John Jay College English Department

Freshman-Year Composition
Outcomes Assessment Report
Academic Years 2016-2017

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Report Summary

Through extensive Outcomes Assessment of our first-year writing sequence (Eng 101 and Eng 201), the Writing Program at John Jay College has, over 6 years of assessment, established learning objectives for both courses in the first-year sequence, developed an ongoing assessment plan, piloted assessment methodologies (syllabus review and portfolio evaluation), completed assessments, uncovered key findings, and made changes to curriculum based on those findings.

Our outcomes assessment design includes steps of data collection and analysis, but also the development of curricular guidelines in the form of a curriculum memo to faculty teaching the courses that will be generated from each year's work, i.e. those objectives that are found to be least well met in a given year are given particular importance in the following year.

To introduce and sustain key pedagogical changes and best practices, we 1. Offer extensive faculty development workshops; 2. Have built, maintain, and update an e-rhetoric website populated with model assignments, syllabi, lessons and more; 3. Run an ongoing peer faculty mentoring program; and 4. Send curriculum memos each semester with assessment overview results and actions suggested or required. All four of these practices have been established to improve curriculum and to encourage faculty to share methods and strategies that focus on the desired outcomes as determined by the OA process. We have developed a process that actively engages the faculty in OA, and therefore acts as focused faculty development for the courses under study. This connection between data and practice is crucial to the success of the Composition program. Our OA process has initiated a positive and demonstrable improvement in the composition courses at John Jay over the past several years. Our work was recently recognized and lauded at Faculty Development Day by Professor Andrew Sidman, who conducted the college-wide general education assessment and, in turn, assessed our students' work as well as our general assessment strategies.

Summary of Year's Findings and Actions

After a consistent 5 years of portfolio assessment using our holistic program-wide writing rubric (See Appendix 1), we decided (for our fall 2016 and spring 2017 assessment) to focus on one specific rubric category: Reflection and Awareness, for a formative year-long (Eng 101-Eng 201) assessment of our students' ability to reflect on their own writing and thinking.

This decision was based on 1. Long-held WAC principles based on best practices: we know that students' abilities to practice and excel in metacognition is directly linked to effective learning and recursive ongoing improvement; and 2. Our outcomes assessment reports from the past several years consistently stated that, "Awareness and Reflection must be prioritized" in reaction to low assessment scores in this specific category on the holistic writing program rubric.

In emphasis, in his 2014-2015 final assessment report, Jay Gates writes, "Nearly 80% of portfolios demonstrated Some Proficiency or higher in all categories except Awareness and Reflection, which had only 63% at Some Proficiency or higher."

Furthermore, in the 2015-2016 syllabi review findings, Tim McCormack writes:

> The most disappointing number in this review is the continued lack of emphasis on reflective (metacognitive writing). Only 53 percent of faculty assign reflective writing other than the final letter. Given that this is one of the FYW program's learning objectives, and a crucial indicator for learning, as reported in numerous scholarly research studies in the field, this number must be improved next year. We will be working with full time faculty to compile and share sample reflective writing assignments and methods, as well as models of reflective writing done by students.

Although it was our agreed (data-supported) consensus over the past five years that our students' ability to self-reflect on their writing choices and text was sub-par, we had no consistent or specific way to assess this particular component of our writing program objectives; in turn, our decision to focus on this particular component for an entire year required that we build a new rubric for this particular component (See Appendix 2) in order to assess how, where, and why the Awareness and Reflection component of the holistic rubric is consistently a problem for our students. Most importantly, we designed the rubric in order to define as a program how Reflective Writing could (and would) be assessed across both Eng 101 and 201. Our belief is that if we understand how to assess this rubric component, we can better offer feedback and build successful assignments for our students in this realm.

