready for College" and "Help Me Cross the Finish Line" taskforces, and eight regents sit on the "No Time to Waste" taskforce. Including regents on each of the task forces indicates the recommendations as a priority in Ohio higher education reform. Regents are able to propose and detail recommendations that they both favor and are looking to pass. With eight regents sitting on the "No Time to Waste" taskforce, it clear that reform priorities are focused on shortening the degree path, keeping students on track, and motivating students to finish faster.

To motivate universities to focus on student increasing student completion rates quickly, a completion-funding model was proposed and signed by all Ohio university presidents on February 8th, 2013. This shifted university funding schemes from enrollment numbers to completion numbers starting in 2014. Table 3.5 indicates the reforms. Acknowledging the disruption such a funding shift will create, the funding reform document states "A phase-in approach allows for both implementation of the Governor's request for completion-based funding in the first year and for additional refinement of some of the recommendations in the second year. This gives college and university leaders the opportunity to fill gaps where gaps appear, as well as provides a needed transition period to allow schools to adjust internal student support services in anticipation of the new funding model" (Recommendations, 2012,

November). This indicates the heavy reliance of support services completion-based reforms anticipate as a result of exempting students from courses and eliminating coursework altogether.

Year One	• Move state funding into completion-based 2-year colleges: 25% course completion + 25% success points + 50% enrollment 4-year universities: 50% degree completion • Remove the stop loss for universities • Adopt a three-year budget average • Apply STEM weights to degree completion
Year Two	• Move all community college funding into completion-based • Remove separate funding formula for regional campuses • Remove the stop loss for community colleges • Degree credit for out-of-state undergraduate students who remain in Ohio • Award credit for associate degrees at all campuses • Award proportional credit for transfer students • Apply at-risk weights at the student level at universities • Implement new at-risk weights at community colleges\
Year Three	• Remove Access Challenge and POM earmarks

Figure 3.2: *Implementation of Completion-Based Funding at Ohio Universities*

According to this plan, by 2017 university funding is shifted to focusing on degree completion. In the first year of implementation, not only is funding shifted to completed degrees, but the "stop loss" is removed. The means the redistribution of funds for top-performing universities across the university system of Ohio is eliminated. This forces universities with low degree completion or high transfer rates to increase degree completion as fiscal sharing across the university system is eliminated. Finally, the first year of the funding reform, funding is also shifted to increase money allocation for STEM degrees and completed STEM degrees.

The second year of the funding shift imposes a more aggressive approach funding universities based on degree completion, particularly at two-year and regional campuses. All funding at the two-year level shifts to completed degrees. This decreases the transfer rate of community college to four-year campuses half way through their degrees, increasing the rate of associate degree completion. Regional campuses, which used to receive funding based on course

completion, are now funded by fully completed degrees as well. Shifting the funding to degree completion rates at community colleges and regional campuses in particular illustrates the main purpose of higher education reform in Ohio is on completion as opposed to learning and knowledge creation. Where community college and regional campuses were once stepping stones to four-year main campuses or processes of discovery for the student to understand where and how their university tenure should be completed, the funding reforms leave universities no choice but to pressure students to complete a streamlined, single track two and four year degree at the campus they enter.

Prior to the about funding model, "at-risk weights" were "applied at the campus level through a campus index, which attempts to reflect the proportion of at-risk students at each campus" (Ohio Higher Education Funding Commission, 2012, p. 7). By applying at-risk rates through the campus index, funding for remediation and support services was allocated holistically across the university and based on campus need. The current funding model shifts the at-risk funding from the campus index to the student level. However, instead of universities or remedial departments receiving funding per course or student labeled "at-risk," because the funding model is based on "completion," universities only receive funding when "at-risk" students graduate (Ohio Higher Education Funding Commission, 2012). Chapter four unpacks the implications of remedial reforms as outlined in *Complete College Ohio*, but looking at the above funding model alone (and *Complete College Ohio's* argument that remediation is a "waste of time"), it is evident that each taskforce is attempting to eliminate remediation from the university to increase degree completion.

Importantly, *Complete College Ohio* consistently reminds readers that "no one size fits all." In fact, in the opening letter of the document from Chancellor Jim Petro, he mentions this as

a way to frame how the reforms should be carried out. However, their funding shift coupled with guaranteed transfer credit, negates this. In fact, guaranteeing that students transferring with an associates degree to a four-year university will enter as university juniors with general education credits transferred assumes that "one size fits all" both in the university population and course content offerings.

The lasting legacy of *Complete College Ohio* is not how long it is in effect. On the contrary, the lasting legacy is how long these smaller actions of course transfer and completion funding are maintained. As a result, the apparatuses that have conditioned upper administrators and the public to demand quick degree completion will be maintained while new policies replicating these ideas will likely also continue to be grounded in the university, further pushing writing and its faculty out of the university.

Conclusion

The reforms before and after *Complete College Ohio* indicate that the priorities of completion-based education policy are to increase the numbers of degreed persons as quickly as possible. To achieve an increase in degreed persons quickly, the Department of Education instituted curricular mandates to ensure students taking college level courses at any public two or four-year institution would be able transfer those credits to any other two or four-year public institution in the state. Simultaneously, the Department of Education also changed the public university funding model, which allocates funds only after students reach certain university benchmarks. As a result, publicly funded universities will not receive funding when students enroll; rather, they receive funding when students pass courses and reach certain credit thresholds. Grounding education reform in these changes indicates the loss of autonomy for

individual practitioners and pedagogy and an increased need for students to simply complete their degree.

Chapter four will discuss how the Ohio Transfer Model and completion funding have enabled *Complete College Ohio* and why this is problematic for writing programs and composition pedagogy. Importantly, chapter four highlights the multiple avenues available to students to obtain university writing credit while still in high school. While obtaining university credit in high school is desirable for the student, from a university and writing department perspective, it provides students less time to be entrenched in the community and process of thinking and creating. To understand how writing practitioners articulates this meaning-making process within the writing classroom, chapter four unpacks interview responses from writing administrators and Deans of Arts and Sciences, paying particular attention to how administrators define writing and its role in the university. Chapter four also juxtaposes these responses with *Complete College Ohio* transfer, dual credit, and Advanced Placement reforms. The chapter pays attention to these reforms as they each allow students to exempt general education courses from their degree-granting institution, writing series in particular, if credits are obtained in these three ways instead. In unpacking these pathways, the chapter also indicates the codes associated with the reforms, which highlights the priorities of *Complete College Ohio*. In doing so, chapter four is able to indicate the consequences of their language with respect to college writing and the ways in which policy prioritizes the work.

Chapter five focuses on pathways for remedial students. These pathways are developed to accelerate students at all levels to a degree based on their test scores. The chapter unpacks how students who score poorly on standardized tests are pushed to either two-year institutions or career readiness centers. This is tied to both degree efficiency and funding because the *Complete*

College Ohio is indicating that those earning low marks on standardized tests will likely not finish university, or meet degree benchmarks, and universities will not receive funding as a result, which is a consequence of the education reforms preceding *Complete College Ohio.* Along with unpacking these pathways, chapter five reveals how differing institutional types (two-year, four-year, public, private) develop their remedial writing programs. Interesting to this conversation are the ways in which administrators discuss The State as a stakeholder and those who do not.

CHAPTER FOUR

Language and the Positionality of Writing and Writing Programs

Chapter one provides the understanding that composition and writing program ideologies are grounded in the notion that writing is a socially constructed practice, which mirrors the sentiments of the ideological model of literacy (Flower, 1994; Gee, 2005; Street, 2013; Bazerman, 2019). While this is widely understood in the research and practice silos of college writing, those on the outside often prescribe to the notions of the literacy myth and the autonomous model literacy. The autonomous model of literacy suggests that writing is a fundamentally innate skill and once grasped, will not only be maintained within the writer, but will also lift the writer into productive and employable areas they were not previously able to enter (Goody & Watt, 1963; Street, 2003; Ong, 2013). As a result of the literacy myth and the autonomous model of literacy (the understanding that writing is an innate skill that can be mastered), is the myth that writing in one domain automatically equates to writing well in the next domain. It also involves the myth that cultural and social literacies are not academic and cannot be transferable to academic literacies.

This chapter unpacks the ways in which writing program administrators and their deans discuss the role of composition in their university and how that contributes to composition's position, especially with respect to policy changes. This chapter pays particular attention to the language administrators use and how that language either promotes the idea of writing as a socially constructed act (Flower, 1994; Heath, 1983; Gee, 2005) or the idea of writing as foundational and fixed (Goody & Watt, 1963; Street, 2003; Ong, 2013). I argue that the language

administrators and practitioners use regarding the work of composition has continued consequences for the status of writing and writing programs in the university.

Along with unpacking the language administrators use when discussing writing in the university, this chapter unpacks the multiple methods *Complete College Ohio* offers its students to transfer college credits and exempt college coursework. *Complete College Ohio* restructures university curriculum to not only create student incentives to complete degrees, but to also help university and pre-college students complete degrees efficiently. One way the policy mandates this carried out is by increased university course exemption through transfer credit, dual enrollment credit, and Advanced Placement credit. In looking at these methods of course exemption and credit allocation, I conduct an institutional ethnographic content analysis to understand the goals of the reforms and how they will be carried out. With each credit transfer practice (university transfer, dual enrollment, Advanced Placement), I then consider composition and writing programs roles as the university shape shifts. This chapter seeks to answer **what are the priorities of composition studies and completion-education policy? In what ways do disciplinary and completion education reform priorities align?**

What Do We Have to Say for Ourselves?

Chapter one addresses the ideology of composition and composition pedagogy, asserting that research and practice has been grounded in the understanding that writing is a socially constructed activity and developed over time with sustained practice (Emig, 1971; Heath, 1983; Gee, 2005). As chapter one notes, this idea grew out of the multiple populations that began entering the university, beginning in the 1970s. As composition pedagogy grew and professionalized, writing programs attempted to enact pedagogies that adhere to process-based literacy practices (Bizzell, 2003; Matsuda, 2003; Yancey, 2004). This means eschewing practices

that favor skill and drill grammar and sentence structure and those which focus on error (Shaughnessy, 1977; Bartholomae, 2005). Ultimately, pedagogies and practices that focus on skills and errors stem from ideologies that favor the autonomous model of literacy, which argues that literacy abilities are innate, as opposed to the burgeoning and ongoing scholarship that argues that literacy is constructed, and the writing classroom is able to actualize new and old literacy practices for the student. As writing program and composition scholarship continue into the 21st century, understandings of the processes of writing and how writing is situated and utilized in the world by students and their audiences (current and future) is theorized. Post-process theorists and pedagogists articulate the need for process-based pedagogy to evolve from linear to recursive and dynamic teachings and assignments, which illustrate to the student how composition is performed by them and then reacted to by evolving, real-world audiences. In this way, the writing classroom now moves from writing process based essays for professors to grade, to writing post-process based compositions for outside audiences to interact with (Olson, 2013; Matsuda, 2003; Kent, 1999). The projection of scholarship in the last decades indicates that writing program and composition continue to theorize what writing is in relation to a writers socially constructed environment and how the technologies adapt and interact with compositions, making the autonomous model of writing and teaching for errors irrelevant to the college writing classroom and real-world applications. In a sense, writing program and composition pedagogy has become grounded in the ideological model of literacy and the evolving nature of composition and its audiences.

While there is plenty of scholarship on the history of writing program administration and the methods with which WPAs advocate for space and presence within the institution, there is little scholarship or knowledge on the language Writing Program Administrators and Deans of

Arts and Sciences use to create that space or advocate for the work of writing. This section highlights the word choice administrators use when answering participant interview questions regarding composition's presence in the university. This word choice reveals troubling consistencies of the ways in which we talk about writing in the university. First, administrators reduce writing coursework to foundations and skills, which removes the practice and social construction from the work, allowing audiences to understand that writing can be mastered, and if mastered, does not need repeated. Next, participants also consistently state that "everyone has to take composition," which provides practicality for its existence, but strips the discipline from its pedagogy. Finally, this section indicates how these responses have led to labor and outsourcing issues.

Unfortunately, as participant interview response below will indicate, while in writing practitioners are able to advocate the work of composition, verbally, they reduce the rhetoric to commodified understandings for the university: foundations and skills. Commodification with the writing discipline works in two ways: the ways in which writing practitioners allow the work of writing to be consumed by others, and the ways in which writing practitioners contort their labor across the university to be consumed. WPAs and writing faculty "contort" their labor because, unlike other faculty, they are not expected to simply teach and research, but are also championed to provide supplemental instruction for students and faculty, participate in assessment, train high school and underprepared teachers university curriculums, and the list for service goes on. These are the contortions writing faculty have to participate in because the university sees their discipline as a service discipline, and full-time faculty feel obligated or risk job loss. A cycle is then created within the university that assumes composition's work is service, and the composition faculty continue to do the work of service while burying their

research initiatives within the discipline. As long as writing practitioners continue to reduce writing as a skill and a foundation and the writing program as service, the innovative ways which writing faculty seep across the university will never amount to seeing writing as a practice. By continuing to provide audiences with manageable chunks of "what writing is," administrators are selling work that writing coursework does not do and does not believe in, even though it allows those outside the discipline to maintain their comfort in understanding what occurs in English general education. Commodifying the work in this way is obviously problematic because it doesn't articulate the actual work either practitioner or student perform, and it provides neoliberal reformers with a chunk of curriculum to remove from the university at it fits their narrative: that literacy is innate and can performed elsewhere and mastered.

When participants were asked about the role of composition in the university, they each started with a variation of "everyone has to take composition:"

- Writing is the universal requirement. Every student is going to take that course at some point, unless they have tested out or go through the honors program. Part of my job is making sure that my faculty are very well aware of the student population and the students coming in, and how we can best serve them (Bill, Writing Program Administrator, Four-Year Public University).
- Everybody has to take Writing I and II. Writing I is kind of a general intro to college writing type course. Students do an analytical writing, text analysis, comparative analysis, and some exposition. They learn how to do reading responses, and those types of things. Writing II is a research and argumentation course so every student on campus has to take those classes (Amy, Writing Program Administrator, Four-Year Public University).

- Composition is compulsory here, as it is at almost every school in the State. And we have a two-semester sequence. We have Bill, who sits on a number of important committees at the university so that he can represent the composition program. What he's not on, I am. And so I think between that and our Dean, he is a strong supporter of composition program, and so the college has devoted some extra resources to the composition program over the past several years providing money for lectures/speakers (Emily, Dean of Arts and Sciences, Four-Year Public University).
- Writing is building the foundation for the work students are doing. Our understanding is that other departments are putting more writing into their curriculum, and so they are looking to us to help students build that foundation. We have had a few meetings with other departments, like human services (Alexis, English Department Chair, Two-Year Public University).

"Everyone has to take composition" is a problematic start for various reasons. The first of which is that it doesn't address the field, the goals of the field, the theory of the field, or how the field fits into the university. This is interesting, too, because participants later mention their frustration over lack of understanding that composition is a field with both pedagogies and theories, which often leads to being marginalized without representation. This statement is further problematic because as it fails to promote the discipline, it instead utilizes and promotes university administration's rhetoric, reducing the discipline to a subject position within the university. In other words, players in the field begin discussing composition and its place in the university from the university perspective, not from the discipline's perspective. In this way, participants fail to speak for the discipline. Instead, they lay their initial arguments in a lens that

is practical for a neoliberal university ideology as opposed to a theoretical lens that upholds composition.

