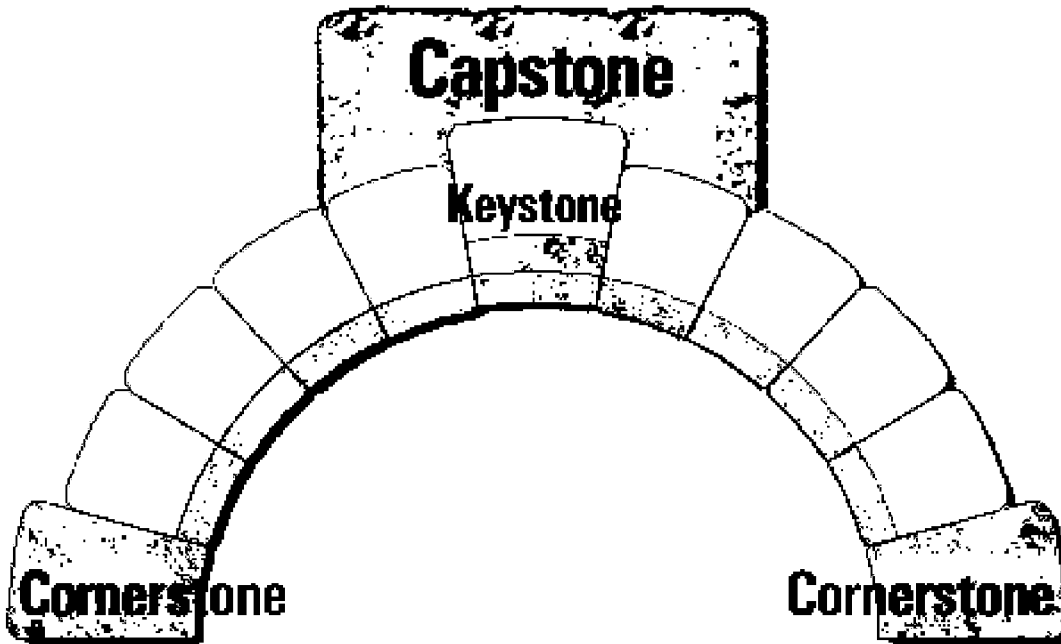


## THREE STONES



### CORNERSTONE

Many entering CCC students take IDS 105, College Success. At the end of the course, they submit a portfolio for their grade and for use in developing commonality across varying sections of the course. The portfolio includes a reflective essay (see attached) which students prepare and revise for grading in their IDS 105 class. The essay demonstrates students' composing skills early in their CCC careers, and anonymous samples can be read for baseline writing assessment and filed for later reference.

### KEYSTONE

All students in any Associate Degree program take English 101 or English 107, English Composition, supposedly within the first 15 hours of credit. A requirement in all sections of the course is a research paper (see attached), which is graded by the section instructor. This paper demonstrates students' composing skills after at least one course of writing instruction (for many, English Composition is their third writing course at the college), and it usually marks a midpoint of students' CCC careers. Anonymous samples can be read for assessment of writing growth over time and filed for later reference.

### CAPSTONE

Capital Community College students fulfill their graduation requirements in varied (sometimes chaotic) ways. When students amass enough credits in the right categories, they are eligible to graduate. To provide coherence and closure in the term prior to graduation, students are asked to write a retrospective essay (see attached) and submit it as a graduation requirement. Anonymous samples can be read for assessment of writing competence at exit, growth over time compared to scores from the Cornerstone and Keystone cohorts, and also as a direct qualitative assessment of the CCC General Education program

## USE OF THREE STONES FOR ASSESSMENT OF WRITING IN THE GENERAL EDUCATION PROGRAM

- **Samples** of the three essays are randomly selected for holistic and analytic scoring at the end of the semester.
- **Readers** assemble for a full day (6-7 hours) after grades are turned in. They are paid \$20/hour plus lunch, and they read papers at all three levels.
- **Scoring** is informed by a common rubric, is normed and managed by standard practices, and is recorded and analyzed following an established research design.
- **Findings** are returned to the Assessment Implementation Team for evaluation and archiving. They are then presented to the Humanities Department for design of interventions and for dissemination to other departments as needed.