This year long portfolio assessment initiative has yielded the following conclusions about reflective writing in both the English 101 and 201 curricula:

- Students are better at naming and labeling their rhetorical choices, techniques, and processes than they are at providing claims and evidence about their work; sealing those claims to evidence using warrants; and exhibiting overall discovery about their writing and thinking holistically. In other words, our students are only starting to embark on the first tier of metacognition only; scores in this category were better than other categories but they were still not high. (See appendix 1 and portfolio assessment, fall 2016 below.)

- As expected, more overall examples of reflective writing within the portfolios yielded higher total reflection ability scores. For example, in the spring portfolio assessment, portfolios with no reflective writing other than the final course requirement scored an average of 26% on reflective writing overall. Those with "very few other examples" scored 38%; those with "some other examples" scored 45%, and those with "many other examples" scored a 46%. The more instructors ask students to embark in metacognition exercises, the better their abilities to seld-reflect on their work.

- In correlation with basic WAC principles, our review shows a definitive correlation between "a high-level John Jay Eng student" in total and her ability to reflect on her own writing. Both semesters, instructors marked their students as high-level, mid-level, or low-level holistically. This assessment correlated with their reflection ability scores.

- Our faculty need further faculty development on reflective writing practices. Faculty should be aware of the rationale behind its inclusion in the curricula and should be trained to facilitate, design, and assess students' reflective writing according to best practices. During the 2017-2018 year, the Writing Program will aim to further develop faculty in this way via increased faculty development workshops on reflective writing and via one-on-one peer mentorship in this area specifically. We will also aim to increase the reflective writing resources and assignment samples on the writing program's e-rhetoric faculty resource site.

- Because the "Reflection and Awareness" component of the Eng 101 and 201 courses is difficult to teach well, instructors must be able and willing to engage in course resign based on rationale and best practices. Given that an average of 75% of our first-year composition courses are taught by part-time adjunct faculty (see appendix 2), we contend that some of the problem is that most first-year faculty do not have the time or funds to devote to deeply improving this element of their pedagogy. (In fall 2016, 82% of Eng 101 and 201 courses were taught by part-time adjunct faculty and, in spring 2017, 68% of Eng 101 and 201 courses were taught by part-time adjunct faculty.) Hiring more full-time lecturers would arguably improve our students' metacognition in the first-year writing classroom.

Beyond this year's formative reflective writing assessment initiatives, the following indicates additional findings and actions determined by syllabi review:

ENG 101

- Faculty must be reminded of the required English 101 prescribed assignments and learning objectives.
- Faculty must be strongly encouraged to assign digital work throughout the semester (both for their final course portfolio and/or for additional writing assignments).
- Faculty must be strongly encouraged to schedule an official research presentation with the college's research librarians.
- Faculty must be strongly encouraged to incorporate a mid-term portfolio review.
- Portfolio grading and norming should be incorporated into faculty development.

ENG 201

- Faculty must be reminded that library sessions should be scheduled before the semester begins.
- Faculty should be reminded that digital work should be consistently assigned throughout the semester; digital portfolios are strongly encouraged over hard copy portfolios.
- Faculty must be reminded of the English 201 requirement that 2-3+ disciplines (in which students can expect to practice rhetorical analysis and writing) must be listed on the syllabus.
- Faculty must be strongly encouraged to incorporate a mid-term portfolio review.
- Portfolio grading and norming should be incorporated into faculty development

Freshman-Year Composition Program Description

The John Jay Freshman-Year Writing Program consists of a two-course composition sequence ENG 101 and ENG 201 and a two-course sequence for English as a Second Language (ESL) students, EAP 121 and EAP 131. The program also runs Non-Native English Speaker (NNES) versions of ENG 101 and ENG 201.

Course Descriptions

ENG 101: Exploration and Authorship: An Inquiry-based Writing Course. This course introduces students to the skills, habits, and conventions necessary to prepare inquiry-based research for college. While offering students techniques and practices of invention and revision, this theme-based composition course teaches students the expectations of college-level research, academic devices for exploring ideas, and rhetorical strategies for completing investigative writing. Students prepare a sequence of prescribed assignments that culminate in a final research paper. These assignments provide small manageable task that explore the process of the normally overwhelming research paper. The course grade is based on the quality of revised writing in a final portfolio.

