

RESPONSES TO COMMON WRITING ASSIGNMENT
Spring, 2003

CWA findings & recommendations	Responses <i>Italics = pending</i>
<p>1) Weaknesses in the areas of <i>development of ideas</i> and <i>language usage</i>. Further, students who enter at the developmental level lag behind others especially in the area of <i>language usage</i>. <u>Recommendations:</u></p> <ul style="list-style-type: none"> • Focus professional development and pedagogical interventions on these areas • Distribute the writing rubric widely to encourage discussion of elements of writing across the college 	<p>1) <i>In fall 03, English department will pilot an intervention in English 006 combining CWA findings with those of the Learning Styles inventories.</i></p> <p>2) COWS posted writing rubric on the Faculty Resources webpage and distributed the rubric to all English instructors both semesters.</p>
<p>2) Students who successfully complete English Composition are likely to be writing at the <i>essential</i> level or better on the CWA. <u>Recommendation:</u></p> <ul style="list-style-type: none"> • Enforce the college policy of requiring students to take English Composition within their first 15 credits 	<p>3) IR and Assessment Team are collecting and analyzing data on students who have not adhered to this policy. <i>Findings TBA.</i></p> <p>4) English 006 is now a prerequisite or corequisite for 100-level courses in Social Science, thereby hastening 101 readiness.</p> <p>5) Learning Communities are pairing content courses with English Composition.</p>
<p>3) Students who report having written essays in classes other than English 006 and 101 are more likely to have reached the <i>proficient</i> level. <u>Recommendation:</u></p> <ul style="list-style-type: none"> • Pilot writing-intensive classes in business, science, social science, and other fields. Support these pilot courses with professional development activities, limited enrollments, and tutors. 	<p>6) <i>COWS will consider recommendations for writing requirements in writing intensive courses. Learning Center will support writing instruction and tutoring in writing courses across the curriculum.</i></p>
<p>4) Despite a pattern of student growth in writing proficiency over time, a significant number of sampled students continued to write below the <i>essential</i> level. <u>Recommendation:</u></p> <ul style="list-style-type: none"> • Develop goals and practices for increasing the percentage of students writing at or above the <i>essential</i> level upon successful completion of English Composition. 	<p>6) English department has reached agreements on key assignment in English Composition and on guidelines for pedagogy.</p> <p>7) English department participates in CCET discussions about English Composition placement and standards.</p>

Ongoing General Education writing assessment: Scoring of samples from Three Stones (Cornerstone in IDS105, Keystone in English Composition, and Capstone at graduation).