Furthermore, in these responses is the understanding to that writing faculty and administrators are responsible with instilling, or servicing, the university with the work and tools of writing instruction. Along with illustrating that writing is a skill or foundation, the responses above show the range of support that writing practitioners are responsible for fulfilling outside of the writing classroom. This support includes calibrating writing assignments to outside department needs (Alexis, English Department Chair, Two-Year Public University) to serving on committees in order to "have a seat at the table," even when full-time faculty are limited (Emily, Dean of Arts and Sciences, Four-Year Public University). The responses indicate that writing programs are always in service to the university through their curriculums and extra-departmental work. In other words, the goals of writing programs are to appeal to the university and outside departments first, and then fold in the tenets of writing. While these are noble missions, other general education courses do not follow this method of curriculum design, nor are they tasked with the extra work of help students "catch up" or professors "reflect" on their teaching, as the additional service areas require writing practitioners to participate in. This is problematic not because of the work, but because writing has not become so pigeon-holed as foundational and service, that those outside of writing programs assume that is the work of writing and those in writing programs speak the their work in the manner of service to the university.

Adler-Kassner and Wardle's (2015) *Naming What We Know* attempts to combat the diminishing of composition's work by again writing about the work of composition. They contend their edited collection and use of "threshold concepts" for writing studies was developed

for the specific purposes of combatting the climate of high stakes testing and neoliberal public policy (p. 5). They continue by articulating writing practitioners

> continue to lose the battle over discussions of writing to stakeholders who have money, power, and influence but little related experience. If we want to actively and positively impact the lives of writers and writing teachers, we must do a better job of clearly stating what our field knows and helping others understand how to use that knowledge as they set up policy, create programs, design and fund assessments, and so on (p.7).

Adler-Kassner and Wardle also recognize that the language writing program administrators and composition practitioners have reverted to has been damaging to the discipline's presence in the university. They cite a historiography of a half a century of authors developing arguments on the "literacy crisis" and where they see blame. Adler-Kassner and Wardle then note that these arguments result in the continued standardization of and testing for "what writing is," though these definitions are adverse to the research and practices of writing programs and composition faculty (p. 6).

For those participants who did not mention it was merely universally compulsory, they mentioned composition was a part of a general education sequence. One dean from a small, private liberal arts school described composition in her university stating, "composition for our common academic program happens in two identifiable places … that would allow them to both learn skills in the second year, but also just to keep them writing" (Erin, Dean of Curriculum and Academic Outcomes, Four-Year Private University). According to this dean, though happening twice, composition occurs in only one place: the common academic program. Further, she describes the role of the coursework in the university as when and where it occurs (twice, in the first and second years) and not the goals of the discipline. In fact, she uses university rhetoric to

describe what composition coursework does for students: learn skills and write. Another dean from a mid-size, public liberal arts university described the writing course work within the university as "just like any sort of role [in] the general education sequence. [Composition is] part of preparing students for upper-level work" (Emily, Dean of Arts and Letters, Four-Year Public University). This statement is especially problematic as an elevator pitch composition's space in the university because it reduces composition's coursework to that of the rest of the general education coursework and assumes that one composition program or sequence looks like every other from any university. It also situates it in service to upper-level work without identifying through disciplinary theory what composition *does*. Finally, a WPA from a small, private liberal arts institution described composition's place through her university's general education outcomes: "one of the criteria is written communication and asking 'have they had the opportunity to develop their writing in certain ways,' and that's one of the competent outcomes that was retained for general education" (Joy, Writing Program Administrator, Four-Year Private University). According to this WPA, composition has a space and role because the general education outcomes require a written communication outcome. She's mentioning that this is written into the revamping of the general education curriculum. In this statement, though, she fails to deliver the theory and pedagogy that make written communication a sound investment of our students' time and money, which is now what each university discipline is in danger of needing to do.

By using this rhetoric, administrators have unconsciously removed the work of composition from their dialogue across the university. This presents a second way in which writing administrators and deans marginalize composition's value in the institution. Instead of grounding work in pedagogical theory, they have commodified the work to the university system

and relegated departments and hiring lines to university service. In other words, participant response relies on what the university and other departments need writing instruction for, instead of insisting that the composition classroom belongs in the university of its own merit and pedagogical theories. In this way, participants argue that writing provides skills and foundation and teaches students how to do school, but they fail to articulate the development of newly socially constructed acts or the development of critical knowledge that occur through the dynamic interactions of the college writing classroom (Street, 2013; Gee, 2005; Baron & Hamilton, 2012). Furthermore, the writing classroom, because of its class size and because it sees every university student, has become the administrative housekeeping space. In other words, the writing classroom has been the space to "catch" and check up on students to ensure they pass to the next stage of their university track. As such, composition professors and their specialties become more entrenched in the service of pushing students along a track as opposed to instilling the critical composing knowledge students need. Important to *Complete College Ohio*'s push for increased students transferring from one institution to the next (which will be discussed later in the chapter), if students indicate that they "know how to do school," exhibit the "skills" and "foundations" present in first year composition, or gain first year credits elsewhere, first year composition at a public two or four-year university is not needed. In this way, when entering interdisciplinary and administrative heavy spaces, the presence writing administrators create resolidifies the presence of the autonomous model of literacy, rearticulating that writing and reading are grounded in skills and foundations.

By relying on the word choice and phrases that make writing tangible to outside audiences, writing administrators have pushed their work out of the university, contributing to the elimination of first year composition and the outsourcing of writing faculty lines. In other

words, neoliberal policies of have embraced the understand that writing courses are merely offering foundations and skills, resulting in the policies incentivizing students to complete their writing courses in the high school. This reduces the amount of writing courses offered at university compared to enrollment. The outsourcing of labor occurs because English faculty not only need to provide graduate coursework for high school teachers, but they also need to provide the training and observations for teachers at the high school. One writing program administrator speaks to this.

> The other thing I know that is really affecting us here and I'm curious to see how it is affecting other WC directors: [dual enrollment] and the number of high school students probably more than anything else. It's probably the thing that is taking up a lot of more time, which is working with faculty and administrators and parents and high school teachers and so on, on this [dual enrollment]. I just spent last week doing two different observations of high school teachers that digs into your time: half hour to drive 1.5 to observe … Some people love it and see it as a recruitment tool, other people look at it and they say "how are we making money off of it?" Are we just slicing our own throats by cutting out the lecture of high school with the first year of college? The high school issue is really affecting my job a lot in the last couple years (Bill, Writing Program Administrator, Four-Year Public University).

Given Bill's experiences, situating dual enrollment at the high schools is a labor issue for both Writing Program Administrators and writing programs as a whole. Dual enrollment at the high schools is a labor problem for the administrator, in this case Bill, because he is required to take the time out of his days to travel and observe and prepare high school teachers in accordance with his university's college writing courses. The labor performed is alongside his other weekly

practices at the university, in his classrooms, and with his research. But the problem is not simply that Bill could pass the task off to someone else; even if a colleague were to do the extra labor and travel, they are still contributing to the already shriveling tenure and full-time lines by preparing and observing high school teachers. In this way, administrators and writing faculty are contributing to their own reduction and redundancy as they utilize language that does not correlate to social practice that is writing and by contributing to the training of high school teachers.

The reduction of writing is made more tangible in *Complete College Ohio*'s drive to increase the ability to transfer credit from one university to the next (particularly from two-year colleges to four-year), and its insistence on seeing more high school students earn college level credits. Credit transfer and earned credit is discussed in the section of this chapter. Credit transfer and earned college credit is especially detrimental to writing programs and college composition because policy makers are able to argue that the foundations of writing can be witnessed in earlier coursework or testing; therefore, students are able skip first year composition in *Complete College Ohio*'s interest of increased degree completion and faster.

Complete College Ohio **and Transfer Credit Reforms**

The next sections unpack each transfer reform method and how *Complete College Ohio* proposes the university system uses each mechanism to increase degree holders more efficiently, which includes transfer credit, dual enrollments, and Advanced Placement. Important to this dissertation and the composition field, this section introduces a research gap that needs filled: the alignment transfer and dual enrollment students with college writing outcomes. In addressing this gap, researchers can be able to understand what composition work transfer and dual enrollment students perform in classrooms outside of their degree-granting institution and better

understand if the transfer mechanisms are providing students with composition pedagogy outcomes writing programs favor. That said, using the transfer credit, dual enrollment, and Advanced Placement methods, the State of Ohio hopes to see more and more students entering public universities having already completed some, if not all, general education requirements. *Complete College Ohio* advocates for the university system to

> Expand eligibility and opportunities for more students to earn more college credits before enrolling in college through broadened availability of college credit, heightened academic rigor in middle school and high school curricula, develop standard funding approaches and more aggressive promotion of Dual Enrollment, Advanced Placement, Post Secondary Enrollment Options, Early College High School, Tech Prep and International Baccalaureate programs. The recommended expansion should include changing dual enrollment to enable participation from additional students (p. 29).

In this way, students as young as middle school are to be exposed to college level curriculums to begin transferring credit to their two and four-year degrees. Transfer credit, which was discussed in the last chapter, is the process of moving credits from one university to the next. The Universal Transfer Model was developed with the goal of having a student's first two years of university completely transferable to any other public university in the state. This allows students obtain an associate's degree cheaply and move directly into their Junior year of college. The second course exemption tactic the State of Ohio is pushing to more students is dual enrollment. In the past, dual enrollment was a program allowing advanced students to take general education coursework at the university. To include more students in the dual enrollment option, *Complete College Ohio* and the Ohio Board of the Education developed College Credit Plus, which allows students to take college general education requirements in their high school from their high

school teachers. The third mechanism used for increasing college credit obtained before students enter the four-year public university is Advanced Placement. Advanced Placement is a curriculum and testing apparatus developed by an outside company, College Board, and faculty for especially gifted high school students. *Complete College Ohio* advocates for providing access to Advanced Placement courses and testing throughout all areas of the state to increase student interaction with college-level material. The following sections unpack these mechanisms more fully while illustrating the content analysis findings and implications for composition and writing programs.

Transfer Credit

As discussed in the previous chapter, the Ohio Department of Higher Education tasked two and four-year public universities with the job of making general education across public universities transferable from one university to the next. As a result, if a student takes freshman writing at a two-year university and transfers to any other two or four-year public university the following semester, they will not have to retake freshman writing. The course and the credits earned transfer from one public university to the next. The same is true if the student transfers from one public four-year university to another: the general education coursework and credits taken at the first university are fully transferable. Despite *Complete College Ohio* consistently asserting that "one size does not fit all," the university credit and course transfer transparency rearticulates the Ohio Department of Higher Education's ideology that credits and courses taken in one space are identical to credits and courses taken in another. Again, credit transfer from one public university to the next was actualized through the State's previous transfer model mandate. This is problematic not necessarily because a person earning credit in one institution for taking a course should not be able to transfer that credit, but rather, because the universal course transfer

forced each of the curriculums across public universities to align, despite student populations' differing abilities and background. In this way, the State transfer mandate set up writing programs for two outcomes: 1) either the student transferring from one writing population to the next may not be prepared for the new curricular ideology or 2) the writing program develops a basic two semester course design, allowing for students from any educational background to easily adapt to the curriculum. With the first outcome, writing programs are able to keep their identity and corroborate with their university and its population, but risks having students transferring coursework in getting lost in sophomore writing courses. The second outcome has the writing program losing its identity but ensuring that students maintain their degree path.

The data from *Complete College Ohio* regarding transfer credit is predominantly focused on utilizing the pipeline and administration. Transfer appears 23 times in the document. Table 4.1, Transfer Coding Appearances shows the document focus, or the code that appears the most times, for each coding pass of the coding scheme.

Table 4.1

Transfer Coding Appearances

Characteristic	**Document Focus**	**Number of Appearances**
Target of Reform	Non-Curricular	13
Purpose/Reasoning	Pipeline	15
Goal/Desired Outcome	Increased Administration	9
Geography	University Network Increased Administration	8 each

The coding appearances reveal that transfer credit has less to do with content and more to do with *how* to move students quickly through the degree obtaining process. To unpack this coding content, to initiate increased transfer credits across the Ohio network, the focus of institutional reforms does not engage with content, but it does focus on utilizing the "university pipeline," instituting an increase of administration, and developing and utilizing the university network for ease of transferring student credit. The dominance of the "non-curricular" code in the "target of reform" coding pass indicates the lack of concern policy makers have regarding the content students receive from one institution to the next. This is especially problematic for first year composition, as composition pedagogy and theory consistently argue that writing is situated and socially constructed. The situation is not that writing credits should not be transferred, but rather, the situation indicates that increasing students will be taking first and second year writing outside of the four-year university, bypassing their degree granting writing program altogether, and these students will not have the writing background that they may need in later writing intensive or disciplinary specific writing courses. This then allows for the professionalizing disciplines to revert to the familiar exclamation of "what are they doing in the English department," when the curriculum is beyond the writing program's control.

The next coding pass indicates that building the pipeline and utilizing the pipeline is the purpose of the targets of reform. As a result, the reforms are purposefully non-curricular to help build and utilize the degree path pipeline. This is another indication that content and critical thinking abilities are not the main concern of *Complete College Ohio* policy makers. Furthermore, with the focus of the development of the pipeline, sections of the document concerned with reforming transfer indicate the State's need to direct students *into* the pipeline, or their most efficient degree path, to ensure students efficiently maintain the path toward a degree.

To fulfill this goal, increased managerial administration must be instated to surveil both the acceptance of transfer credits and to ensure students are properly following the pipeline. For first year composition, this means that each public institution's student learning outcomes and course learning outcomes must align, and they must be monitored by an administrative body. As such, if a student earns a first year writing credit at a community college and chooses to transfer to a four-year public institution, the credits will automatically transfer.

The final coding pass, which seeks to understand the institutional space in charge of the policy change or the body effecting the policy change, has two dominant codes: the university network and increased administration. The presence of these codes indicates the focus of instilling the increase in transfer credits lies in communication between public institutions and in the administration that oversees the transfer of credits. The utilization of this institutional geography ensures that administrative bodies are able to push students through the educational pipeline as the enroll from university to university. Transfer students will not clog the pipeline as they seek departmental verification for their transfer credits as individual departments are no longer responsible for checking the validity of another public institution's course and how it correlates to the work and student population of their institution.

Looking at the coding alone, it can be concluded that instituting transfer credit reforms that insist a student's first two years of credits be transferrable from one public university to the next, particularly two-year college students who move into the four-year university, have effectively removed power from faculty and departments, especially writing programs. The loss of power to writing programs at the four-year public institution is partially because the majority of their student enrollment is in first and second year composition. As the *Complete College Ohio* data below illustrates, the state is pushing for more and more students to enter the four-year

university as juniors, earning their first two years of university credits in the high school, either at the high school, a cooperating university, or through testing. The socially constructed act of writing for a university population is no longer able to be groomed by the writing program or composition courses.

Recommendation 17, "Strategically Enhance Ohio's Articulation and Credit Transfer Programs," outlines the student populations to target for increased credit transfer numbers, and how the university system should accomplish this. Important to this recommendation is the matriculation of credits from real-world skills to two-year degree credits to four-year degree credits, and the insistence on administration to oversee the process. Again, this not only means that students may never see a writing classroom in their university tenure, but it also means that writing faculty and departments have no control of the transfer process once the administration sets the transfer credit requirements. Recommendation 17 states:

> Reduce unnecessary and costly duplication of coursework, which inhibits completion, by building the capacity of Ohio's exemplary articulation and credit transfer programs and services to ensure (a) expanded alignment of academic coursework with career-technical, military and experiential learning; (b) enhanced transfer student support services; (c) enhanced data collection and tracking of progress; and (d) more aggressive promotion of articulation and credit transfer programs and services. This strategic enhancement should include a reexamination of the curriculum and prerequisites in the Ohio Transfer Module and ways to increase the transfer of workforce credentials and associate degrees to additional postsecondary education credentials of value (p. 53).

