CORNERSTONE ANNUAL REPORT 2018-2019

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College of Liberal Arts Faculty Senate

November 19, 2019

TOPICS

- Summary
- Grade distribution
- UCC Review for SCLA 101
- Questions re: assessment
- Questions re: instructional cohort profile

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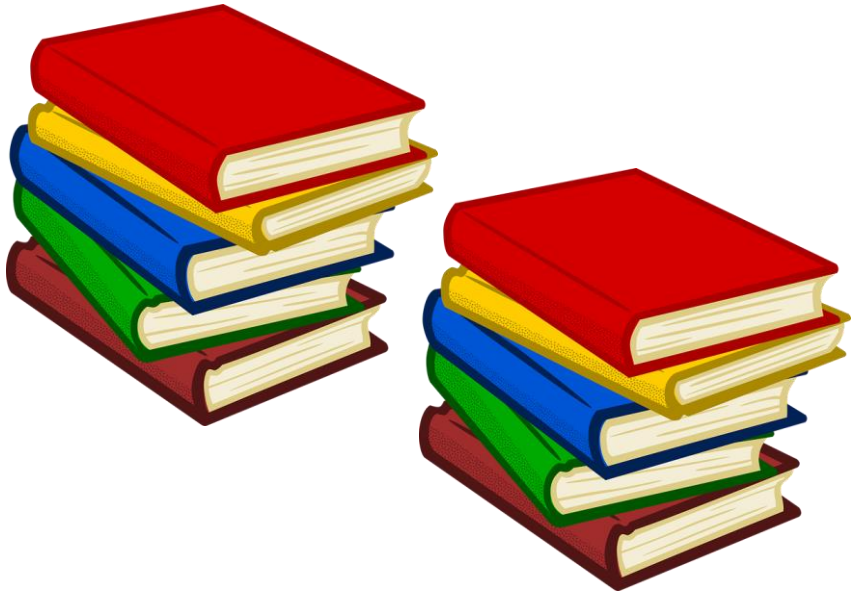
WHAT IS CORNERSTONE?

CERTIFICATE

15 credit hour certificate based on a first-year sequence and 5 themes

FIRST YEAR SEQUENCE

Transformative Texts: Critical Thinking and Communication, I and II



SUMMARY - CORNERSTONE

- The Cornerstone Integrated Liberal Arts is a 15 credit-hour undergraduate certificate program, seeking to develop Purdue students' communication and creative thinking skills, broaden their perspective on the world, and cultivate their minds.
- Cornerstone offers students in engineering, technology, science, and management, a focused list of thematically aligned Liberal Arts courses which help fulfill up to 60% of their University Core Curriculum requirements.
- Level I of the certificate is a first-year sequence for entering students: Transformative Texts: Critical Thinking and Communication, I and II, in which undergraduates read and discuss foundational works from around the world while developing their communication skills.

SUMMARY – 2018-19

- In **2018-19**, SCLA 10100 and 10200 was added as an option for first year communication requirements on the plans of study in Purdue Polytechnic, Krannert School of Management, College of Liberal Arts, College of Science, and First Year Engineering.
- Cornerstone offered **66 sections** of SCLA 101 and 102, enrolling **1,970 students**.
- The certificate was added as a requirement for a number of majors in the Polytechnic Institute.
- **The first student to complete the Cornerstone certificate graduated from the College of Engineering in May 2019.**