### DESIRED OUTCOMES

- View of CCC students' writing ability at entry, midpoint, and exit.
- Establishment of cohort records with which to clarify expectations, and against which to measure program improvement over time.
- Identification of specific areas for possible curricular or pedagogical intervention.
- Potential for anecdotal glimpses of longitudinal progress in those cases where the student code number shows inclusion in a previous stone sampling.
- Students' qualitative evaluations of IDS 105 and the General Education Program, to be used in course and program planning.
- Development of clear college writing standard via scoring discussions.
- Cross-curricular staff focus on writing through the scoring and intervention processes.
- Closure and reflection for students as they move on from the college.
- Writing tests that we're willing to teach to.

## FINAL WRITING ASSIGNMENT

### For IDS 105

This semester, you have had the opportunity to take a College Student Inventory, a Learning Styles Inventory, and a Career Interest Inventory. You have met with a Counselor to complete your Education Plan. In your class, you have worked on other projects (for example, time management, notetaking, etc.) to help you succeed in college. Which two of these activities have been most useful to you? Why? What changes would you suggest to improve the course for future students?

Please compose a short essay of about 300 words in which you describe the two most helpful activities as specifically as you can, and analyze why each one was useful to you. Offer suggestions for ways of improving the course. Draw a conclusion describing what you have learned about yourself as a student.

As you prepare your final draft, please follow these directions:

- Type, double-spaced, using a font no smaller than 11 and no larger than 14.
- Use the spell-checker and proofread before you save your work on a disk.
- **Do not type your name** on the essay. Type your Banner number\* instead.
- Print two copies of the paper.
- Write your name on one copy and submit it for your teacher to grade.
- Fill out the top of the scoring record form on the next page, making sure to include your Banner number\*.
- Staple the other copy (the one without your name on it) to this form and submit it to your teacher who will give it to a committee to read after the semester is over. This second reading is not related to evaluation of either you or your teacher. It is simply to help us to assess our program.

\* Your Banner number will be used temporarily to help us identify your academic work at this college, and then it will be removed permanently. All information that the assessment committee saves will be totally anonymous.

## **Multiple Text-Based Essay with Research Component** For English Composition

Please write an essay of 750 -1500 words in which you establish a thesis and support it by citing evidence from *at least* four sources, two of which may be from your course readings this semester, and *at least* two of which should be from your research. (Note: fewer than half of your cited sources should be from the Internet. Library online databases do not count as Internet sites, since they are reprints of material published elsewhere.) Please use standard MLA or APA documentation style for your in-text citations and your Works Cited or References page.

Your instructor will guide you in selecting a topic and in using library resources to find information on your topic. The instructor will demonstrate techniques for incorporating reading and research materials into your essay, avoiding plagiarism, and documenting your sources in a standard form that shows your readers where you found your information and evidence.

Please give your essay a title that gives the reader a glimpse of your main point. Then review your essay for clarity of thesis and purpose, organization and development of ideas, and use of standard written English.

As you prepare your final draft, please follow these directions:

- Type, double-spaced, using a font no smaller than 11 and no larger than 14.
- Use the spell-checker and proofread before you save your work on a disk.
- If your teacher asks you for a title page, please follow her/his directions, but also **type your title above the first paragraph of your paper.**
- Print one copy of the paper to submit to your teacher for a grade.
- **Then prepare an anonymous copy** by removing your name wherever it appears. Please type only your Banner number\* on the first page of your paper. Print out the anonymous copy.
- Fill out the top of the scoring record form on the next page, making sure to include your Banner number\*. Staple the anonymous copy to the scoring record form and submit it to your teacher for the assessment pool. After the semester is over, several essays from the pool will be selected for a committee to read. This second reading is not to evaluate either you or your teacher. It is simply to help us to assess and improve our writing program.

\* Your Banner number will be used temporarily to help us identify your academic work at this college, and then it will be removed permanently. All information that the assessment committee saves will be totally anonymous.