As the last line suggests, the goal of "aggressive promotion" of transfer is to increase certifications and degree holders at all levels of the university system: technical, associate, and

bachelor. Importantly, as the first line suggests, the expanded use of transfer across the university system is to "reduce unnecessary and costly duplication of coursework." The idea that duplicating coursework is unnecessary, especially writing coursework, indicates the policy makers' ideologies are informed by the autonomous model of literacy. Again, this understanding of literacy situates writing as a singular skill to be mastered. Language such as this, and the idea that coursework is deemed as unnecessary, negates the fact that there are multiple literacies and that the development of literacies is a development of critical thinking, reading, and writing to be carried into multiple upper level classrooms. But the reform is not concerned with the development of literacies and the transfer of critical abilities. As the rationale in Recommendation 17 suggests, under the autonomous model of literacy, once the skill is mastered, more time in the discipline is not worthwhile.

Recommendation 17 moves further to add mandates for instituting surveillance and administration to carry out the tasks of increasing transfer. The first is the surveillance of students and earned credit through the pipeline.

> **Enhance data collection and technical efforts designed to track student progress.** Create a statewide platform for tracking degree progress at the student level and facilitating degree choices based on credits already communicated, awarding retroactive degrees, and evaluating the effectiveness of current transfer programs at shortening a student's path toward a degree. Expand data collection to include private colleges and universities (p. 54).

This proposed data collection is designed to ensure that students take the shortest path to a degree, and it is designed to specifically track students transferring credits into a university. Importantly, as it states, this data collection not only tracks student progress, but it also interferes

in course selection, ensuring that the student is following the pipeline appropriately. Private institution data becomes relevant to understand both the numbers of students transferring from four-year private institutions to public institutions, and also compiling and tracking the courses in a database to streamline the process and, again, bypass the faculty and departments with curricular knowledge. Again, this showcases that administrative surveillance is imperative to the transfer mission and ultimately ensuring students finish their university degrees more quickly.

` Another method in ensuring an increased number of credits transfer from one public institution to the next is to institute groups of administrators throughout public institutions to inform students of transfer options and processes. Constant communication of transfer ability ensures that the pipeline is utilized and followed, while placing low level administrative personnel to perform the tasks of communication and data entry ensures that those with curricular knowledge will not clog the pipeline or the system.

> **Create a more robust statewide network of transfer counselors** featuring a more formalized structure and communications to help students understand statewide transfer policies. Institutions should focus on expanding and enhancing services in support of transfer students, including advising contacts and communication tools that are readily available to help students decipher the transferability of their credits (p. 54).

In other words, the transfer pipeline cannot be complete by simply creating the Ohio Transfer Module, which makes certain that all lower level courses transfer from one public institution to the next. *Complete College Ohio* recognizes that there must also be personnel as points of contact to explain the process to either outgoing or incoming students as they transfer from institution to institution. To make Recommendation 17 actionable, it is also suggested that "transfer counselors" utilize and make available communication tools for students. These tools

are likely a multimodal approach of information through tangible paper pamphlets and virtual university and university network webpages to illustrate the ease of transferring first and second year credits across the public university system. The student-centered approach to personnel and communication tools of the Ohio Transfer Module rearticulates the consumer-based approach to education while removing the knowledge experts from the process. This further illustrates how the education process is more concerned with speed of completion as opposed to education content.

Throughout these recommendations, it is not only noted that administrative surveillance of the student movement within the pipeline is integral to increase transfer success, but also the individual programs and educational content is absent. By omitting this data, *Complete College Ohio* is creating the assumption that all courses and programs are created equal, and if a student takes a course at one public university, the university they transfer to will only offer identical content and its relationship to each university's degree programs will be synonymous. For writing programs, especially at the four-year public institution, this means seeing less students each semester as increasing numbers of students complete credits through two-year colleges and dual enrollment (discussed in the next section). Furthermore, as administration continues to have more and more control in overseeing student progress, writing programs have less of a voice in articulating their role in the student's degree and the socially constructed nature of the writing process, as opposed to the foundational, skills understanding of writing that has matriculated throughout the university for decades.

Dual Enrollment

Dual enrollment was first introduced as a way to challenge over-achieving junior and seniors in high school by allowing them to attend university general education courses. The

process required students to finish their general high school credits, and if they achieved the appropriate grade point average, and displayed the appropriate maturity for university coursework, they would attend university general education courses *at* the university (Nugent & Karnes, 2002**)**.

In Ohio, dual enrollment has expanded and is now called College Credit Plus. College Credit Plus expands dual enrollment by allowing high schools to offer university general education credits at the high school by high school teachers who have earned 18 graduate level credit hours in the discipline. It is designed to encourage as many students as possible to participate. It is no longer reserved for high achieving high school juniors and seniors; rather, any student in 7^{th}-12^{th} grade can sit for an exam that determines if they are capable of taking college credit bearing courses (Advanced Placement (AP), nd). Dual enrollment is marketed throughout *Complete College Ohio* as a way to shorten the degree path for students while offering college credits across income and cultural classes. As *Complete College Ohio* describes it,

> One way to increase college completion is to shorten the path to a college credential by broadening availability of, and eligibility for, programs that allow students to earn college credits before enrolling in college. Common examples of such programs include Dual Enrollment … Earning meaningful packages of college credit while still in high school will help more students achieve completion by giving them a running start and building their confidence in doing college-level work (p. 29).

Where the original vision of dual enrollment was to promote the curiosity of learning for students for high achieving, mature high school juniors and seniors, *Complete College Ohio*'s version of dual enrollment is to motivate *all* pre-college students into college-level courses.

Complete College Ohio's priority in doing this is for students to begin to gain college-level credit to finish university more quickly, as opposed to students being motivated to learn and avoid being bored in the high school. Instead, the policy mandate is focused on students completing college level credit to reduce their time in the degree path.

Meeting minutes from a College Credit Plus in 2016, the oldest published meeting minutes, also take note of who to push to enroll in dual enrollment. The focus, according to the minutes, is low income and minority students. "Increasing the participation of underrepresented and low income students is a priority of the program … Expand participation in CCP opportunities among all student demographic populations." This is particularly interesting, again, as education and maturation level of the student are not considered in the push for increased numbers of *College Credit Plus* enrollments. At the very least, there is research to be conducted to better understand if increasing the numbers of minority and low income students in dual enrollment prevents pipeline clogs as high school students who perform poorly in these courses choose to not enter the public institution while students who do well spend significantly less time and taxpayer money in the university pipeline as they have already finished coursework. Where the rhetoric of increasing underrepresented students into dual enrollment offerings is stated to provide an inclusive education, dual enrollment also limits the risk the State is subjected to by either deterring students from attending university or pushing them into their second or third years of university directly out of high school. These acts then limit how much the State spends on each student as they either choose to not enter university, or enter with credits that fast forward their degree obtainment. In this way, the State spends less money and students spend less time in the university system.

Complete College Ohio's goal for dual enrollment is to ensure that increasing numbers of students enter university, particularly public universities, carrying college credits. "Dual enrollment" appears 13 times in the document. Table 4.2 indicates the dominant code, or the code that appears the most for each coding pass.

Table 4.2

Dual Enrollment Coding Appearances

Characteristic	**Document Focus**	**Number of Appearances**
Target of Reform	Cross Institutional	9
Purpose/Reasoning	Course Exemption	9
Goal/Desired Outcome	Increased Administration	7
Geography	9-16	6

The coding presence for the dual enrollment utterances indicate that *Complete College Ohio* is not concerned with curriculums or disciplinary outcomes, but instead, they are concerned with communication from one institution to the next and ensuring that students are able to skip coursework in their first years of university. For writing programs and writing courses, this is especially problematic at is presupposes, yet again, that one writing course in one setting is the same as a writing course in the next setting. This forces writing programs from public institutions to participate in curriculum design that not only favors the autonomous model of literacy, but curriculum design that does not advocate for the production of literacies. Instead, the document focuses on institutional communication and administration. This indicates an increase in managerial apparatuses to insist on College Credit Plus courses emerging and students exempting courses.

Cross-institutional appears the most when coding for the "target of reform." Again, this reveals that communication and transparency between institutions regarding dual enrollment is fundamental to the reform. Content knowledge or dissemination does not emerge as a priority of the targeted reform. Instead, the widespread prevalence of the word cross-institutional in the document suggests the need for apparatuses from the high school to the public university and back. These apparatuses are not curricular in nature and involve ideas of funding, teacher training, and broadening student enrollment and broadening opportunities of credit exemption (pp. 29-31).

For "purpose of reform," course exemption makes the most appearances. Therefore, College Credit Plus coursework in the high schools is present to ensure increasing numbers of students are earning college credit in the high schools and that college credit counts toward their general education coursework. However, as stated above, the curriculums are not a priority in the reform. As a result, coupling this with the lack of content knowledge or curricular reform present in the first coding characteristic, the dual enrollment appearances suggest that reforms are developed to help students bypass early university coursework, as opposed to building content knowledge. In other words, the focus is on university course exemptions, not university course content. Importantly, this also suggests that the main purpose for additional course offerings in the high school is for college credit exemption, or a tangible purpose, as opposed to simply learning.

The focus of the administration to accomplish reforms is made evident when coding for the goal, or desired outcome. Here, it becomes clear that *Complete College Ohio*'s goal is to create an administrative apparatus that puts mechanisms in place at both the high schools and public universities to herd students from high schools and into their third year of university.

> Ensure that Dual Enrollment credits are part of programs or pathways to programs so credits gained through Dual Enrollment count toward required credits in postsecondary degrees and certificates. High schools and colleges should work together to ensure that the dual enrollment courses are those that can be applied directly to degrees and certificates at public institutions in the state through statewide articulation and transfer guarantees (p. 31).

The above reform illustrates *Complete College Ohio*'s desire to embed university coursework in the high school and the need for this coursework to translate to tangible credits earned. The development of the administrative work between the high schools and the universities not only helps institute College Credit Plus for the *Complete College Ohio* reforms, but it also embeds the administrative network between the institutions. In this way, if additional reforms are developed or *Complete College Ohio* is no longer viable, new mandates still have to work through the already embedded administrative network between the high school and university.

The necessity of the development of the high school to university network is made even more apparent when coding for the institutional geography of the dual enrollment codes, which indicates "Nine-Sixteen" as appearing the most. This code indicates the network that begins as high school freshmen to graduating university. Its appearance indicates *Complete College Ohio*'s need to create the network, and its appearance with dual enrollment further indicates how the reforms will create and utilize the network. Its presence also indicates that the reforms are concerned with the movement of students from 9th grade to university graduation, but within that, the curricular foundation and knowledge production is not evident within the network. In this way, both the development of the administrative apparatus and the dissemination of coursework are secondary tools to the movement of students to obtaining their degree.

Earlier in the chapter it was mentioned that composition faculty and WPAs contribute to their own outsourcing. For *Complete College Ohio* to actualize dual enrollment success, the credentializing and preparing of high school teachers to teach university courses in the high school is a necessity. *Complete College Ohio* insists universities and departments

> **Provide professional development to Dual Enrollment instructors.** Colleges and universities should (a) support high school teachers with training and mentoring to assist them in providing college-level rigor in their Dual Enrollment courses, and (b) support college faculty with pedagogical strategies to support high school students seeking to complete rigorous, college-level coursework in their Dual Enrollment classes. High school faculty teaching Dual Enrollment courses should meet college/university standards for employment as an instructor (p. 31).

Because high school teachers have neither credentials (18 graduate level credit hours in the discipline) or the curricular familiarity of the university level, it up to the university departments to prepare these teachers. As mentioned previously, this amounts to English departments tasked with training their own replacements and outsourced labor. For Writing Program Administrators, as Bill notes, this amounts to increased labor on his end, as he is left providing curriculums, pedagogies, and observations across his university area's high schools. For the high school teachers themselves, instead of immersing themselves in the landscape of the university, they are still entrenched in the high school setting while checking boxes to fulfill university curriculum requirements. In this way, even if the mandate demands "colleges and universities should ensure that Dual Enrollment course-delivery experiences closely mirror the norm and expectations of those on a college campus, including rigor and pace, textbooks, assessment and syllabus provided" (p. 30) failing to move the classes out of the high school setting and away from high

school teachers and peers fails to provide challenges and growth for the students that both composition and upper level courses demand.

The dual enrollment section is further revealing of its programmatic development and implementation for surveillance. By instituting an increasing number of programs at the high school, the State is better able to classify and track students as they follow the university pipeline, which requires an increasing amount of resources allocated to administrative surveillance. "**Create a mechanism to track students enrolled in Dual Enrollment** as they progress from course to course and through college. Measures of student progress will provide the data needed to assess the success of the program and to plan for future improvements" (p. 31). A new tracking mechanism indicates not only the surveillance of student movement in dual enrollment through university, but also a tracking of the seamlessness from high school university. Importantly, according to *Complete College Ohio*, this tracking mechanism will not be developed just for the current state of the dual enrollment and student pipeline tracking, but also to help redesign the system based on the data. As the concluding chapter suggests, this is part of the increasingly problematic nature of these policies: even though a policy or mandate may not be implemented for a sustained period, it has long-lasting ramifications for the institution. In the case of dual enrollment and tracking mechanisms, it can be assumed that the State will consistently arrange and rearrange the landscape of the project in ways that WPAs will consistently need to readjust to, while increasing numbers of students will bypass the university composition classroom and decreasing full-time and tenure lines will open.

The dual enrollment appearances indicate the need for *Complete College Ohio* to utilize the site of the high school to make Ohio students' degree paths more efficient and more obtainable. As the codes suggest, this means sacrificing university rigor for streamlined

pathways from high school classrooms to university, which insists on administrative surveillance of students and programs. For writing programs, this means increasing the labor of already dwindling writing faculty numbers, ensuring that fulltime lines will not open while high school English teachers teach university composition curriculums.

Advanced Placement

While dual enrollment was initially designed for high achieving juniors and seniors, Advanced Placement was designed for gifted students likely to attend university. The original design in 1957 involved the collaboration of university professors with high school students to teach university curriculums to gifted students. High school students are then able to sit for the AP exam in May, whether they take they attend the course or not. Students earn a score of 1-5, and it is determined by individual college and universities the score they accept to exempt courses (Nugent & Karnes, 2002). For Ohio public colleges and universities, earning a score of three will exempt a student from taking the course that corresponds to the test (Advanced Placement). The Language and Composition course corresponds to first year writing.

Advanced Placement or AP appeared nine times in the *Complete College Ohio* document. This is another way high school students can earn college credit before attending university. Importantly, the State of Ohio does not have as much power in changing Advanced Placement standards as it does in changing the landscape of dual enrollment because AP is organized by an outside company: College Board. The State can only continue to advocate for high schools to offer AP courses and for students to take the exams. Table 4.3 indicates the dominant code of each coding pass with an Advanced Placement reference.