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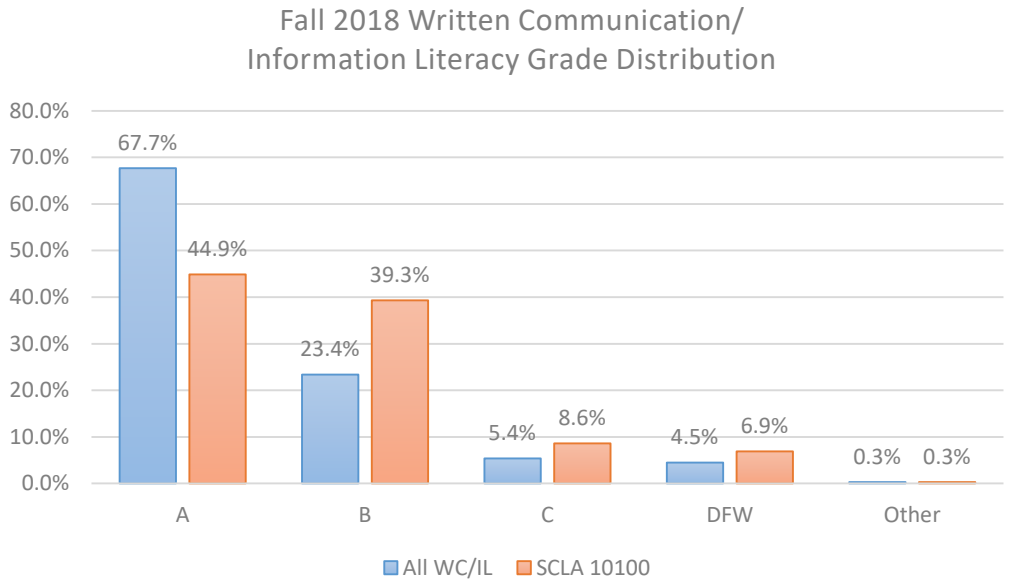
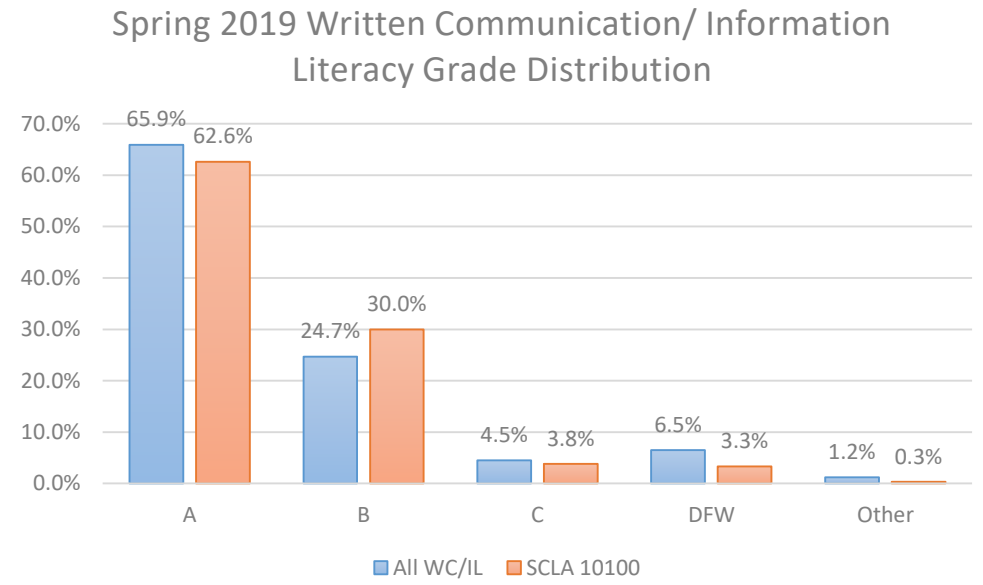
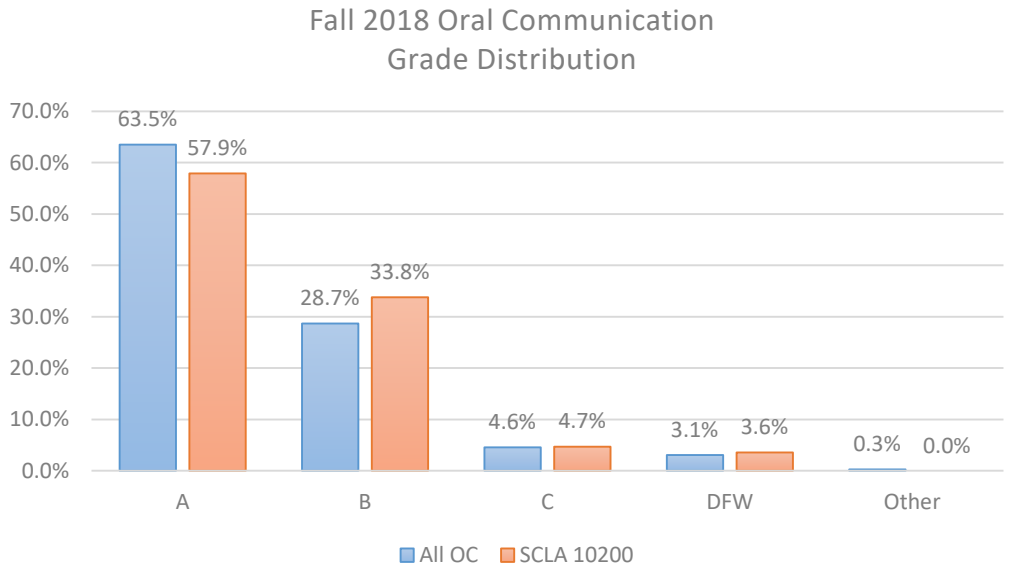
GRADE DISTRIBUTION