## RETROSPECTIVE ESSAY at graduation

The General Education Goals of Capital Community College declare that when students complete any degree program at CCC, they should be able to:

- 1) **Communicate effectively** (orally and in writing; using standard English and appropriate communication technology; presenting ideas and information effectively)
- 2) **Reason scientifically and quantitatively** (understanding and applying mathematical and scientific principles, interpreting numeric information in graphic forms, and applying the scientific method to inquiry)
- 3) **Think critically** (reading, analyzing, and understanding complex ideas; drawing inferences from facts; using information technology and research information, evaluating and presenting well-reasoned arguments)
- 4) **Develop global awareness** (recognizing differences and relationships among cultures and events and across different eras; recognizing the role of diversity in United States history and daily life)

Which two of these goals are most important to you? Which one has this college been most effective in helping you to meet?

Please write an essay of about 300 words in which you introduce two goals and describe why they are important in the life that you plan to live after graduation. Be specific. Then for each goal, describe the role that this college has played in your progress toward those goals. Describe particular events, activities, relationships, or study topics that have contributed to this progress, and suggest others that the College might consider adopting. Draw a conclusion about where you've been and where you're going with these goals.

As you prepare your final draft, please follow these directions:

- Type, double-spaced, using a font no smaller than 11 and no larger than 14.
- Use the spell-checker and proofread before you save and print your work.
- **Do not type your name** on the pages of the essay. Put your name and Banner number on a cover page that will be removed after your graduation audit has been completed.
- Fill out the top of the scoring record form on the next page, **making sure to include your Banner number**.
- Staple together your cover page, the scoring record, and the essay. Submit the packet to your counselor or advisor when you meet to discuss graduation.

After you submit your work, first your name page and then even your Banner number will be removed, and finally a team of readers will select some essays to score for program assessment purposes. The readers will not be able to identify the writers of the essays, so if your paper is selected, the reading cannot affect your grades, graduation status, or transcript. It is simply to assess the results of our General Education efforts at Capital. For this reason, we encourage you to be honest, to organize and develop your thoughts clearly, and to present the essay as an example of your best writing.

\* Your Banner number will be used temporarily to help us identify your academic work at this college, and then it will be removed permanently. All information that the assessment committee saves will be totally anonymous.

## SCORING RECORD FOR ESSAYS

Date \_\_\_\_\_ Program you're enrolled in \_\_\_\_\_ Banner number\* \_\_\_\_\_

What CCC course(s) have you taken in which you wrote one or more essays over a page in length? \_\_\_\_\_

How many times have you consulted a writing tutor in the Learning Center? \_\_\_\_\_

What did you like or dislike about writing this essay? \_\_\_\_\_

\* Your Banner number will be used temporarily to help us identify your academic history at this college, and then it will be removed permanently. All information that the assessment committee saves will be totally anonymous.

**Thank you for helping with our research into ways of improving our programs.**

\* \* \* \* \*

**3rd reader** (if necessary), circle holistic score:    4    3    2    1    0

Check boxes for analytical results:

Score	A <i>Purpose &amp; Audience</i>	B <i>Organization</i>	C <i>Development</i>	D <i>Language</i>	E <i>Other</i>
4 <i>Superior</i>					
3 <i>Proficient</i>					
2 <i>Essential</i>					
1 <i>In progress</i>					

**2<sup>nd</sup> reader**, circle holistic score:    4    3    2    1    0

Check boxes for analytical results:

Score	A <i>Purpose &amp; Audience</i>	B <i>Organization</i>	C <i>Development</i>	D <i>Language</i>	E <i>Other</i>
4 <i>Superior</i>					
3 <i>Proficient</i>					
2 <i>Essential</i>					
1 <i>In progress</i>					

**1<sup>st</sup> reader**, circle holistic score:    4    3    2    1    0

Check boxes for analytical results:

Score	A <i>Purpose &amp; Audience</i>	B <i>Organization</i>	C <i>Development</i>	D <i>Language</i>	E <i>Other</i>
4 <i>Superior</i>					
3 <i>Proficient</i>					
2 <i>Essential</i>					
1 <i>In progress</i>					

Title of assessment project: \_\_\_\_\_ Blinded code # \_\_\_\_\_