Table 4.3

Advanced Placement Coding Appearances

Characteristic	Document Focus	Number of Appearances
Target of Reform	Cross institutional	6
Purpose/Reasoning	Course Exemption	7
Goal/Desired Outcome	Faster Degrees	6
Geography	9-16	7

From the dominant focal points of Advanced Placement in the *Complete College Ohio* document, much like the dominant focal points of dual enrollment, the focus of reforming these programs to work for the public university is to insist on institutional alignment from high schools to university to increase efficient degree output. These focal points also actualize the areas that are not relevant to the program. For instance, like the dual enrollment codes, the target of reform is not concerned curriculums, but rather, with insisting that work from high school will transfer to work into university. There may be an assumption that the same rigor is met, but the document omits mentions of curriculum. Interesting, with the "purpose/reasoning" characteristic, the pipeline disappears, as it is assumed that students taking Advanced Placement courses are already in the pipeline. In this way, for "goal/desired outcome," these students needs less administration to monitor them, and it is already assumed that they are on track to complete their degrees, so those focal points are also not present. Finally, regarding the "geography" of the network instituting the reform, the focal point removes the university and state networks as the focus is on offering more courses at the high school level to reduce the work at the university level.

For the "Target of Reform" coding pass, the code with the dominant appearance was "cross institutional," with six appearances. Much like the dual enrollment codes, this indicates

the need for communication from one institution to the next when preparing curriculums, training, and tracking methods. In this way, cross-institutional alignment includes alignment from the high school Advanced Placement classroom to public universities across the State of Ohio.

The next coding pass indicates that that "course exemption" is the main purpose for increasing the use of the Advanced Placement program. This illustrates that increased participation in Advanced Placement is not part of curriculum development, content awareness, or critical thinking. As with dual enrollment, the goal is simply to indicate that students have earned a skill through testing; therefore, university coursework mirroring or adjacent to those tested skills would be wasting students' time if pursued.

Deterring slightly from the dual enrollment transfer system, which saw "increased administration" as the main goal of each reform, the goal with Advanced Placement and transfer is "faster degrees." Arguably, this slight deferment from the dual enrollment presence is because the State and the university system cannot implement their own administrative tactics within the College Board's institution. As a result, there is less stress placed on State administrative interference to develop and monitor the pipeline and more stress placed on the importance of using College Board for more efficient degree completion.

The final coding pass saw the high school to college completion code as the most prominent. This indicates that the reform is concerned with the work performed in the high school and insisting that it carries high school students to their university degree. Geographically, even more so than other transfer mechanisms, this removes writing programs and first year composition from the conversation of degree granting and ultimately the public institution.

The main goal of *Complete College Ohio* with Advanced Placement reforms is to encourage more students to enroll in Advanced Placement courses, thereby exempting students from taking first year college credits at the university level. As the proposal states, this will be done through financial incentives, and the State will target low income, urban settings (p. 32). The assumption embedded in this target is that low-income, urban settings do not already have Advanced Placement programs because of the income and the trained teachers available. This is also a way to offer Advanced Placement courses to all students, not just gifted students, state funding will have to be evenly distributed across populations.

> **Actively promote AP to all students.** The goal should be to increase the number of students taking and passing AP exams. Options could include online AP courses, available through the Chancellor's designated digital learning platform, **iLearnOhio.org**. Ohio should examine other states' policies – such as Texas's APIP program – for including financial incentives that increase participation in AP programs in low-income urban settings (p. 32).

With this recommendation, Advanced Placement no longer becomes an apparatus to encourage gifted students to interact with college level coursework, but an apparatus to push all high school students into assuming the next part of their path is university. Importantly, or unfortunately, they incentivize high schools monetarily as they offer more and more Advanced Placement coursework, whether students are capable of handling the material or not. The argument the State and Department of Education provide for both increasing students into Advanced Placement and those as young as 7th grade testing for entry in freshman composition insists that students encountering the material is actively encouraging their participation in the processes of a university education.

Furthermore, as with all testing, and the data collection that will ultimately be generated, the push for incentivizing low income, urban areas through financial support and access will create an apparatus which transparently indicates student body populations "worthy" of financial incentivizing and those not. This incentivizing will provide new money for the Advanced Placement program in districts severely short of funds within the rest of its K-12 system. What will result is a disproportionate amount of money allocated to Advanced Placement courses and testing for students who have not received resources to develop the groundwork for the College Board rigor previously. This will then recycle the data that indicates that those from low income areas are low performing and low achieving despite access, regardless of the resources afforded to them prior to Advanced Placement involvement.

Just as with the other forms of credit transferring mechanisms, with Advanced Placement, the State promotes the development of tracking system to understand how students are performing. Regarding the two previous transfer mechanisms, the State advocates tracking systems that help surveil the student through the degree pipeline, understands how efficiently the student moves and where clogs may occur. With Advanced Placement, however, transfer is not guaranteed when students take a course or sit for an exam, so the tracking system the State is proposing will collect data of who is sitting for exams and if they are earning college credits.

> **Create a mechanism to track and publicly report student participation in AP courses and AP exams and success at earning related college credits.** Measures of student progress will provide the data needed to assess the success of students taking AP courses and exams and to plan for future improvements (p. 32).

Again, the Advanced Placement surveillance is utilized to collect data to understand the numbers of students entering Advanced Placement courses and sitting for Advanced Placement exams and

to then better understand the percentage of students entering the public university system earning college credit from these exams. It moves further to state the need to plan for future improvements upon data collection and analysis. Interestingly, improvements in this regard could amount to a few changes that do not include the increase of student critical thinking or intellectual ability, which would include lowering the score needed to earn course credit at a public university and/or pressure College Board to overhaul their curriculums, exams, and scoring system to provide more ease to test takers.

Once again, this reduces the presence and agency of writing departments in public universities. Like the previous transfer mechanisms, transfer Advanced Placement work to college credit assumes that writing in one domain will transfer abilities to writing in the domain of all public institutions, again, recycling ideologies of the autonomous model of literacy. This alone reduces the agency of writing programs and first year writing as it clashes with the ideologies that writing programs support. Agency is further reduced by this mechanism of transfer, and the State's interest in tracking students and reforming the Advanced Placement system, as Advanced Placement has nominal input from university professors and State reform would reduce that even further. In this way, monitoring students in Advanced Placement courses and sitting for the exams further marginalizes writing programs through the increased assumption that testing proficiency transfers to proficiency across disciplinary curriculums, through decreased representation in decision making, and through decreasing the numbers entering first year composition from exemption by Advanced Placement scoring.

Just as the State of Ohio does not have much jurisdiction over Advanced Placement methods aside from requesting more courses are offered in the high schools and more students enroll in Advanced Placement courses, university professors are not directly affected by

Advanced Placement outcomes. As such, participants did not mention Advanced Placement as they did College Credit Plus. Furthermore, because students need to achieve a specific score to pass the AP exam, what first year writing courses may see is an influx of students having taken the AP Language and Composition course and/or the exam, and simply not scoring high enough. While in the near future this may lead to an increasing number of students in first year composition who feel they do not belong in the class because they took Advanced Placement, if scores continue to dip as increasing students do poorly on the exam, College Board may look to reforming the exam and its curriculums to make it more accessible to the general population taking the exam.

In the past, university faculty worked with Advanced Placement to develop curriculums and testing that would predict a student's ability to succeed from exempting a course. For Ohio, and Ohio's public university writing programs, the option to work with Advanced Placement design is nullified by the State's universal writing credit for a score of 2 on the Language and Rhetoric test. Advanced Placement again increases the number of high teachers tasked with having high school students fulfill college writing courses, which again reduces the full-time faculty need at the university, while also discrediting the theory and pedagogy of trained practitioners. Furthermore, increasing the reliance on high school apparatuses such as Advanced Placement to have students bypass college writing assumes there is only one way that writing exists; therefore, university writing has nothing to offer the freshman writer. Finally, those students not "gifted" but pushed into Advanced Placement writing and fail to earn a 2 will likely then enter the college writing classroom with the baggage of assumed failure, which writing faculty (and likely over extended adjunct faculty as tenure lines continue close) will have to work to erase along with teaching composing processes.

What Does This Mean for Writing Programs?

When answering questions of composition's disciplinary priorities and if completion-based policy priorities align, the data indicates that participant response regarding the work of writing does not align with theory and pedagogy of composition. Instead, the priority lies in making practical justifications for its existence within the university. In this way, writing is always peddled as skills and foundations and writing faculty are always seen as service providers.

Positioning writing as skills and foundations and writing faculty as service providers helps *Complete College Ohio* situate writing as a task to check off and writing faculty as personnel to serve the entire university community (which now extends to the high school). This aligns with *Complete College Ohio*'s main priority, which is the increase of degreed persons in Ohio as quickly as possible. By participants utilizing language that assumes writing is mastery, *Complete College Ohio* understands that the quicker students master writing, the quicker they can move to upper level courses, and this what their transfer models allow them to accomplish through multiple apparatuses.

Despite *Complete College Ohio*'s emphasis that "one size does not fit all," increasing transfer credits from high school AP courses, high school dual-enrollment, and across the university system constructs the assumption that one size does fit all. For writing courses and programs, the increase of transfer credits forces writing programs to prescribe to the autonomous model of literacy, as that is what the "one size fits all" model assumes.

The state-wide transfer credit system utilizes the constructed notion of the autonomous model of literacy, which argues that reading and writing is a mastered skill, to maintain that writing courses and university populations are similar synonymous across universities.

Therefore, a student attending a writing course in one university would be “wasting time” taking writing credits at another university.

Writing programs who may not have a major or minor then have reduced presence and power among faculty and departments across the university. Increases in credits at the high level also reduces the need for tenure and full time faculty lines in general education courses that will likely be taken at the high school level, effectively shrinking university faculty bodies while saving the state and its universities money.

CHAPTER FIVE

Complete College Ohio's Remediation Pipeline and Retrofitting Composition

In the previous chapter, I unpacked *Complete College Ohio*'s universal transfer model and the increasing ease and transparency high school and community college students have in completing all their university writing coursework either before high school is over or at the community college. I argue that this diminishes the work of writing programs and marginalizes their space as universal transfer of writing credits indicates writing programs and pedagogy exist as a one-size-fits all, quick hoop to jump through before students get to the "real" coursework. This chapter considers how *Complete College Ohio* addresses remediation and how writing programs and pedagogy are situated as a result. *Complete College Ohio* utilizes the contested term "remediation" or "remedial" to discuss students who earn placements below the college writing and/or college math threshold. As such, this dissertation utilizes the vocabulary for consistency. This chapter also weaves participant responses to understanding their program's remedial coursework and how state intervention, as a result of *Complete College Ohio,* has impacted their remedial programs. I conducted a content analysis of the remedial data of *Complete College Ohio*. My content analysis coded for policy purpose, goals, and institutional geography to uncover the language *Complete College Ohio* utilizes when discussing remediation and their goals for remedially placed students, as well as the autonomy writing faculty and departments have within the confines of the proposed remediation reforms. Participants were asked to discuss their remedial program and the stakeholders involved in developing the curriculum. These questions sought to uncover the language administrators used when discussing

remediation as well as who was involved in the process of curriculum development across Ohio institutions. Analyzing both data sets seeks to answer: **What are the priorities of composition studies and completion-based higher education policy? In what ways do disciplinary priorities and completion education reform priorities align?**

Preparatory Education and Evolving Ideologies

A university's remedial writing and reading programs are extensions of its writing program and university curricular mission. The remedial program prepares university students for the writing programs or English series that follows. Writing programs and English departments carefully craft their remediation with respect to their student population and outcomes, while carefully embedding the work into the evolving future of the program and university. As such, from my participants' programs, a diverse representation of remedial programs either currently exist or were already eradicated by state intervention. For instance, the large community college has its own Development Education department, as well as its own English Language Learners department. One four-year private university has its own lower level writing course, while the other allows students to take stretch or credits at a community college. One four-year public school had stretch removed by the State and is now utilizing mainstreaming, while the other is clutching on to a series of remedial courses due to the low testing of the population. The local nature of remediation, just like assessment, is emblematic of the complex, diverse, and dynamic populations situated in the universities and then housed in writing program and university populations.

Complete College Ohio ignores the complexity of writing programs and composition pedagogy in an effort to build its pipeline, essentially tearing apart an ecosystem built on the empirical and theoretical research of the composition community. Just as writing programs

understand remedial programs to be emblematic of their curricular ideology, *Complete College Ohio* understands remediation to the building blocks of its degree completion pipeline, ignoring the decades of the evolving remedial and writing program theories to build the pipeline. Remediation begins the pipeline for *Complete College Ohio*. This became clear in the coding of the document, where 40 of the 45 "purpose" codes that mention remedial or remediation are coded as "pipeline movement." In other words, 40 or the 45 times the terms remedial or remediation appear, they indicate remedial policy reforms solely concerned with moving students along their assigned pipeline. As this chapter will unpack, a student's assigned pipeline is determined by their testing placement, which is now dictated by the State. The presence of the pipeline in coding for purpose is even more interesting as "pipeline" itself is only mentioned four times in the document, but it frames the document and its ideology as the terminology is first stated in the introduction: "for our economy to thrive and grow, we must provide businesses with a continual pipeline of highly-skilled workers." *Complete College Ohio*'s justification for the creation of the remedial pipeline is *not* to provide incoming students with a proper education to develop throughout their university tenure; instead, the end-goal for the remediation pipeline is to ensure future graduates become workers within the State of Ohio. This quote also indicates that *Complete College Ohio* and its authors are in service to state businesses, not students and universities.

Public Universities and Carrying Out Remediation Ideology

Developing a pipeline creates an engineering connotation seeking efficiency and avoiding clogs. In terms of public higher education, this means keeping students on the singular track that provides them with a degree, any degree, in the quickest way. Remediation-free four-year universities allow high-scoring remedial students to enter credit-bearing courses right away,

thereby completing their four-year degree more quickly. Meanwhile, lower scoring students are now forced into the two-year institution, making their quick attainment of the two-year degree more likely. This is rearticulated in Recommendation 11 of *Complete College Ohio,* which is also the first mention of remediation and placement. "**Encourage aggressive placement of students into credit-bearing courses with supports.** Recent studies from the Community College Research Center demonstrate that students placed into gatekeeper mathematics and English courses with supports do just as well as students placed into the highest levels of remedial education" (p. 38). In other words, *Complete College Ohio* is advocating that students be mitigated away from remedial courses. For those who score poorly on standardized entrance exams, they should be offered additional contact hours in line with their enrollment. Interestingly, the argument *Complete College Ohio* makes for placement decisions is not due to students excelling or thriving in the first-year, credit bearing classroom, but because they will do "just as well" no matter where they are placed. This is indicative of the fact that the policy's measurement is not on critical literacies or application of material; but rather, their measurement is degree obtainment and time to a degree. In this way, those who developed the policies have weighed the risks and rewards of students (and their placement scores) who enter remediation and drop out, enter remediation and take more than four years to a degree, or enter credit bearing courses and take more than four years to a degree.

This portion of Recommendation 11 is one of the "tactical" changes for the whole recommendation which is to "**Adopt more holistic college placement assessments and policies"** (p. 36). Starting with the recommendation itself (adopting more holistic placements), again, the document appears to take a more student-centered approach to placement. Holistic placement means to take a more personal approach to each individual student depending on

multiple areas of the expertise. This often includes conducting local assessments, requesting additional materials, and/or using alternative tests to the state and national assessments (Sullivan and Nielsen, 2009). Holistic placement has been championed by writing programs and developmental education programs for decades (Toth, Hassel, & Giordano, 2019; Matzen & Hoyt, 2004; Johnson & Riazi, 2017). In Recommendation 11, *Complete College Ohio* has adopted the rhetoric of holistic placement to appear to make student-centered, diverse reforms for individual populations and universities.