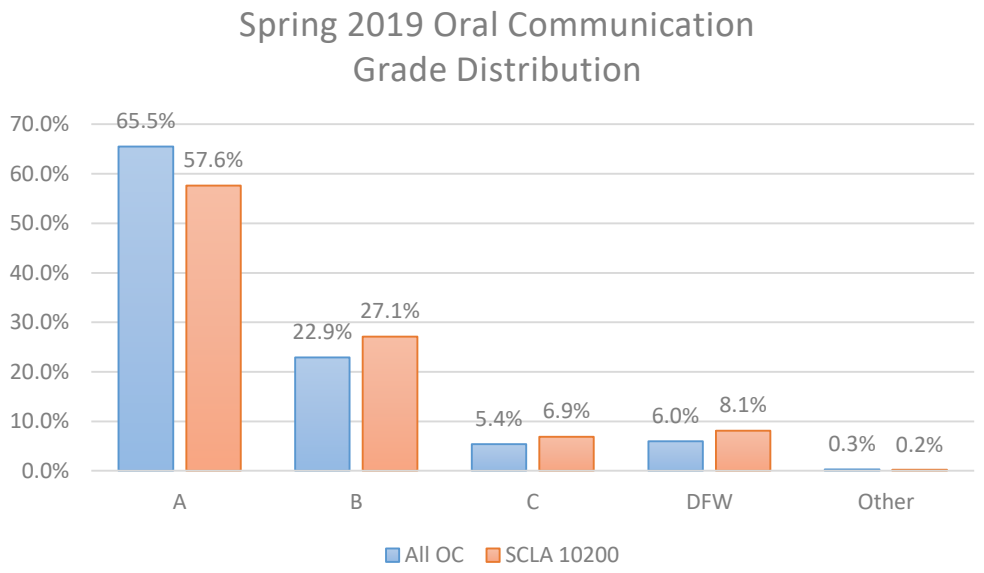
- Grade distribution compares Cornerstone's SCLA 10100 and SCLA 10200 with all courses that fulfill both Written Communication/Information Literary or the Oral Communication UCC requirement.

- SCLA 101/102 had similar grade distributions to other offerings on campus, with fewer As but more Bs, and comparable C and DFW rates.


Fall 2018 Written Communication/
Information Literacy Grade Distribution
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
67.7%
44.9%
23.4%
39.3%
5.4%
8.6%
4.5%
6.9%
0.3%
0.3%
A
B
C
DFW
Other
All WC/IL
SCLA 10100


Spring 2019 Written Communication/ Information
Literacy Grade Distribution
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
65.9%
62.6%
24.7%
30.0%
4.5%
3.8%
6.5%
3.3%
1.2%
0.3%
A
B
C
DFW
Other
All WC/IL
SCLA 10100


Fall 2018 Oral Communication
Grade Distribution
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
63.5%
57.9%
28.7%
33.8%
4.6%
4.7%
3.1%
3.6%
0.3%
0.0%
A
B
C
DFW
Other
All OC
SCLA 10200


Spring 2019 Oral Communication
Grade Distribution
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
65.5%
57.6%
22.9%
27.1%
5.4%
6.9%
6.0%
8.1%
0.3%
0.2%
A
B
C
DFW
Other
All OC
SCLA 10200

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UCC REVIEW FOR SCLA 101

- During summer 2019, faculty members of the Undergraduate Curriculum Council reviewed materials submitted for courses that meet the **Written Communication Outcome of the UCC**.
- SCLA 10100 Transformative Texts: Critical Thinking and Communication I was assessed by the UCC and received a “3” or “Excellent,” meaning the course met all three of the minimum criteria.
- SCLA 10100 will be retained on the Core and will be assessed again in 5 years.

Minimum criteria for writing instruction in courses deemed to meet the WC foundational outcome:

1. Essays and other writing-based projects (rather than exams, quizzes, and the like) are the class's primary mode of student assessment

2. The class incorporates explicit writing instruction/workshops into its schedule.

3. The class incorporates assignment scaffolding, feedback, revision, and reflection into its student assessment.

SCLA 10100 was reviewed using the established **university foundational outcomes**.

At the conclusion of the course, the student:

1. Demonstrates understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work.

2. Uses appropriate and relevant content to explore ideas and/or demonstrate mastery of the subject, conveying the writer's understanding, and shaping the work.

3. Demonstrates attention to and successful execution of organization, content, presentation, format and stylistic choices in writing.

4. Demonstrates use of credible, relevant resources to support ideas that are situated within the discipline and genre of writing.

5. Uses language that effectively communicates meaning to readers with clarity and fluency.

It is expected that writing is taught as both a skill and a process. A primary emphasis of the course must be **writing instruction**, as opposed to simply **assigning writing**.