ENG 201: Disciplinary Investigations: Exploring Writing across the Disciplines. This course introduces students to the rhetorical characteristics and writing styles from across the disciplines. Instructors choose a single theme and provide students with reading and writing assignments which address the differing literacy conventions and processes of diverse fields. Students learn how to apply their accumulated repertoire of aptitudes and abilities to the writing situations presented to them from across the disciplines.

EAP 121: English for Academic Purposes. This high intermediate "content-based" ESOL course reviews sentence structure and works towards perfecting English paragraph composition. Students learn to draft simple narratives. Journals are required in response to all readings, which are carefully selected literary pieces on sociological topics. The course stresses grammar, reading, and writing skills development, using readings that emphasize sociological themes, situations, and terminology.

EAP 131: Advanced English for Academic Purposes. This course is the second and last in the English Department's ESOL sequence. It prepares students for ENG 101 by offering intensive instruction in grammar, reading, and writing skills development. The course incorporates readings with criminal justice themes and asks students to analyze them both orally and in writing. Students will progress from simple to more sophisticated narratives and ultimately write an argumentative essay.

*Note: Due to admissions not bringing in full cohorts, EAP classes did not run in fall, 2016 or in spring, 2017.

Scheduling, Staffing, Enrollment and Placement (see Appendix II)

The writing program runs approximately 100 sections of writing each semester with 70–80 sections of ENG 101 and 20–30 sections of ENG 201 offered each fall (see appendix 2 for this year's exact figures). In the spring, the department offers 20–30 sections of ENG 101 and 60–70 sections of ENG 201. In addition, we aim to run 5 sections of EAP 121 and 131 each academic year. However, this was not possible in recent years.

In terms of the first-year writing sequence itself (Eng 101-201) in fall 2016, 82% of Eng 101 and 201 courses were taught by part-time adjunct faculty. In spring 2017, 68% of Eng 101 and 201 courses were taught by part-time adjunct faculty. In turn, an average of 75% part-time faculty and 25% full-time faculty teach in the first-year writing sequence (Eng 101 and 201). (See appendix 2.) Approximately 65% of the courses in the writing program in total are taught by adjunct professors, while the remaining 35% are taught by tenured, tenure-track, and full-time lecturer faculty.

Student enrollment for ENG 101 and ENG 201 is limited to 26 with a secondary cap of 27 students. In any given semester, 75 percent of these ENG courses run within 2 students of the cap. The sections with lower enrollment are often on off hours, such as Friday evening and Saturday morning. EAP course enrollment is capped at 22, and fluctuates significantly from semester to semester. The overwhelming majority of students begin the composition sequence with ENG 101. The only way to place directly into ENG 201 is with ENG 101 transfer credit. Placement into EAP courses is done in two ways, both based on the CUNY Aptitude Test of Writing (CATW). In the first, the director of the Center for English Language Support (CELS) reviews the CATW exam of any designated ESL student and places students according to a review of this piece of writing. In the second, the director of the Writing Program and designated Writing Program faculty review CATW scores for admission of students who did not initially pass the CATW but scored sufficiently highly to be granted admission under the ESL exemption. These students are required to take the EAP sequence and pass the CATW within 4 semesters.

Freshman-Year Composition Program Outcomes Assessment Philosophy

It is imperative for a college-level writing program to have a stable, consistent curriculum for each course in the sequence, so that all students have a similar learning experience, regardless of the sections in which they are enrolled. Perhaps more importantly, a writing program should offer students coherence as they move from one course to another in the sequence, and as they face writing situations in courses outside of the writing program. We envision the OA

process as a key component in achieving these two important objectives. OA work, when done well, should have a profound and ongoing classroom impact on student learning.