However, moving back to the action mandated for this recommendation, instead of developing a more holistic assessment approach that looks at multiple student credentials, *Complete College Ohio* simply wants less students in remedial coursework and more in credit-bearing, first year courses with student support. To achieve this, the document mandates transparent, consistent use of assessments, lowering the assessment score of students entering credit bearing courses, and adding personnel to track and support low scoring students. The addition and surveillance of student supports contribute to the unbundling of the faculty as "student success coaches" and "learning center supports" are developed in public universities to assist low test scoring students. Support centers contribute to the unbundling of the faculty as they divert university resources and student attention away from the disciplinary experts (for writing programs, this includes writing faculty and writing centers). Importantly, the development of a success center, especially one born from a state mandate, lacks disciplinary knowledge in its conception, so from the top-down it is an administrative tool that herds and tracks students, as opposed to an educational apparatus used to springboard critical inquiry.

Execution of this has already been attempted at the community college level. In this case, faculty resources and labor were not properly available, which then results in tangible reasoning

for public institutions to utilize student success centers, as opposed to increasing faculty lines. Alexis explains:

> We are piloting an Accelerated Learning Program for students who are just on the edge of Composition 1 proficiency. When we switched to semesters, we started with a course where we allowed those students to take Composition 1 with an additional hour of support. It was a 1099 section, and they would go to an additional instructor for about an hour and get additional support. That was not logistically feasible so we shifted to a model where the students would be in a single course and we would bring a tutor for one hour into that course. But that additional hour is when the tutor is coming in and meeting with those students (Alexis, English Department Head, two-year public university).

The Accelerated Learning Program (ALP), which Alexis mentions, is another intervention of the State (and multiple states) that was piloted in Baltimore. It is a form a mainstreaming that reserves half of a first year writing course specifically for students who test in the higher remediation levels of assessments. Those who scored poorly meet for additional contact hours with the instructor (Accelerated Learning Program). As Alexis notes, the additional meeting is "not logistically feasible" at the instructor level, so her institution is attempting to retrofit a tutor. The feasibility factor regarding faculty contact hours is an issue of labor and resources, which unbundling with tutors and support center staff further exacerbates. Arguably, the State has already reduced faculty resources to a point that does not create the feasibility of excessive additional contact hours for fulltime or adjunct faculty, resulting in the inability to plan or execute proper ALP instruction.

As stated above, Recommendation 11's promotion of aggressive placement into credit bearing courses creates *Complete College Ohio's* ability to develop the remedial pipeline and

redesign remediation among public universities. Recommendation 12 provides the guidelines for that redesign, how to partition students, and who should be providing supports. Recommendation 12, titled "Redesign and personalize remedial education course content and policies, especially for adults returning to school," (p. 38) develops the building blocks for this pipeline. From the title, the insertion of "personalizing" remedial education assumes that a remedial program will differ from university to university based on the needs of its student population, paying special attention to non-traditional. The "personalization" element provides repetition in the assumption of personalization. This personalization was embedded first in Recommendation 11's promotion of holistic assessments for placement. However, the pipeline guidelines that Recommendation 12 designs are not a diversified assessment approach that designs placement in ways that do no utilize standardized entrance exams. Instead, utilizing the same placements Ohio has used for decades, *Complete College Ohio* labels students as high-level, mid-level, and lowest-level remedial students (pp. 39-40) based on their test scores, and then it outlines remedial pathways as a result of placing in one of these levels from state and national assessments. The ranges of remediation are dictated by ACT, SAT, and ACCUPLACER assessments. *Complete College Ohio* does not list the test scores, but the State of Ohio Higher Education Commission releases data on the "uniform remediation-free standards" each year. These are documented on the Ohio Higher Education website. Important to the development of the university pipeline is the baseline assessment standards to exempt students from taking remedial coursework; this is how it is determined if a student is high-level, mid-level, or lowest-level remedial. Placement in this way is not local or personalized, and it engenders student ranking while designing the remedial pipeline and its movements.

Remediation Levels and the University Pipeline

The next section of this chapter unpacks each remedial level while weaving participant discussion of their university's remedial programs and how they exist in relation to state intervention and as a result of the remedial pipeline. Below, I have presented and unpacked each "level" as *Complete College Ohio* addresses them. High-level remedial students are those scoring just under the ACT, SAT, COMPASS thresholds. Mid-level remedial students are those scoring significantly below the threshold, in the lower teens, placing them in remedial coursework at the two-year institution. Finally, lowest-level remedial students are those with the poorest standardized testing scores, who are required to attend career readiness institutes and retake standardized tests before entering the remedial pipeline. I will start with high-level remedial students because *Complete College Ohio* states that the high-level students begin the pipeline (p. 39).

High-Level Remediation

High-level remedial students for a four-year and a two-year public university writing series are those who score just below an 18 in Writing and 22 in Reading on the ACT.[1] Completion-based education asserts the need to let those just below the testing threshold into freshman level courses with extra supports to ensure these students earn 20-credit hours in their first year of university (p. 39). The policy argues that the benchmark of 20 earned credit hours as a freshman aids in "establishing critical success markers [which] helps ensure that student pathways do not meander, but move the student to the ultimate goal of completion" (p. 39). As such, pulling high-level remedial students into accelerated, credit-bearing courses has little to do with pedagogy, learning, and student populations, as the focus is on the pipeline, lack of

[1] It is important to note that many students still opt for the two-year degree and are not only placed in the community college as a result of testing. High-remedial level scoring students in the community college are also aggressively placed in credit-bearing writing and math courses and take their series at the two-year institution. They then have the opportunity to fully transfer their two years to a four year public university.

meandering, and completion. Therefore, *Complete College Ohio* asserts "**High-level remedial students should be accelerated** either by placing them into bridge programs or by enrolling them directly in college-level classes with required supports, such as supplemental instruction/tutoring or embedded remediation through paired classes. These students should be able to skip the remedial pipeline all together" (pp. 39-40). With the high-level remedial track, *Complete College Ohio* is making the decision *for* universities and writing programs that students are prepared and have the maturation to enter first semester writing courses and then be able to properly matriculate through the writing series and major coursework. Following this recommendation in 2012, four-year universities have already begun fulfilling the requirement of removing remediation and also either developing "bridge" courses for high-level remedial students between semesters or building additional supports within the course. A bridge course is generally a two to four week "refresher" course that occurs before fall or spring semesters. Additional supports are generally understood as an additional "lab hour" of instruction before or after a course or tutoring either embedded into the course or at the student's leisure.

As noted when introducing Recommendation 11's remediation action of aggressive placement with supports, the terms of the high-level remedial track not only develop the highest achieving placement for pipeline development, but they also develop the university infrastructure to begin unbundling the composition faculty. Unbundling was first introduced in Chapter One as a discussion of New Public Management techniques for neoliberalism. Unbundling is the administrative act of removing responsibilities from an occupation and developing new jobs to allocate those responsibilities to, thereby stripping the initial job holders of authority and purpose (Giroux, 2002; Rhoads & Torres, 2006; Bessent, Robinson, & Ormerod, 2015**)**. In the case of the liberal arts institution, unbundling strips faculty and disciplinary departments of autonomy and

power over their curriculums and student paths. Remediation-free standards are reliant on unbundling and allocating new responsibilities outside faculty lines, and the high-level remediation track of the pipeline develops a foundation for this. The bridge course contributes to this in two ways: 1) it removes full credit courses from a full-time or part-time semester course load, and allows it to be re-placed and coded into as a lighter course load or lesser course hours. This increases the need for and reliance of adjunct labor and decreases the need for full-time faculty lines as course loads are recoded and semesters see less writing courses in the scheduling system. 2) High level remediation relies on the use of tutors, likely from a student success center, as opposed to faculty with experience in the discipline. Often these tutors require only a bachelors degree. Alexis' (English department head and community college participant) above articulation of ALP and instructor resources illustrates this point. The public institution's funding for faculty workloads and lines were not sufficient to support the additional coded hours of an ALP course, which then resulted in the additional ALP hour staffed by student success center tutors. As a result of completion-based policies such as *Complete College Ohio* writing programs and institutions will continue to see a decrease in full-time faculty lines coupled with the increase of support staff in the classroom.

Another key element in unbundling from remedial removal is the loss of programmatic and faculty autonomy and power. In terms of the writing program at a four-year public university, the development of the pipeline and differing remedial tracks mandated by the State means writing programs and English departments no longer have control of how their curricular ideology is developed and carried out. Instead, it must be developed to retrofit the State's mandates. Several public university participants discussed this. Bill and Emily, a writing program administrator and Dean of Arts and Sciences from the same institution, discuss the

implementation of mainstreaming as a result of State intervention. In terms of both unbundling and autonomy, mainstreaming post State intervention maintains the department's pedagogical ideology, however, the now unbundled support system is developed through the State and administrative sectors of the institution, not the department.

> So we used to have a stretch course. Two credits of that stretch course were coded as remedial. In about 2010 the State of Ohio announced they were going to withdraw support for remedial courses. There would be no state supported remedial courses at main campuses of the regional universities, and so Bill and I, because we were both working in the composition program there, determined that the best thing to do was to mainstream the students who had been in the stretch courses (Emily, Dean of Arts and Sciences, Four-Year Public Institution).

By the State withdrawing funding, Emily is noting the State will no longer provide funding to the English department of her four-year public university if remediation continues in the department. As she and Bill address, they collectively made the decision to switch to mainstreaming as a result. This mainstreaming placed all students eligible for admission into freshman writing with additional supports. Important to the presumed success of this switch is the expertise of both Emily and Bill with composition and assessment backgrounds, which is rare for both the writing program administrator and Dean to have. In fact, even those holding Composition and Rhetoric credentials may have very little experience with remediation, placement, and/or assessment and be tasked with this retrofit. Even with his background, Bill (Writing Program Administration, Four-Year Public Institution) speaks to the complications of implementing new curricular measures and using State mandates assessment tools and placement guidelines, especially for entry level courses involving increasing numbers of at-risk students.

> I was not thrilled with using the SAT writing exam. It proved to be a poor indicator of success in college classes for us, so we went to mainstreaming. We do mainstream our courses. Now we had a course cap of 20 students, and we had a ratio of roughly 14 [students enrolled in the mainstreamed course scoring] above SAT scores and 6 [students scoring] below, so it was working pretty well for about 2-3 years.

In this first part to Bill's response, he addresses the idyllic nature of the beginning of his mainstreamed courses. His university was able to keep his course caps low, and enrollment and advising methods were able to maintain a decent ratio of median to high achieving freshmen with the at-risk students, as he calls them. His response also presumes the importance of faculty lines within the discipline to scaffold the differing levels and backgrounds of students to the next level. However, as he continues to discuss his departments transition to mainstreaming, it is clear that this initial iteration of the course faces many variable changes from multiple stakeholders.

> Then we had a president and a provost who was a bit more fixated on the bottom line and find ways to cut costs, so they changed our course caps and raised the caps up. At one point, we had a threat of a cap of 30 in our composition courses. We successfully fought against that to 24, which is where we were before mainstreaming, so we had that kind of a bumpy ride in trying to find ways to help students who are at-risk students coming in from our community and we are still working with that a little bit we try to find to resources like tutors attached to courses we try to find resources at the writing center in helping them help students (Bill, Writing Program Administration, Four-Year Public Institution).

As Bill continues to discuss the path of his university's mainstreamed writing course, it is clear that while the English department attempts to retain and scaffold students through the general

education path and to a constructed understanding of "how to do school" at the higher university levels, other stakeholders and their continued pressure from outside sources (feasibly *Complete College Ohio* and their new funding scheme) results in the continual fighting and retrofitting of course pedagogies.

Bill and Emily's composition courses face further administrative intervention from both the state and the institution to surveil and retain as many first-year students as possible, especially since increasing numbers of remedial students are mainstreamed into first year writing. Surveilling is an important part of the pipeline as a means to ensure students follow the path of the pipeline. The surveillance data also provides the State with data on how each student is progressing to verify the remedial placements are working. Bill discusses his institution's surveillance system, which takes place in the first-year writing classroom and is then submitted to a "success coach."

> We have a system called Starfish. Every four weeks our instructors fill out a survey with how their students are doing in their courses, which is beyond the grade… Is the student showing up? Turning in work? Meeting you? If the instructor marks an as no, then the success coach calls the students and says "x, y, z" build those skills in for students: college ready skills. So, I think a large part of what we do in Composition 1 is helping with that, helping develop those skills along with the writing skills because that will help them become a better citizen a better junior/senior student (Bill, Writing Program Administration, Four-Year Public Institution)).

Here, Bill acknowledges that the first-year writing classroom is the site where students learn to do school, which has also made the first-year writing classroom service site for surveilling and tracking students. The development and use of Starfish is not only illustrative of the surveillance

of students and the service of writing courses, but also the ways in which unbundling is embedded throughout a university system. To implement this type of surveillance and utilize these NPM techniques, new administrative division must be created and new networks developed to channel the information of student progress. In this response, for instance, Bill notes a network created from the student's presence to the instructor to the success coach and back to the student. However, between the success coach and the student, the network must also include a logging of information and a top-down strategy told to the success coach of how to handle at-risk cases. Importantly, the implementation and use of the success coach and the communication labor of the faculty is utilized to increase student movement through the pipeline and ensure they don't clog the degree pathway.

For writing programs, the development of the pipeline and the State placing students into the pipeline tiers institutes institutional changes that strip autonomy from the department, substitutes outside and part-time non-expert behavior in its place, and distracts expert researchers from moving curriculums and departments forward. These acts are important to witness at the four-year university level because these acts also eradicate tenure and full time lines, graduate and research programs, and innovative disciplinary research for their individual curriculums, while replacing instruction with part-time labor. Furthermore, the creation of the high-level remediation track and *Complete College Ohio*'s rhetoric of "bypassing the pipeline" assumes that remediation has no place in the four-year institution and dismisses the decades of research conducted, articulates the affordances of enabling a slow maturation for each student within the practice discipline. Importantly, the argument here isn't "we must save all remediation at the four-year university;" but rather, we must enable the autonomy of our local disciplinary experts and researchers to make decisions for their department and university.

Mid-Level Remediation

Mid-level remedial students are incoming students who are not within a few points of the ACT benchmark scores, likely scoring in the low teens. Since *Complete College Ohio* is insistent on "remedial-free institutions," students scoring in the low teens range on entry level assessments are relegated to the community college, which is where their pipeline begins, and therefore directs the path of the incoming student.

> **Mid-level remedial students should be able to limit their remedial coursework to no more than one semester.** They should be surrounded with multiple supports and should be the target of multiple interventions to help them achieve this goal. Institutions are utilizing a number of programs to accelerate mid-level students through the remedial pipeline. Most colleges are exploring computer-based, self-directed remedial models, pre-enrollment bridge programs or compressed/accelerated courses. Cuyahoga Community College and Sinclair Community College offer Quant Way programs; Sinclair allows students to take intense instruction in remedial areas, then register for "minimesters" during the second half of each semester; and Sinclair and Hocking College are exploring some promising practices that utilize contextualized learning for specific programs (p. 40).

