

**Assessment Report--CORE Writing Cart  
June 2019**

**CORE 099**

**Learning Outcome 1:** Demonstrate the comprehensive skills necessary to become a proficient writer

<b>Assessment Measures / Methods</b>	<b>Target Levels / Benchmarks</b>	<b>Results</b>	<b>Action Taken</b>
<p>Direct: Final writing assignment at the end of CORE 099 evaluated using rubric for the following characteristics of writing: organization, development, syntax / structure, mechanics, grammar / word choice</p> <p>Indirect: Grades in CORE 110 the following semester</p>	<p>At least 95% of students completing CORE 099 earn a score of 9 or better (out of 15) on the rubric for evaluating final papers</p> <p>At least 75% of fall CORE 099 students enrolled in CORE 110 the following semester will earn a C or higher</p>	<p>Benchmark met: 96% (72 of 75) earned a 9 or better.</p> <p>80% of the fall CORE 099 students who <i>completed</i> CORE 110 in the spring earned a C or higher; 71% of the fall CORE 099 students who <i>enrolled</i> in CORE 110 in the spring earned a C or better (11% of those enrolled withdrew from the course).*</p>	<p>With the advent of the new CORE, CORE 099 will become Engl 105. The assessment rubric will remain the same.</p> <p>The chair will conduct meetings to make sure everyone understands the difference between in the two new writing courses (Engl 105 and Engl 110), how they are different from the current CORE writing courses, and what that means for syllabi.</p>

**Discussion:**

For comparison, last year the benchmark was met with 95% of the students earning a 9 or better.

\*11% of the fall 099 students who enrolled in CORE 110 in the spring semester withdrew from the course. This suggests that, in the interest of accuracy, we might want to reevaluate the language of the indirect assessment. It would be more accurate for our benchmark to read, "At least 75% of fall CORE 099 students who complete CORE 110 the following semester will earn a C or higher."

**ENGL 109**

**Learning Outcome 1:** Demonstrate the comprehensive skills necessary to become a proficient writer

Assessment Measures / Methods	Target Levels / Benchmarks	Results	Action Taken
<p>Direct: Final writing assignment at the end of ENGL 109 evaluated using rubric for the following characteristics of writing: organization, development, syntax / structure, mechanics, grammar / word choice</p> <p>Indirect: Grades in CORE 110 the following semester</p>	<p>At least 70% of students completing CORE 109 earn a score of 9 or better (out of 15) on the rubric for evaluating final papers</p> <p>At least 75% of fall ENGL 109 students enrolled in CORE 110 the following semester will earn a C or higher</p>	<p>Benchmark met: 86% (24 of 28 students scored a 9 or higher)</p> <p>Benchmark not met: 50% of the fall ENGL 109 students who <i>completed</i> CORE 110 scored a C or higher; 40% of the fall ENGL 109 students who <i>enrolled</i> in CORE 110 in the spring scored a C or better (20% of those enrolled withdrew from CORE 110)*</p>	<p>With the advent of the new CORE, Engl 109, along with CORE 099, will become Engl 105. The assessment rubric will remain the same.</p> <p>The chair will conduct meetings to make sure everyone understands the difference between in the two new writing courses (Engl 105 and Engl 110), how they are different from the current CORE writing courses, and what that means for syllabi.</p>

**Discussion:** This year's numbers on the direct assessment were significantly better than last year's. Last year, 72% of the students scored a 9 or higher.

\*As is the case with CORE 099, it would be more accurate for our benchmark for the indirect assessment to read, "At least 75% of fall ENGL 109 students who complete CORE 110 the following semester will earn a C or higher."

**CORE 110:  
Learning Outcomes:**

1. **Demonstrate organization and cohesion in writing;**
2. **Support a central idea and sub-topics with thoughtfully chosen evidence and details appropriate to the purpose and genre;**
3. **Incorporate effectively and document properly sources that are reliable, accurate, and relevant;**
4. **Demonstrate facility with the English language, including conventions, sentence structure, and diction.**

Assessment Measures / Methods	Target Levels / Benchmarks	Results	Action Taken
<p>Direct:</p> <p>1. Final writing assignment evaluated using common rubric for assessment of writing</p> <p>2. Collegiate Learning Assessment (CLA), administered to first-year students and seniors.</p> <p>Indirect:</p> <p>Senior's self-assessment of effective writing skills in CORE 110</p>	<p>1. At least 2/3rds of students earn at least 3 out of 4 on the rubric</p>	<p>Benchmark met:</p> <p>Outcome 1: 66%</p> <p>Outcome 2: 67%</p> <p>Outcome 3: 68%</p> <p>Outcome 4: 78%</p> <p>(conventions: 81%; Sentence structure: 75%; diction: 78%)</p>	<p>With the advent of the new CORE, CORE 110 will become English 110; a new rubric has been developed, which we will use for assessment.</p> <p>The chair will conduct meetings to make sure everyone understands the difference between in the two new courses (Engl 105 and Engl 110), how they are different from the current CORE writing courses, and what that means for syllabi.</p>

**Discussion:** For comparison, last year's numbers were: Outcome 1: 71%; Outcome 2: 72%; Outcome 3: 68%; Outcome 4: 78% (conventions: 77%; Sentence structure: 77%; diction: 80%).  
One instructor noted:

Overall, the quality of writing achieved by the CORE 110 sample is above average. While a few students scored "2" within the sample, these performances were outliers and

indicative of larger issues specific to those students and their challenges. The quantitative and qualitative evidence suggests that the course and its students are achieving desired outcomes.

Despite this, there is always room for improvement. For the most part, I see correlations between student work ethics (and consistency in completing assignments and attending class) and their performance.