The overriding goals of the outcomes assessment plan for the writing program has been two-fold: to assess the success of the composition curriculum and to develop an ongoing OA protocol that directly influences classroom practice. We want the work we do in assessment to follow a process that facilitates curricular, pedagogic and programmatic evolution, rather than stifle such changes in favor of maintaining the status quo. Therefore, the OA committee believes that the assessment plan should be flexible, creative, open-ended and responsive to faculty's goals and desire for information about particular classroom issues, structures or possibilities.

Since we view OA as intricately involved with curriculum development, it is imperative that as many writing faculty as possible be involved in the OA process. By including a large number of full- and part-time faculty, the OA process has intrinsic benefits beyond the analysis of whether the program is meeting its learning objectives. When OA directly involves the faculty who teach the courses that are being assessed, their close work with the curriculum transfers directly to their work in the classroom.

The necessities of budget limit the volume of OA work that can be completed in a given year. Therefore, OA work should be focused on pressing concerns as determined by the faculty teaching the courses.

OA work should follow the standard practices in the field of writing program assessment, but it should also take into account the specific curriculum context of the program under study. Outcomes Assessment should not be a one-size-fits-all endeavor.

With these philosophical points in mind, the OA committee agreed on the following general practice. Each academic year, the committee will stipulate target goals for the OA process, consider various research methods for each target, collect and evaluate data, institute changes to curriculum, pedagogy or programmatic practice based on the assessment, conduct faculty development to encourage the change in practice and assess the change to see if improvement has been made. Each year we will repeat this OA cycle, confirming the changes we have implemented and looking for additional ways to improve, such as our decision to conduct micro-analysis vs. holistic assessment this year.

Foundations for Outcomes Assessment

For a number of reasons, we decided to focus our OA work on the ENG 101 and ENG 201 courses. The Writing Program decided that it was imperative to focus on the ENG 101 and ENG 201 courses, where the overwhelming majority of students reside, and where on-going OA allows for on-going development of our curriculum in support of student success.

ENGW 100 was left out of our work because it has been discontinued as a part of the curriculum revision for ESL students

Writing Program Outcomes Assessment Plan

The John Jay College Writing Program continues to undertake the following three-pronged OA assessments for ENG 101 and ENG 201 each academic year.

<u>Syllabus Review</u>
This standard Outcomes Assessment methodology can be used to confirm basic consistency between sections of the same course. In addition, course tendencies can be determined, such as the amount and kinds of writing assignments and readings can be confirmed. Syllabus review can also be used to determine the amount of course coherence between different levels of the course sequence.

Syllabus Review Process. A sampling of sections of course syllabi, representing at least 20 percent of the faculty teaching the particular course in a given semester will be collected and evaluated using criteria-based coding. Criteria will change according to the target data a particular assessment is looking for, but an initial syllabus review should contain the following basic items for ENG 101.

- Learning objectives listed
- Learning objectives match Writing Program objectives
- Prescribed assignments listed
- Portfolio midterm required
- Portfolio final required
- Amount of reading assigned (in pages)
- Explicit grammar instruction listed

An initial syllabus review for ENG 201 should contain the following items

- Learning objectives listed
- Learning objectives match Writing Program objectives
- Reading and writing assigned in the disciplines
- Amount of reading assigned (in pages)
- Types of writing assignments
- Research project assigned
- Rhetorical analysis essay assigned
- Portfolio midterm required
- Portfolio final required
- Explicit grammar instruction listed

Portfolio Evaluation

This is a standard evaluation tool for writing programs. Portfolios are evaluated using a rubric, which produces numerical scores in particular learning categories. Since our Composition courses require the students to produce a portfolio, it is natural that we should conduct a portfolio evaluation, rather than an evaluation of a single student paper. Portfolio evaluation offers a more comprehensive display of the learning objectives of the course. Portfolios can contain a variety of student writing, including low-stakes and in-process work. In addition, portfolios allow the evaluators to see the students' reflections on their own learning, thus revealing more about the courses than a single end product could show. However, the downside of portfolio evaluation is the increased time it takes to review a students' whole semester's work, rather than a single paper.