The mid-level recommendation not only addresses the desired reform (to limit remediation to one semester at the community college level), but also provides examples of how to achieve *Complete College Ohio*'s desire. Again, the recommendation itself is to limit remediation to a single semester with increasing academic support to ensure students pass their remedial coursework. Because the desire is to remove remediation from the four-year public institution, remedial coursework and their supports must occur at the community college level and as such,

the examples of exemplar innovative mid-level remediation solutions each come from community colleges. In relation to the work of writing and remedial writing pedagogy, these "innovative strategies" negate the principle of the last five decades of research and practice: that writing and literacy are constructed practices built by the environment in which the student is situated. Instead, the policy is lauding practices that have students speed through courses while insisting a student must enroll in a course only once. Speeding up courses through bridge and mini-mester terms and having students pushed through by computer mediated supports, the State is substituting the work of writing for time, thereby ignoring the decades of research of both writing and remediation.

Participants discussed two scheduling initiatives mandated from the State as a result of mid-level placement: co-requisite course scheduling and intrusive advising. Co-requisite scheduling or coursework (often discussed as co-reqs from participants) involves mid-level students enrolling in two specific courses in tandem, often with a similar cohort of students. This action is meant to acquaint the students with one another across their first semester classes and catch up on the material to develop their college-readiness together. While co-requisite courses help direct students along the pipeline with peers and coursework, intrusive advising helps dictate to the student what is their best major path based on their test scores. Both of these initiatives remove student agency and diversity in the mid-level remedial student's education path. Rachel, the Dean of a four-year public institution, speaks to this advising. Importantly, her institution was able to continue with mid-level remedial students as the surrounding area's population consistently scores poorly on entrance exams. This is discussed later in the chapter.

> Students need to be successful, so coreqs is one advising. Another is the whole notion, the buzzword right now is intrusive advising, where I advise a student, see they aren't

> doing well, they've taken a math or economics course three or four times and haven't passed it. Someone needs to tell that student they may not be able to be a nurse. They may not be able to be a psychologist. I've talked to students a lot of times and they say, "oh I love psych, I want to major in psych, I love people." And I'll say, "that's great to hear, you must really like stats, as well!" And their faces just fall because they have no clue how much math is involved in conducting psych research. The emphasis on research methods and quant data collection is really, really huge, and if students don't do well in certain areas, then, we have committee in our college design to address that issue (Rachel, Dean of Arts and Sciences, Four-Year Public Institution).

As Rachel discusses it, intrusive advising interventions for the student do not involve meeting their pedagogical needs, but noting when they fail lower level math and writing classes and finding alternative majors. This intervention also follows and expands the mandate of the mid-level remedial path, which states that remedial coursework should be limited to one semester. What Rachel is asserting is that these values of single semester courses is not only observed at the remedial level, but also attempted before students choose majors, and continue to surveil once out of the remedial pipeline.

Part of a writing program and institution's loss of autonomy is not simply the State making decisions, but also the State instituting surveillance among the students' pipeline paths, which ultimately surveils the work of the faculty and writing programs. The enforcement of limiting remedial coursework to one semester at either the community college or four-year university initiates the groundwork of surveillance in the guise of the best interest of the students and their completion. This also places pressure on writing faculty to pass students not ready for the next writing course, whether the issues be maturation and student attendance or developing

the practices and constructions to excel in the following writing series. This surveillance pressure is then coupled with the funding threats noted in chapter three, which articulate that funding is provided to departments and universities *only after* students complete milestones within a degree path, not upon enrollment. In this way, writing programs and curriculums in both public two and four year institutions not only use programmatic autonomy with mandates like these, but the individual faculty lose further autonomy in their own classrooms, being forced move students along the pipeline or risk losing funding and jobs.

Implementing intrusive advising, utilizing co-requisites, and directing students through the pipeline provide students with surveillance resulting in direct actions and immediate consequences regarding their remedial performance. Less immediate but equally important to completion-based policy's design for increased degree holders includes imbedding completion incentives along the degree path. By pushing more students into the community college as a result of creating a pipeline infrastructure based on test scores, the authors of *Complete College Ohio* and the Board of Regents need to ensure students and two-year college administrations and their students have incentives to complete credentials before transferring to a four-year university. This is outlined in *Complete College Ohio* and then reinforced in the budget scheme discussed in Chapter Three. The first incentivization is to provide community college students desiring a four-year degree scholarships to finish their two-year associates degree first. For the State, this increases the likelihood that students will complete a credential within two years, as opposed to transferring to a four-year university with the increased likelihood of taking a longer time to credentialize. For community colleges, this increases their retention rates as transfer students were considered the same as dropouts, which increases the likelihood of maintained funding.

> **Community College Completion & Transfer Scholarship** to incentivize completion at the community college level and recognize the importance of the associate degree. The scholarship would be awarded to community college students completing their associate degree and transferring to a four-year public university in Ohio. The amount of the scholarship should be significant enough to reward and incentivize completion of the associate degree and immediate transfer to the bachelor's degree program (p. 60).

Again, the incentivizing of two-year degree completion increases the likelihood that students will acquire an associates degree before attending a four-year institution. This helps the State meet its goal of increasing the amount of degree holders by increasing the amount of students obtaining an associate's degree before moving to the four-year institution. The remedial pipeline is a player in this incentivization because mid-level remediation pushes more students into the community college setting, which means more students are incentivized through scholarships to obtain their two-year degree if they ultimately desire a four-year degree. Furthermore, the mid-level part of the pipeline reduces State risk that a student enters a four-year degree and ultimately leaves the university system without any credentialing whatsoever. Another less immediate incentive is to award a credential to those at the community college level, especially those who may be in the remedial pipeline. *Complete College Ohio* suggests the development of an interim certificate. "**Grant an associate degree as an interim credential** when a student has satisfied degree requirements after 60 or more semester hours of meaningful college-level coursework, in meaningful combinations, at any one University System of Ohio institution or combination of institutions" (p. 50). The interim credential is important to *Complete College Ohio* and its remedial pipeline as students who test "behind" others will not have to flounder through four years of course work before they earn a degree. The interim certificate ensures students who are

placed in the mid-level part of the pipeline will receive a certificate of some kind within 60 hours, and this increases the number of students in Ohio with degrees, even if a full two or four-year program has not been completed.

Complete College Ohio's decisions for the mid-level remedial students indicate that reforms are not student-centered or in the best interest of the learning and pedagogy. Instead, the policy creates initiatives to reduce the critical coursework students may struggle with, streamlines the student into a manageable curricular path, and surveils that student to ensure they aren't failing "too much." Finally, just in case mid-level remedial students decide the community college is not the place they want to be (either in career or education), *Complete College Ohio* dangles an interim certificate carrot, to before either dropping out or jumping ship, students earn a degree that the State of Ohio can tally for the businesses they want to attract.

Instituting these reforms to speed the credentialing process for students then have consequences for the autonomy of writing programs, their pedagogies, and their research as they must retrofit their ideologies and/or develop defenses against State actions. Autonomy is not limited to the reduced decision-making abilities administrators and deans have for their programs and the placement of their students. Autonomy also extends to the time faculty shift to meeting *Complete College Ohio*'s needs and researching their outcomes, as opposed to focusing on burgeoning remediation, composition, and rhetoric research. It becomes the writing faculty and administration's responsibility to conduct the research for the State, as opposed to having the time and space to develop new research, theories, and pedagogies for their programs and student populations.

Our university developmental education is different than most universities in the State of Ohio. We are still allowed to have a developmental education program and that has a lot

> to do with our population …but I will say that the State is a big stakeholder … the State has not been supportive of developmental education, which I don't think is a secret, and even though we're allowed to have it, I don't feel like it's a safe, I don't think it's safe (Sarah, Writing Program Administrator, Four-Year Public University).

Here, Sarah is addressing her university population includes issues such as multitudes of students scoring in the lowest percentage of ACT and SAT test takers. By *Complete College Ohio* standards, this places students into the lowest performing remediation category, which means they should seek help outside the university before even entering a two-year college (see pages 39-40 of *Complete College Ohio*). However, because Sarah's university population includes such a large amount of low and median performing test takers, too many students would be pulled from the four-year institution and placed into two-year colleges or academic support programs. As a result, as Sarah states, the university was allowed to keep its remedial writing program. Equally important to the status of remediation in the university is Sarah's articulation that she doesn't feel it is "safe." As a result, if Sarah's program remains proactive to the State's continual attacks on writing programs and remediation, it needs to spend time crafting new pedagogies and curriculums to anticipate and defend itself from state mandates gutting courses, especially based on test scores. This then takes time away from work within the university and the discipline.

Lowest-Level Remediation

Summarizing the remedial pipeline so far, the State has mandated four-year institutions to remove remedial course work and high-level remedial students (those who test in the high teens of ACT assessments) will be placed directly into first year writing, bypassing the remedial pipeline. The two-year college is then tasked with the mid-level remedial students (those who test in the low teens of ACT assessments) though remedial coursework, mini-mesters, and

computer-generated content development. The final section of the pipeline includes lowest level remedial students (those who test in the single digits of ACT assessments). Lowest-level remedial students are shifted away from entering the university system and are requested to utilize stand-alone support systems to act as academic refreshers and career builders.

> **Lowest-level remedial students may be better served by receiving initial remediation through ABLE**, which offers an individualized instructional approach and is tuition-free. Traditionally, the vast majority of students who are judged to need the most remediation to become college ready do not persist and, therefore, do not succeed in traditional postsecondary coursework. College-ABLE partnerships are one way to enable students who need considerable remediation in one or more subjects to receive it through ABLE classes housed at the college. Some colleges allow students to enroll in college classes in computer use, study skills or other academic areas while attending ABLE. Such collaborative approaches between colleges and ABLE programs that incorporate principles identified in Working Together for Student Success: Lessons from Ohio's College-ABLE Partnership Project—Summary Findings may provide a postsecondary environment that enables more of these students to ultimately complete a certificate and/or degree. The Task Force also recommends that low-level remedial students be encouraged to enroll in certificate programs where the bar for remedial education is lower and where embedded, workplace-based remediation can be delivered.

The ABLE acronym stands for Adult Basic Literacy Education. In April of 2017 it was announced that the ABLE acronym was being eradicated and changed to Aspire (Aspire Locations by County). The Ohio Department of Higher Education website explains placement Aspire's purpose: "Ohio's Aspire programs provide FREE services for individuals who need

assistance acquiring the skills to be successful in post-secondary education and training and employment" (Aspire). It moves further to state, "Local programs offer classes at flexible locations and times to meet the diverse needs of adult learners. All students are required to attend orientation, where an assessment is given to help determine the individual's educational plan and goals." The Aspire program is an alternative to the degree program to offer basic math and reading education and career readiness. If an Ohio county does not have an Aspire location in the area, it is served by an adjacent county. Aspire works to fill the gaps of adult education to ensure the Ohio workforce has its needs met. "Progress in this area is critical not only to individual success, but also to the state's economic vitality. Estimates are that 65 percent of the state's workforce will require training certifications beyond a high school diploma by 2025. Adult learners stand to benefit most from the job readiness that high school and vocational credentialing demonstrate to employers throughout the state" (Make the Most). Students testing into Aspire or adult learners seeking out the benefits of Aspire expect to engage in basic math and reading instruction and career certifications.

Aspire works in tandem with lowest-level remedial students, but tangential to public universities. This means that the work performed within the university and career-readiness programs are not necessarily work for university preparation. In fact, the service overviews of Aspire location websites note they help students obtain their GEDs, but fail to discuss testing or education placement beyond this certification milestone. This is messaging that indicate to the Aspire population that their education ceiling is currently the GED, and their goals are to enter the workforce following the GED. As this is part of the lowest-level remedial track of the pipeline, the Aspire programs signal to the student that they do not belong in the university system. In this way, Aspire programs serve those actively looking gain basic education and

workforce skillsets, but not those desiring to attend university. Aspire sites illustrate that State funding has been allocated away from remedial programs in public universities toward skill-building and workforce preparation sites.

Furthermore, the skills production Aspire students participate in is test preparation, particularly GED preparation, not the work of composition. Students testing into the lowest-level remedial track and being required to attend Aspire locations are not receiving the university pedagogies that hope to participate in. Instead, students receive drill and skill instruction for GED preparation, though they may have already obtained their high school diploma and simply tested poorly on university entrance exams. As such, writing programs, especially at community colleges who are likely to see Aspire students first given the remedial pipeline, will see more students expecting the work of composition to be drill and skill for test proficiency as opposed to knowledge creation.

For the sake of composition studies, writing programs, and universities, the funneling of test takers out of a university path and into basic adult education path removes the departmental and institutional power of curriculum and ideology. As stated above, students coming from the Aspire program likely need to reimagine writing from being product to a dynamic process. In this product-based approach to writing, there is also a product-based approach student goals which insists that the student's only desire is job placement and reinforces the idea that university instruction is designed for career placement, which lowest-level remedial students would not be able to achieve without Aspire's help. While participants do not speak to the ABLE or Aspire program, they do acknowledge how career development and career readiness ideologies are imbedded across university stakeholders and often settle on the shoulders of writing programs.

> I think part of it is the co-rerequisite model. There is a lot of state-wide mandates about career preparation, so working to ensure, within the FYE model, that there is attention to that issue, that students understand what it means to align their skillset with a particular career area, and to actually think about what they want to do and how they want to prepare themselves for that in terms of very basically writing a resume, learning to communicate orally in the context of job interviews (Rachel, Dean of Arts and Science, Four-Year Public University).

Rachel is indicating that across the first-year experience (which first year writing cannot be divorced from), students are engaged in forward thinking regarding their future career. The reinforcement of career preparation across state mandates, as Rachel states, is indicative of the remedial pipeline, and the understanding that university has a single track, and that track involves degree completion and job obtainment. In this way, the ideology that education, and the liberal arts education, is preparation for careers has become the matriculated skillsets high school and vocational training to the university.

Furthermore, it has become the service of writing programs, as Rachel points out, to complete students' career-readiness. At the lowest-level remediation, this simply means providing the skills to earn passing marks on standardized tests and to develop resumes and cover letters. While this is the work of ASPIRE, not a writing program or composition curriculum, just the as the idea of job readiness has matriculated through education tiers, the service of writing programs matriculates as well.

Finally, from a student perspective, pushing students into programs such as Aspire, as opposed admitting them into the two or four-year university, creates a definitive marker of who belongs in the university while rearticulating the goals of the university are career placement.

Furthermore, where students were once encouraged to explore their individual academic paths at their leisure, now both their direct institutional placement and individual test scores determine how administrators navigate their major and course schedule decision making. This dissertation did not target participants from Aspire sites or other workforce readiness programs. Collecting data on who the agencies recruit and the pedagogy utilized to prepare Aspire students for university courses and career readiness are essential to understand how the State visualizes lowest-level remedial students' roles in the university and its pipeline.

Private Institutions and Remediation

Unlike participants of public universities, responses from private universities do not indicate state interventions with regard to their remedial programs. This may seem obvious since state mandates only apply to public universities, however, private administrator responses further indicate how diverse student populations and curricular goals are, which further indicates how remedial goals align with that diversity, as opposed to the singular understand of remediation and curriculums that the pipeline advocates and mandates across public university. Important to these responses is the reflexivity built into the remedial course offerings, which acknowledges that even within an individual university's population, and incoming class can see differing needs than any prior class population.

