The primary purpose of the Writing in the Disciplines program at LaGuardia Community College is to help faculty develop a writing-intensive course in order to strengthen student writing. Toward this end, each year writing fellows assess the quality of student writing in the classes of faculty who participate in the program.

Assessment Administration: The assessment prompt is administered in the Fall and Spring semesters at the beginning and end of each semester. Students are given 30 minutes to complete a response to a discipline-specific prompt. In the Fall semester the faculty are learning WID techniques and in the Spring semester they are actively implementing them. Therefore, we assess the program by measuring student change scores from pre- to post-test in the Fall semester and comparing these with pre- to post-test score changes in the Spring semester.

Assessment prompts: We worked closely with faculty over the last two years to develop prompts that were discipline specific. We did this in order to make the assessment activity more useful to the instructors and more relevant to the students. For example, social science courses can use the following prompt:

"Social scientists study the ways in which we influence and are influenced by the world. How much do you think family, school, religion, employment, and government impacts you and/or those around you? Which has the most impact? Which has the least impact?"

Professors who wish to create a more specific prompt work closely with Writing Fellows to develop a new prompt that meets the following guidelines (for consistency):

• Be simple enough that students can respond, even at the beginning of the semester.
• Be broad enough to be useful throughout the discipline (i.e. work well in all business classes, or all math classes).
• Pose a question and provide a brief suggestion as to how to begin an answer to encourage full responses (most vs. least, benefit vs. harm, etc.).
• Be succinct and clear.
• Be open enough to allow a wide variety of responses and creativity.

Findings: Assessments are completed by students and graded by the Writing Fellows on a 6-point scale using a rubric. Change scores from pre- to post-test are compared across Fall and Spring semesters. In general, we found that student writing improves slightly, but significantly, in both semesters $F(1, 167) = 5.16, p<.05$. In support of WID spring scores were slightly, but significantly higher in the spring than in the small semesters, semesters $F(1, 167) = 4.95, p<.05$. One factor that we had to contend with in our assessment was attrition during the semester; in the current year's implementation we have adjusted the time of our assessment to fall after the add/drop date to hopefully reduce our attrition rate, which affects our statistical sample size.