Portfolio Evaluation Process. Each semester, a portfolio evaluation will be completed by writing faculty using standard portfolio assessment practices. The rubric to be used for portfolio evaluation will be developed from the writing program learning objectives. At the end of each fall semester, portfolios will be randomly collected from ENG 101 courses totaling either 20 percent of student enrollment for the semester, or at least one portfolio from 20 percent of courses offered. In the spring semester, the same procedures will be followed for collection of portfolios from ENG 201 courses.

Faculty Development:

After the completion of all evaluations, and the submission of the annual OA report to the department, the writing program director and members of the Writing Program will make curricular recommendations to all writing faculty for the coming academic year. These recommendations will be distributed in the form of a curriculum memo prior to the start of the semester. Fall semester faculty development workshops will be held to support and develop classroom practices that respond to the recommendations made in the curriculum memo. Assignments, samples, syllabi, guidelines are added and updated on the Writing Program's e-rhetoric site.

ENG 101 Outcomes Assessment
Fall 2016

Curriculum Guidelines

ENG 101: Exploration and Authorship: An Inquiry-based Writing Course. This course introduces students to the skills, habits, and conventions necessary to prepare inquiry-based research for college. While offering students techniques and practices of invention and revision, this theme-based composition course teaches students the expectations of college-level research, academic devices for exploring ideas, and rhetorical strategies for completing investigative writing. Students prepare a sequence of prescribed assignments that culminate in a final research paper. These assignments provide small, manageable tasks that explore the process of the normally overwhelming research paper. The course grade is based on the quality of revised writing in a final portfolio.

ENG 101 is structured around eight scaffolded assignments aimed at teaching students a set of skills in support of college-level writing objectives.

Learning Objectives for this Course

- Invention and Inquiry: Students learn to explore and develop their ideas and the ideas of others in a thorough, meaningful, complex and logical way.
- Awareness and Reflection: Students learn to identify concepts and issues in their own writing and analytically talk and write about them.
- Writing Process: Students learn methods of composing, drafting, revising, editing and proofreading.
- Rhetoric and Style: Students learn rhetorical and stylistic choices that are appropriate and advantageous to a variety of genres, audiences and contexts.
- Claims and Evidence: Students learn to develop logical and substantial claims, provide valid and coherent evidence for their claims and show why and how their evidence supports their claims.
- Research: Students learn to conduct research (primary and secondary), evaluate research sources, integrate research to support their ideas, and cite sources appropriately.
- Sentence Fluency: Students learn to write clear, complete and correct sentences and use a variety of complex and compound sentence types.
- Conventions: Students learn to control language, linguistic structures, and punctuation necessary for diverse literary and academic writing contexts.

Assignments

- Descriptive Letter or Creative Nonfiction Essay
- Annotated Bibliography
- Scripted Interview
- Research Proposal
- Research Paper Outline
- Research Paper Draft
- Research Paper
- Reflection

Syllabus Review, Fall 2016: Eng 101
Method of Study

Syllabi were collected from every section of ENG 101 for the Fall 2016 outcomes assessment. Of these, 20% were randomly selected for assessment.

	Yes	No	Somewhat	
Learning objectives match the Writing Program's objectives.	**60.0%**	**13.3%**	**26.6%**	
Prescribed assignments appear on syllabus.	**66.6%**	**13.3%**	**20.0%**	
Portfolio midterm is required.	**26.6%**	**60.0%**	**13.3%**	
Library training is scheduled.	**66.6%**	**33.3%**	**0.0%**	
Digital work is assigned.	**40.0%**	**60.0%**	**0.0%**	
Syllabus explicitly refers to grammar instruction.	**20.0%**	**80.0%**	**0.0%**	
Reflective writing (beyond the final letter) is assigned.	**40.0%**	**60.0%**	**0.0%**	
Portfolio required.	**100.0%**	**0.0%**	**0.0%**	
E-portfolio is assigned.	**53.3%**	**46.6%**	**0.0%**	
Peer review Required.	**66.6%**	**33.3%**	**0.0%**	
Writing Center is...	**Required for all**	**Required for some**	**Encouraged**	**Not mentioned**
	13.3%	**33.3%**	**40.0%**	**13.3%**