> We have very little remedial courses here. Most of the students test in at an English 100 level and occasionally we will have students that need extra help. As I've mentioned, we have a stretch section that they can be in if [domestic and international students'] ACT or TOEFL test scores come in low or lower than the dean thinks is appropriate. Then they will put them into that stretch section. As I mentioned, we have very few. We have two sections of that running right now. I do not know when they began those stretch sections.

> When I taught here part time in the 90s, they were running those sections as tutor supported, so they had a TA or somebody else from the writing center would help out in those courses, but as far as stakeholders that started that, I have no idea (Mariam, Writing Program Administrator, Four-Year Private University).

While Mariam asserts that she doesn't know the stakeholders who started her private university's Stretch program, she does note several stakeholders within the university and writing program cultivating the remedial work: domestic and international students, the dean, the writing center, and the graduate program, along with the faculty teaching. Importantly, the local nature of the stakeholders indicates that the dean reviews the entering population to decide on a semester basis if lower level courses are necessary for the freshman population. Instead of simply eradicating remediation, the private university Stretch course is offered when necessary. This indicates that the coursework is dynamic and evolving based on student need and changing populations. Furthermore, the stakeholders Mariam mentions not only indicate the local network already in place for a writing program's remediation program, but had this been a public university, they indicate the disruption of the localized network to meet the State's demand. Interestingly, she ends her response stating, "I think you might get a better answers to that question at some of the state school where they have a lot of remedial students." This response indicates two things about her relationship with state intervention and remediation: that her university is completely removed from state intervention and the state as a stakeholder, and she recognizes that public universities are the sites of struggling and at-risk students (as Bill calls them), even though *Complete College Ohio* is removing the supports for these students.

Mariam's Dean, Erin, speaks to a bit more to the remedial program and its ties with the community college. Interestingly, she begins by stating that the private institution doesn't have a

"strong" program, but that its course is split over two semesters. She also indicates that students they predict will struggle further are encouraged to attend the local community college and then come to her institution. This is different from the public institution and the *Complete College Ohio* reforms as low scoring students are not encouraged to attend the four-year university after attending community college courses; in fact, the policy embedded incentives for institutions, departments, and students to ensure increased numbers of mid-level remedial students traveled the community college pipeline. In contrast, Erin discusses her private institution's approach:

> In terms of remedial composition, we really don't offer a strong remedial program. One thing we do is to split that 100 level class, so that for students who are going to struggle, they can take it over two semesters. They get the same material, but it is paced much more slowly. But even that is at a more advanced level than a remedial level. I have frequently heard our advisors and assistant deans council students who need and even more basic introduction to composition to take a course at Sinclair [Community College,] so that they can build the skills and then come into our 100 and 200 level class. Then other support that students who struggle get is … we have a very good writing center that works with students. It's a tough job for students because people come in with their papers and expect that they writing mentors just going correct everything for them, and of course that is not what they are there to do, and so they're wonderful at helping students figure out the skills that they need to apply, but again really remedial classes are not our strength (Erin, Dean of Arts and Sciences, Four-Year Private University).

Just as Mariam notes that public universities see more remedial students than her institution, Erin also creates a hierarchy of struggling students, noting that those in more need are requested to attend the local community college first. The difference between this and State intervention is

two-fold: first, the choice to send struggling students to the community college rests on the writing program and the dean, not an outside governing entity concerned with graduation rates, and second, the students are invited to the university after fulfilling these prerequisites, as opposed to following the "remedial pipeline" and being incentivized by associate's completion. Importantly, this brings back Joy's responses regarding students who complete first year writing credits away from her university, and the obviousness that they did not experience the rigor

While Joy's institution is a private institution, it is situated in a farming community and designed for students to be career-ready in specific professions. The curricular frame is important to note because it indicates yet again how institutions and their populations are markedly different. In terms of remediation and Joy's institution, this means minute differences such as credit bearing remedial courses.

> Many years ago, before I was here, probably at least five (so late 80s) they had a remedial course, but they got rid of it. It had been maybe a five-hour class that incorporated study skills as well as the reading class, so they broke the reading class out into that one hour college reading course that they have now. Then they created English 100, and now it's ENG 104. Anyway, they created 104 and that just became the first entry level course, and we did do a placement writing test for that until it went to the ACT scores. So that's why we have the Freshmen Comp I. Now students do get hours toward graduation if they are taking that class in some institution. It is remedial and doesn't count as hours toward graduation, but here it does, so that's how we've addressed that. And other ways to do that is say the students get three hours, but the instructors load carries four, because the expectation is that they will be intensely conferencing with them as I will be doing every hour for the next 20 hours until all 20 of my students have come to me so I can tell them

what a critical analysis is and how they actually didn't write one and we will work on writing it together, so that's how.

Joy's response to remediation and her institution involves not just credit hours students earn, but also the faculty labor. In this way, students who need additional time in writing attend her institution's composition class, but also have additional hours of instruction that follow. Interestingly, this is the same pedagogical concept that Alexis' two-year public institution attempted, but couldn't find the faculty labor to institute, so the additional one-on-one time with the student went to a success coach or tutoring individual.

The writing programs from private institutions indicate an autonomy of curriculum and pedagogy as a means to fulfill their remedial pedagogies. Both indicate they don't house "remedial programs," but they both have methods of slowing down first year writing instruction to meet the needs of their student populations while providing faculty support.

Conclusion

The data indicates that the priorities of remediation for *Complete College Ohio* are to place students on a track that guarantees them a "credential" as efficiently as possible. If the students will not gain a credential efficiently, they are placed outside the university system altogether to remove waste of university resources. While this dissertation focuses on writing programs and composition curriculums, the pipeline development and actions provide students with tangible markers of "belonging," which then provide them with false understandings of their education abilities based on testing and placement. For writing programs and composition curriculums, the development of the pipeline and herding through of students rearticulates the myth that writing is a skill to be mastered, not a social practice to be constructed by interacting with persons of diverse abilities and experiences.

The issue of remediation for writing programs is a bit successive. Participant data indicates that State intervention has reduced or eliminated the autonomy that public institutions have over their remedial instruction. Ultimately, this creates a reduction in autonomy over an entire writing program as remedial decision making lays the groundwork for a composition series. The lack autonomy is actualized from State intervention and reforms through threatening budget cuts in already cash and labor-strapped departments. The lack of autonomy has resulted in the removal of remediation at the four-year university, except for universities with rampant low test scoring, which would result in little enrollment at that four-year institution. Regardless, as the data suggests, even the universities with low-test takers keeping remediation fear the loss of the coursework and students as the State continues to institute pipeline pressure.

While four-year public institutions are paralyzed from being able to maintain or save their remedial courses, community colleges are forced to take on remedial composition, aside from a few exceptions. The "site" of remediation then becomes community colleges, creating a division and herding of students based on test scores and non-local assessments that compositionists don't prescribe to. For *Complete College Ohio,* this allows reform and State mandates to construct a “pipeline” to two and four-year degree completion on test scores. While four-year universities have to eradicate remediation for the State to create this pipeline, community colleges have to adjust their remedial and first-year coursework to adjust for the changing populations.

The pipeline and incentivizing of degree completion, then, creates a wider gap in abilities because *Complete College Ohio* and its budget reform rewards universities for degrees completed, as opposed to students transferring. The students entering two-year institutions because of remediation are then directed and incentivized to complete their two-year degree

before entering the four-year institution, should they still want to. As a result, the State of Ohio increases their degree holders quickly (the associates degree will be obtained in 2-4 years while the bachelors will take 4-6).

This is more problematic for writing programs and composition courses for two reasons. Less students are entering four-year universities' composition series. This creates a domino effect regarding opening faculty lines and the ability to research. That then creates further labor issues as we continue to rely on adjunct labor. The other issue is that students will lose on the social construction of learning from multiple abilities and learners, as research indicates that specific socio-economic groups test in specific percentiles, herding students with similar backgrounds together. In this way, students lose the dynamic exchange of differing backgrounds and experiences, exchanges that cultivate increased critical thinking and ability.

This comes back on the writing program and composition *when* professors of upper division *courses* from across *the university ask* the question "what are they doing in the English dept?" This will occur more often because upper division four-year university courses will see more students who did not take the composition series at their institution, which tends to scaffold for their own population and future coursework. More students will enter from a two-year college directly into their junior year of university without having writing program courses from the four-year university. Meanwhile, the remedial pipeline separates the remedial student from the four-year student, so the four-year student, who tests well but hasn't been engaged with multiple perspectives as a means to grow and think critically, is also failing to bring those multiple perspectives and critical analysis into upper division courses. In this way, there are two very different sets of student abilities entering upper division courses wondering "what are they doing in the English dept?" but the writing program lacks the representation to speak for itself,

what its goals are, and what its constraints are within that scheme as a result of the State's implemented remedial pipeline.

The priorities of public university administrators have become retrofitting previously existing remedial programs to fit the State's policy reform. Each public university administrator discussed their remedial programs based on the desires of State policy. They have no choice but to participate in the remedial pipeline, and as such, their priorities as they speak of remediation are removed from composition ideology to ensure they are meeting State mandates and other stakeholder initiatives. As such, their responses discuss re-requisites, intrusive advising, and success coaches. These are all additional supports to guide students through a pipeline, but not develop the processes and knowledge embedded in the social practice. As such, following the State mandates is further reducing work of composition to a service discipline, and the course is becoming a hoop for students to jump through to obtain a credential.

CHAPTER SIX

Conclusion

Scholarship from composition practitioners and theorists reveals a juxtaposition in priorities and methods from scholarship of neoliberal education policy. For decades composition faculty have advocated for movement of pedagogy against skill and drill exercises and sentence level correction, arguing that composition courses are meant to develop students critical thinking through reading, writing, and discussion. As such, composition is not a discipline for mastery, but for process and post-process maturation. While writing programs and composition practitioners attempt to argue for students increased time in the discipline to develop this understand and maturation, neoliberal education policy is focused on reducing student class numbers and time in the degree, placing composition courses as one of the first classes to be reduced from the curriculum, or the site of which to tell students they belong. Utilizing neoliberal policy to accomplish goals also means utilizing New Public Management techniques of labor and resources. These techniques are enabled by Ohio's neoliberal higher education policy and create a cycle for Ohio public universities and writing programs to reduce coursework and faculty, thereby needing to increase service across the university. The data chapters indicate how this occurs through course exemption and placement change, while noting how administrators utilize rhetoric to discuss writing in the university.

Chapter three, which unpacks the background of *Complete College Ohio*, illustrates the priorities of higher education policy have been evolving for years to favor efficient completion of two and four-year degrees. Analysis of earlier reforms indicates that this has been achieved

through the creation of a transfer credit model and the reallocation of university funds. The transfer credit model promotes the goals of efficient completion in multiple ways. Notably, this is through completing transferable credits in high school and/or completing a two-year degree that places students directly into their upper level courses at a four-year public university. In this way, the State of Ohio has students both with degrees already (the two-year degree already completed) and reduced risk of dropping out of university in their freshman and sophomore years as they are now placed into their third and fourth year courses. Reallocation of funding also presses universities and departments to increase the numbers of students finishing coursework and degrees, despite their abilities. Where State funding used to be granted to universities as students entered the classroom, funding is now awarded when percentages of students meet benchmarks to completion. As a result, public universities have placed intervention apparatuses to push students through coursework and their degree paths, despite the quality of their work. These two changes in particular, transferability of credits and public university funding contingent on student benchmarks, have increased the efficiency of the degree path while students are able to bypass, exempt, or quickly move on from college writing.

The data from chapter four, "Language and the Positionality of Writing and Writing Programs," indicates that writing administrators and Deans of Arts and Sciences discuss writing courses in practical terms rather than theoretical or pedagogical. This contributes to the grounding of writing as a skill to be mastered and writing courses as a foundational unit. Grounding writing courses in this way is problematic as the literature indicates the goals of writing and composition are to increase critical thinking, reading, and writing of the student, not mastery of sentence level errors. In this way, administrators fail to speak for the work of the discipline when in interdisciplinary conversations or with outside faculty. As such, those outside

of writing programs fail to understand the scope of the work of the writing classroom and maintain the understanding that writing is coursework to be mastered, not that it involves maturation of ideas. The consequences of this are witnessed in forcing increased numbers of college writing courses into the high school, regardless of student maturity or teacher preparation. The increase of college writing coursework at the high school is a result of multiple factors, most notably a lack of proper advocation by writing practitioners and the State's drive to increase degree holders. The data from writing program administrators and Deans of Arts and Sciences suggest that writing experts need to reframe how they discuss composition, or writing programs risk continued marginalization in the university, as is witnessed at the remedial level. Data indicates that administrators struggle to discuss writing outside of the context of skills and foundations. Utilizing skills and foundations as the basis for what composition provides university students is adverse to the theory of writing and the work within the writing classroom. As such, administrators are misrepresenting the work of composition, which is further marginalizing composition coursework in a university era demanding efficient degrees. If reforms can eliminate foundational work, or work where mastery can be tested, then the reformers, such as *Complete College Ohio*, will contend such coursework is wasteful. As such, utilizing language that suggests writing coursework on focuses mastery or basic knowledge contributes to the writing program's loss of presence in the university.

Furthermore, administrators struggle to discuss the work of faculty outside of being service to the rest of the university. This limits the conversations regarding the work and presence of the university to writing center work, faculty senate, assessment councils, and the like. While these are undoubted big parts of the work of composition and they increase the writing program's presence across the university, this continued work maintains writing's service

to other disciplines while failing to uphold the research and future building of a writing department and the discipline. By maintaining writing's service to others, administrators not only misrepresent the work of a writing program and its faculty, but they also maintain the wrongful assumption that writing is static and devoted to skill building. Furthermore, though many tenure-track and non-tenure track faculty members conduct research on the evolving literacies and pedagogies within their department, this research is either secondary or nonexistent in the description of writing's role in the university, despite what emerges from their student bod as a result.

Chapter five, "*Complete College Ohio's* Remediation Pipeline and Retrofitting Composition," indicates that public universities are tied to the State mandates regarding remediation. These mandates place ceilings on students as to the types of universities they can attend based on their test scores. As chapter five states, the state mandates and their remedial ceilings signify educational worth to the student, telling each one what they are capable of achieving, though writing practitioners do not agree with this practice, as the literature review indicates. For individual public institutions, the remedial state mandates mean reactively reframing pedagogy to adjust for the changing populations and abilities that enter classrooms based on the testing cut offs.

Finally, the data regarding remedial writing implementation is indicates that writing programs in public institutions are placed in a reactionary role to state mandates. As addressed in chapter five, public university administrators hedged their answers of their university's remedial writing program with what the state required first, and then they unpacked how their remedial coursework fit into that. This is problematic for remediation at the public universities for two reasons. One, because the state has mandated that all public universities follow the same

remediation entrance requirements and all students follow the same remediation path, which is dictated by their placement test scores, and this is regardless of the university and its population. In other words, the state is requiring all students and institutions to operate in a uniform manner, despite contending that "one size does not fit all" in relation to the embodiment of an institution and its outcomes. The second reason this is problematic is because State administrators with little to no writing curriculum experience are making decisions for the first steps of a student's entrance into a writing program. As a result, writing programs are required to position their work and outcomes with consideration of the State reforms first and pedagogy second.

The data from *Complete College Ohio* indicates the goal of the reforms are not for a broader, more inclusive post-high school education; but rather, for a more standardized, streamlined, and efficient post-secondary tenure. This efficiency is achieved through increasing the amount of credits students can earn in the high school, increasing the awarding of two year and vocational degrees (especially for students in the remedial pipeline), decreasing the availability of remedial courses, and incentivizing success on the degree path. The content analysis of this data indicates the reform's desire to increase degree holders in the State of Ohio as quickly as possible, as opposed to offering robust degree programs. These findings were most apparent when the codes the emerged were largely concerned increased degrees and faster degrees, as opposed to any curriculum or course paths.