SCLA 101 LEARNING OUTCOMES: WRITTEN COMMUNICATION

By the end of the semester, students should be able to:

1. Write with clarity, coherence, and concision in a variety of genres.
2. Demonstrate an understanding of the importance of rhetorical situations and choices for a variety of audiences and contexts.
3. Demonstrate critical thinking about writing through reading, analysis, discussion, composing and revising texts in a range of genres.
4. Apply a clear understanding of the process of writing and successfully organize, present, and communicate meaning to fellow readers.
5. Identify, analyze, and evaluate the claims of a variety of sources.
6. Engage critically with transformative texts, drawing on multiple perspectives including the individual, the historical, and the contemporary.

UCC Written Communication	SCLA 101 Outcome	Rationale
Demonstrates understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work.	Outcomes 1, 2, 4	SCLA 101 outcomes 1, 2 and 4 address the students' understanding of historical context, audience, and the aim of the writer as well as the genres and rhetorical choices made.
Uses appropriate and relevant content to explore ideas and/or demonstrate mastery of the subject, conveying the writer's understanding, and shaping the work.	Outcomes 2, 3, 6	SCLA 101 outcomes 2, 3 and 6 address the students' ability to engage and analyze a wide range of texts and ideas as well as develop a critical understanding of an author's work.
Demonstrates attention to and successful execution of organization, content, presentation, format and stylistic choices in writing.	Outcomes 1, 2, 4	SCLA 101 outcomes 1, 2, and 4 work to give students a clear understanding of the entire process of writing so that they might successfully organize, present, and communicate meaning to fellow readers.
Demonstrates use of credible, relevant resources to support ideas that are situated within the discipline and genre of writing.	Outcomes 3, 5, 6	SCLA 101 outcomes 3, 5 and 6 address the locating, identify, analyzing, and evaluating of relevant and credible resources for a wide range of genres.
Uses language that effectively communicates meaning to readers with clarity and fluency.	Outcomes 1, 2	SCLA 101 outcomes 1 and 2 work towards helping students communicate with clarity, coherence, and concision in a variety of genres.

The Undergraduate Curriculum Council offered these suggestions:

For the next round of assessment, the UCC suggests additional standardization across syllabi, showing evidence that all sections offer writing instruction within the syllabus and within examples of student work, with particular attention to **scaffolding, feedback, and revision.**

During Spring 2020, Cornerstone leadership and a faculty working group will collaborate with the **Purdue Writing Lab** to standardize writing instruction across all sections of SCLA 101.

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ASSESSMENT

- Best practices for course assessment include adequate time for planning (12-15 months), establishment of common assessment methods, and advance preparation to identify and collect student work to be evaluated.
- Per UCC recommendation, during Spring 2020, the Cornerstone Steering Committee will work with the Purdue Writing Lab to standardize writing instruction in SCLA 101, which will assist with course assessment efficacy.
- Skills learned from work on writing instruction will assist with similar efforts in oral communication for SCLA 102 – in preparation for UCC assessment during AY 20-21.
- The Cornerstone Steering Committee will collaborate with CLA leadership to plan for and implement assessment efforts.

ASSESSMENT TIMELINE

- Spring/Summer 2020 – standardize writing instruction for SCLA 101; use lessons learned to standardize oral communication instruction for SCLA 102
- Fall 2020 - develop assessment plan and begin to collect appropriate data and assignment samples during Fall 2020 semester; consult assessment resources as needed; complete UCC assessment for SCLA 102/Oral Communication
- January 2021 – submit UCC Assessment Information for SCLA 102
- Spring/Summer 2021 – complete assessment for SCLA 101 and 102 using developed plan and data from Fall 2020
- Fall 2021 – share assessment report