From the institutional ethnography codes, to achieve these outcomes, this means removing faculty from curricular decision making and instating an increase of managers and administrators. These managers and administrators are in place to ensure students are efficiently moving through the pipeline and wasteful or unnecessary coursework are not taken. The implementation of this increased class of university personnel serves to move the students and

surveil the departments, their offerings, and their movement of students. This imperative to the pipeline as students repeating courses and departments offering "wasteful" coursework will be met with administrative interference to unclog the pipeline.

Implications for Future

Though *Complete College Ohio* mandates may not be permanently adopted, their reforms will continue to be felt throughout writing programs. Neoliberal reforms will continue to address ways in which students can more efficiently move through the degree process. For instance, credit transfer among the public universities cannot simply be removed from the admissions process, and students will maintain the option of taking courses at the high school or community college levels with the opportunity for full transfer unless a radical intervention occurs. As a result, neoliberal policies for degree efficiency will continue to have a direct effect on compulsory writing courses, especially if practitioners continue to discuss writing in terms made for the public (we teach skills/foundation or everyone takes composition) as opposed to disciplinary definitions and processes. If practitioners continue to verbalize writing as a skill or foundation and as writing instructors as providing a service to students and the university, then education policy and university administrators will continue to understand writing and writing programs in this one-dimensional way.

Arguably, neoliberal education policies and the threat of further marginalizing writing is eliminating the last the democratic space in the liberal are institutions, while increasing the streamlined process of degree granting. On an institutional level, this means students will have less time developing experiences that discuss and interact with ideas and their communities, and

more time focusing on choosing right answers and following the correct degree path. For the university and the community with which the university is situated in, the consequences are not limited to less time in writing during the college years, but rather, less time communicating with and developing an understanding of others. Often college writing is the first, and sometimes only, course in university that develops this dynamic exchange or entrenches students in communities other than their own. For universities, this will result in the graduating of students who are lacking empathy and understanding of others, which will often times fail their mission statements which is to create community and global citizens. Instead, universities are simply churning students to obtain jobs and continue to understand ideas in black and white contexts.

The implications are not just felt with the elimination of composition courses and writing programs. By reducing time students take in composition courses, students reduce the time they spend with critical inquiry and critical thinking. This has implications for the quality of students who complete the bachelors and move to graduate degrees. As critical inquiry is reduced at the undergraduate level, especially as a result of reduced time in writing courses where the professor to student ratio is lower, the higher level critical thinking and research questions are consistently lacking at the graduate level. As a result, the caliber of graduate student is reduced and programs across the university will have to spend more time training students to think and develop research questions for inquiry as opposed to engaging fully in the graduate level material.

This is problematic not only for the graduate programs and the caliber of their incoming students, but for humanities and social sciences programs in general. These programs will be faced with two simultaneous problems: students ill equipped to think and policy that demands students finish degrees quickly. For the first problem, students will lack training in thinking outside of concepts taught to them in humanities and social science lectures. When attempting to

apply these concepts outside of short answers and multiple choice, students will struggle. This places additional stress on upper division and graduate courses as professors and researchers are continually forced to redesign and reintroduce material at lower levels to bring students up. The lack in critical thinking is then exacerbated by higher education policy that eliminates coursework through exemption and testing. For the humanities and social sciences, this becomes problematic with tenure lines and research funding as student enrollment is mitigated, but also the caliber of graduates entering tenure and lecture lines diminishes. In this way, writing programs can advocate for themselves by illustrating to other departments the course elimination and funding problems writing programs have encountered as a result of neoliberal education policies.

Importantly, this doesn't fix a broken cyclical financial system that burdens students; rather, it further entrenches them in it. The previous chapters did not discuss the financial literacy codes that emerged from the *Complete College Ohio* document, but extensive mandates were proposed to "coach" students and parents about the costs of college and loans while incentivizing pipeline progress. While these mandates of the guise of making the costs of university and students loans more transparent, it actually contributes to future victim blaming, assuming the student already knew the risks associated with attending university and "getting off track." In terms of education, this transparency and victim blaming again reduces the quality of education a student may receive or strive for as they have become keenly aware that maintaining "pipeline progress" is the most efficient way to a degree, though not necessarily the best way to critical inquiry.

Implications for Composition Faculty

The entrenchment of neoliberal policies in the public institution will continue to see labor issues for writing faculty. English department and writing programs have already seen the reduction of tenure and full-time lines and the increased reliance on adjunct labor. As policies push more and more writing courses to the high schools, community colleges, and exam exemption, public institutions will find less incentive to hire full time writing faculty.

Arguably, this will create a cycle of reduced need for writing faculty as less tenure lines will also equate to less research output for composition and English faculty. Across the university, upper administrators and faculty will continue see writing as skills and foundations, not worthy of research roles and tenure lines as they have not been able to cross silos to understand the work. Furthermore, those tenure line left in the university will likely entrench themselves more fully in the writing program as their course loads and research will hinder their ability to reach across aisles. This becomes a cycle of lack of labor, lack of research, and lack of lines. What will continue is the misunderstand that composition tests for a fixed set of skills which lacks evolution, but there will be less representation in full-time lines to dismantle this misconception across the university, if at all.

Furthermore, the research output that the discipline will see, especially at the public university level, will likely be in reference to both the classroom and the nature of the effects neoliberal education policies have on the composition students' ability to think and progress within the writing sequence. While faculty will continue to have innovative ways of entrenching students in process, post-process, and multi-modal writing, time and resources will limit the research to the classroom. Maintaining research at the classroom level is problematic because it concretes the notion that writing and rhetoric only happen in the classroom and the research of writing faculty needs to always reference the classroom. In this way, neoliberal higher education

policy contributes to a cyclical problem that reduces labor within the classroom, which forces writing research to contain itself to the classroom.

Labor lines will continue to be strained as the commodification of composition continues to be considered a service discipline. These lines will be replaced with adjunct and high school teacher labor, and writing administrators will be tasked with developing training and assessments of this outsourced labor, as was discussed in chapter four. In this way, faculty lines will continue to be cut, but servicing the university will continue to be a priority, and this servicing will be unloaded onto the remaining full-time faculty. In this instance, service entails training and assessing part-time labor. But it also means serving on university committees and creating a writing faculty presence in conversations of assessment, placement, and writing needs. This also means stretching the faculty even thinner in departments including writing centers, university teaching councils, and advising centers. Arguably, as these full-time lines decrease, faculty course loads may increase, while the threat of "publish or perish" is maintained. The decreased faculty lines will not only decrease the research output, but it will also embed the research in the classroom as fewer and fewer tenure track professors will have the resources to develop research outside the college writing classroom.

What can we do about it

Writing faculty have an obligation to discuss writing as a socially constructed practice, and they need to begin to discuss what that means for the high school student and the university student. This not only means finding new spaces to inhabit, but utilizing the language of composition theory and writing program missions to articulate the work of writing and how it contributes to the university and the community the university is situated. By discussing the socially constructed nature of writing, practitioners will stop relying on their verbal negotiation

that writing is service to the university, faculty, and students. In doing so, the university becomes more aware of the role of writing programs and their courses, and they become more adept at understanding mastery is not its goal, and therefore testing and transfer for course exemption should not be universally viable across the entire student population. These conversations also help resituate remediation and its purpose, again away from mastery, and toward the goals of idea generation and genre proficiency. Conversations such as these are not only important for the viability of writing programs and composition courses, but also for our students who benefit from practitioners' abilities to enact the theory they espouse. These conversations are further important because they allow practitioners to document how populations and institutions are dissimilar, and how to target population and community need as a result. This not only helps to illustrate the diversity of curriculums and meeting those needs, but helps to combat these far-reaching policy changes that rely on mastery pedagogy as a result of assuming all populations and institutions are the same.

Within conversations of writing as socially constructed, there must also be arguments for writing as the entrance into critical inquiry as opposed to writing as foundations. This reframing of the work of the composition classroom reframes literacy development while resituating writing among the disciplines as opposed to in service to them. In other words, writing is not thought of as a product-driven artifact that is produced adjacent to a Biology or Business course. Instead, the practice is embedded in the student inquiry that emerges from disciplinary courses. In this way, practitioners can continue to advocate for the use of disciplinary genre conventions and usage of research questions and empirical methods to help students find answers to their inquiries. The need is simply to be more vocal that this is the work that is performed in the classroom. As such, insisting that composition courses and the work of writing is the entrance to

critical inquiry begins to resituate the discipline for the university public as straddling the humanities and social sciences. Finally, by being more vocal of the critical inquiry nature of composition courses, the discipline will hopefully see a new future through the university public's recognition of writing programs and composition as a social science as opposed to foundational with professorial research only embedded in the classroom.

Along these same lines, it is important to enter discussions with other departments and colleges to make them aware of the problems of neoliberal higher education policy. As stated above, the problems with student output and faculty resources currently being seen at the writing program level, will seep into problems for others. Writing practitioners and administrators have an opportunity to be proactive and assess the outcome of these policies on their programs' labor, funding, courses, and students, and discuss this across the university. Proactively reporting the outcomes to across the university will not only help other departments become proactive to protect their faculty resources and coursework, but it will also help to develop conversations about writing programs and the work of composition that is missing as a result of these policies and how that affects the major courses. Furthermore, these conversations help to develop a comradery among the departments to proactively combat neoliberal education policy through language and frameworks that is decided upon by the interdisciplinary faculty. Arguably, this is on writing programs to begin as writing programs have consistently been pushed out of the university and are not being asked to outsource their own labor. If writing programs hope to survive this education wave, they need to warn their colleagues of the landscape of education policy and what that looks like for the liberal arts education.

There also must be recognition that the table has changed, and writing programs need to find, or create, seats at that table. Looking at the changing landscape of higher education

personnel, universities are continually hiring for increasing numbers of upper administrative positions, and these administrators often have advanced degrees in higher education. More and more often, universities are seeing the backgrounds of these newly appointed administrators shift from years of education service, likely at the professorial level, to years in the private sector with advanced degrees in higher education administration. To create seats at this table, writing programs need to find ways to advocate for disciplinary courses in the increasing higher education administration graduate degree programs. This advocation allows writing programs and writing practitioners to be able to have conversations with the future administrators of universities and to be able to explain why conversations with the disciplines are imperative in administrative decision making.

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Appendix A: IRB Letter of Approval

RE: Protocol #16-351 - entitled "Situating Composition's Place and Space : Meeting Upper Administration on Their Level"

We have assigned your application the following IRB number: **16-351**. Please reference this number when corresponding with our office regarding your application.

The Kent State University Institutional Review Board has reviewed and approved your Application for Approval to Use Human Research Participants as Level I/Exempt from Annual review research. Your research project involves minimal risk to human subjects and meets the criteria for the following category of exemption under federal regulations:

- Exemption 1: Educational Settings
- Exemption 2: Educational Tests, Surveys, Interviews, Public Behavior Observation

This application was approved on August 23, 2016.
***Submission of annual review reports is not required for Level 1/Exempt projects. We do NOT stamp Level I protocol consent documents.*

If any modifications are made in research design, methodology, or procedures that increase the risks to subjects or includes activities that do not fall within the approved exemption category, those modifications must be submitted to and approved by the IRB before implementation. Please contact an IRB discipline specific reviewer or the Office of Research Compliance to discuss the changes and whether a new application must be submitted. Visit our website for modification forms.
Kent State University has a Federal Wide Assurance on file with the Office for Human Research Protections (OHRP); FWA Number 00001853.

To search for funding opportunities, please sign up for a free Pivot account at http://pivot.cos.com/funding_main

If you have any questions or concerns, please contact us at Researchcompliance@kent.edu or by phone at 330-672-2704 or 330.672.8058.

Doug Delahanty | IRB Chair |
Tricia Sloan | Administrator |
Kevin McCreary | Assistant Director |
Paulette Washko | Director |

Appendix B: Solicitation Email

Dear Dr. _____:

I am a PhD candidate at Kent State University's Literacy, Rhetoric, and Social Practice program. We spoke at CEAO regarding participation in my dissertation study upon IRB approval. It is now approved by the university's IRB, reference number 16-351.

My dissertation, *Situating Composition's Place and Space: Meeting Upper Administration on Their Level,* considers composition programs and their place in higher education. My dissertation is under the direction of Dr. Pamela Takayoshi. Given your position at The University of Toledo, I would like to conduct a face-to-face interview at your convenience.

The interview asks questions concerning composition's presence in the university. It will consist of open-ended questions that should take approximately 30 minutes.

If you are willing to share your experiences by participating in this project, please contact me at hneiderm@kent.edu or (330) 808-1222.

If you have further questions regarding this study, please contact Dr. Takayoshi at ptakayos@kent.edu or myself at hneiderm@kent.edu.

Thank you for considering this invitation.

Halle M. Neiderman
Department of English
205D Satterfield Hall
hneiderm@kent.edu

Appendix C: Consent Form

Informed Consent to Participate in a Research Study

Study Title: Situating Composition's Place and Space: Meeting Upper Administration on their Level

Principal Investigator: PI: Pam Takayoshi; Co-Investigator: Halle Neiderman

You are being invited to participate in a research study. This consent form will provide you with information on the research project, what you will need to do, and the associated risks and benefits of the research. Your participation is voluntary. Please read this form carefully. It is important that you ask questions and fully understand the research in order to make an informed decision. You will receive a copy of this document to take with you.

Purpose: The purpose of this study is to identify the place and work of composition as English department's understand it and as Deans of Arts and Sciences understand it.

Procedures

Participation will require a single recorded (for transcription only) interview discussing composition's place in the university. Follow-up, via email or phone, will be based on the participant's desire to clarify, or add to, the interview.

Audio and Video Recording and Photography

Interviews will be audio recorded for transcription purposes only.

Benefits

This research will not benefit you directly. However, your participation in this study will help us to better understand how English Departments can fulfill and expand their roles in the university and how upper administration can include English Departments on university conversations and work.

Risks and Discomforts

There are no anticipated risks beyond those encountered in everyday life.

Privacy and Confidentiality

Recordings will be confidential and anonymous. They will be stored on the co-investigator's computer, requiring a password, only to privy to the co-investigator, to access.

No identifying information will be collected. Your signed consent form will be kept separate from your study data, and responses will not be linked to you.

Your study related information will be kept confidential within the limits of the law. Any identifying information will be kept in a secure location and only the researchers will have access to the data. Research participants will not be identified in any publication or presentation of research results; only aggregate data will be used.

Voluntary Participation

Taking part in this research study is entirely up to you. You may choose not to participate or you may discontinue your participation at any time without penalty or loss of benefits to which you are otherwise entitled. You will be informed of any new, relevant information that may affect your health, welfare, or willingness to continue your study participation.

Contact Information

If you have any questions or concerns about this research, you may contact Pam Takayoshi at 330-998-0524*)* This project has been approved by the Kent State University Institutional Review Board. If you have any questions about your rights as a research participant or complaints about the research, you may call the IRB at 330.672.2704.

Consent Statement and Signature

I have read this consent form and have had the opportunity to have my questions answered to my satisfaction. I voluntarily agree to participate in this study. I understand that a copy of this consent will be provided to me for future reference.

_____ _____

Participant Signature **Date**