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STAFFING AND GOVERNANCE

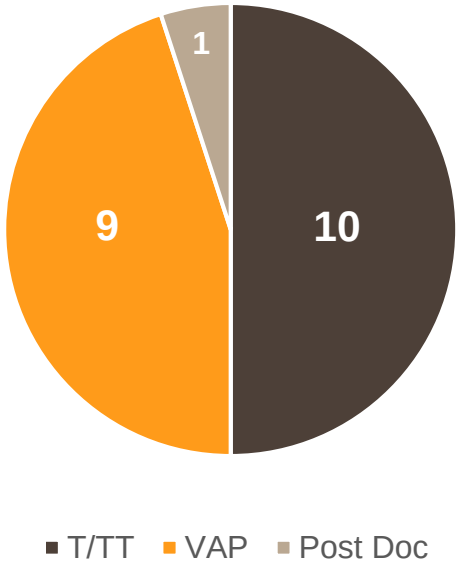
- An Academic Director and a Faculty Steering Committee currently run the program under the administrative supervision of the Senior Associate Dean for Undergraduate Education and International Programs.
- At present, Dr. Melinda S. Zook, Professor of History is the Academic Director of the program.
- The Cornerstone Faculty Steering Committee designs and guides policies and strategic direction. The Steering Committee is composed of the Academic Director and five tenured and tenured-track faculty. For 2018-19, members were: Elena Coda (Languages and Cultures), Daniel Frank (Philosophy), Michael Johnston (English), Patrick Kain (Philosophy), and Ashley Purpura (Interdisciplinary Studies).
- In Spring 2019, the Cornerstone faculty was composed of 34 tenured and tenured-track faculty, 2 postdoctoral faculty, 1 clinical instructor, 3 visiting assistant professors and 1 continuing lecturer in the College of Liberal Arts.
- Dr. Stephanie Ayala-Chittick, Program Manager, manages the administrative aspects of Cornerstone.

CORNERSTONE VISITING PROFESSORS

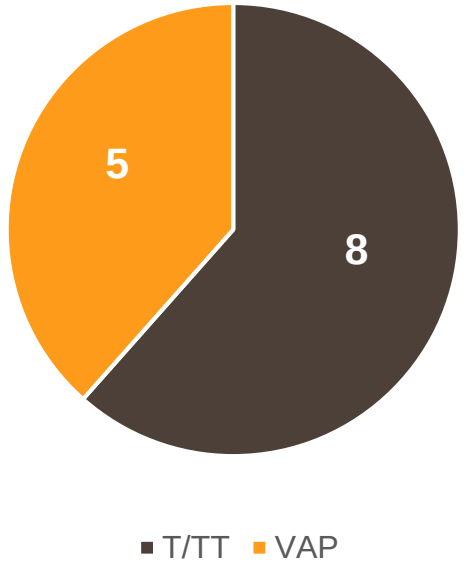
- All former tenured faculty from St. Joseph's College, 2 full professors, 1 associate professor
- Philosophy, history, and anthropology
- Former dean and program directors
- 86 years combined teaching experience
- Award winning educators

FALL 2018: 33 TOTAL SECTIONS OF SCLA 101 AND SCLA 102

SCLA 101: 20 sections

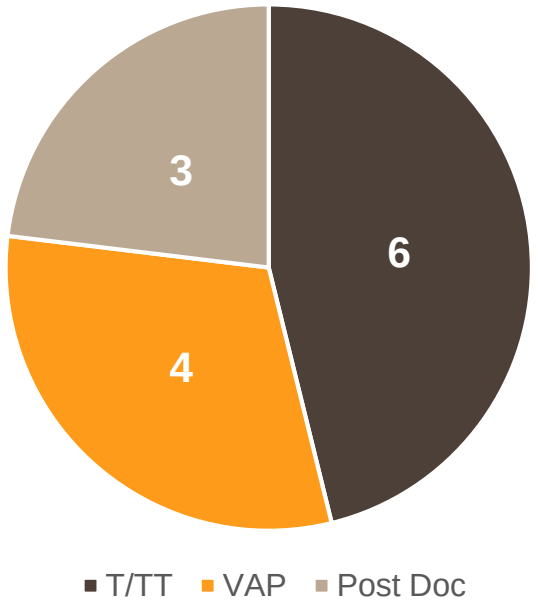


SCLA 102: 13 sections

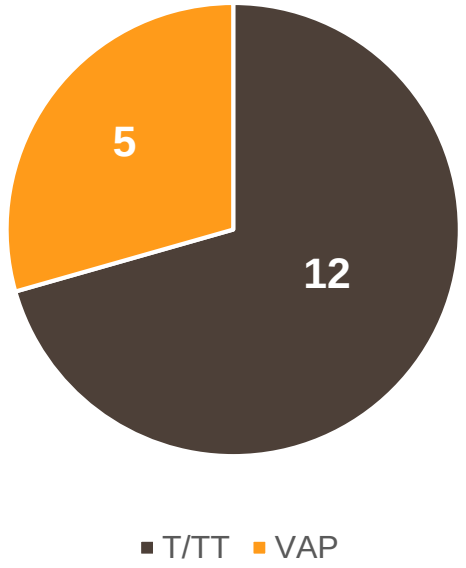


SPRING 2019: 33 TOTAL SECTIONS OF SCLA 101 AND SCLA 102

SCLA 101: 13 sections



SCLA 102: 20 sections



PURDUE UNIVERSITY

QUESTIONS & ANSWERS