Findings

Strengths

- For the first time, 100% of the syllabi reviewed indicate that the portfolio is a course requirement.
- More than half of these required portfolios are assigned digitally.
- Instructors are directing students to the Writing Center for additional support in higher numbers than ever before.
- After the curriculum memo was sent out, close to half of the syllabi reviewed explicitly mandated use of reflective writing beyond the final letter.
- Midterm portfolios assessment increased more than 20% from past years.
- More than half of syllabi assessed show scheduled library sessions, an improvement from past years.

Weaknesses

- Unlike recent years, learning objectives are not matching the Writing Program objectives 100% despite this being an objective requirement.
- Also unlike recent years, prescribed assignments are not entirely listed on the syllabi, also a program requirement. Since the ENG 101 curriculum is structured around set assignments, this is a serious weakness.
- Even after a curriculum memo was sent out emphasizing the importance of reflective writing, slightly less than half of the syllabi showed on-going, integrated use of reflective writing, less than previous years even.
- Digital work is not explicitly listed as happening in many of these courses.

Actions

- Include in the curriculum memo for Fall 2017 that syllabi should guide students to see what will be covered in the class and to make clear the curricular scaffolding and writing program's learning objectives.
- Include in the curriculum memo for Fall 2017 that the ENG 101 curriculum requires all prescribed writing assignments. Note the lower number than usual.

- Include in the curriculum memo for Fall 2017 that midterm portfolios should be collected and commented on as a best practice.
- Include in the curriculum memo for Fall 2017 that library sessions must be scheduled before the semester begins.
- Include in the curriculum memo for Fall 2017 that reflective writing assignments should be happening all throughout the semester (and why) and not simply at the end of the semester in the program required final letter.
- Erhetoric faculty site will be updated with several new reflective writing assignments (both high and low stakes).
- Faculty development sessions will focus on reflective writing rationale; tools; and techniques.
- Include in the curriculum memo for Fall 2017 that faculty are strongly encouraged to assign a digital course portfolio.
- Include in the curriculum memo for Fall 2017 that faculty are strongly encouraged to assign a digital work throughout the semester whether or not their portfolios are digital.

Portfolio Review Fall 2016, Eng 101
Method of Study

Each instructor selected 3 student portfolios from each section of ENG 101 for the Fall 2016 outcomes assessment. Instructors were asked to select a "high-level performing" student; a "mid-level performing student," and a "low-level performing" student. Instructors were not told to look specifically at students' reflective writing abilities when selecting portfolios for review despite our intention to conduct a formative assessment on this specific writing program component. When selecting, instructors had every reason to assume that outcomes assessment would be conducted as it was for the last five years: holistically. In turn, their selections were based on the students' writing overall and not on their ability, specifically, to self-reflect.

A total of 103 portfolios were examined for a formative assessment of reflective writing. A few portfolio assessments had incomplete "grades" in some categories (i.e. 1 assessment did not provide an answer for "Language", etc). These portfolios were divided evenly among 6 readers. Each of the 6 readers then read 2 portfolios from 2 different readers' samples to confirm consistent scoring. Before scoring the assigned portfolios, the readers all read 2 sample portfolios and discussed their scoring for purposes of norming.

The variable "Total Portfolio Score" was calculated by averaging the scores across all categories and multiplying by 100. On average, portfolios were given a 44.75% grade for reflective writing (this does not include the portfolios with missing data) and a median of 50%.

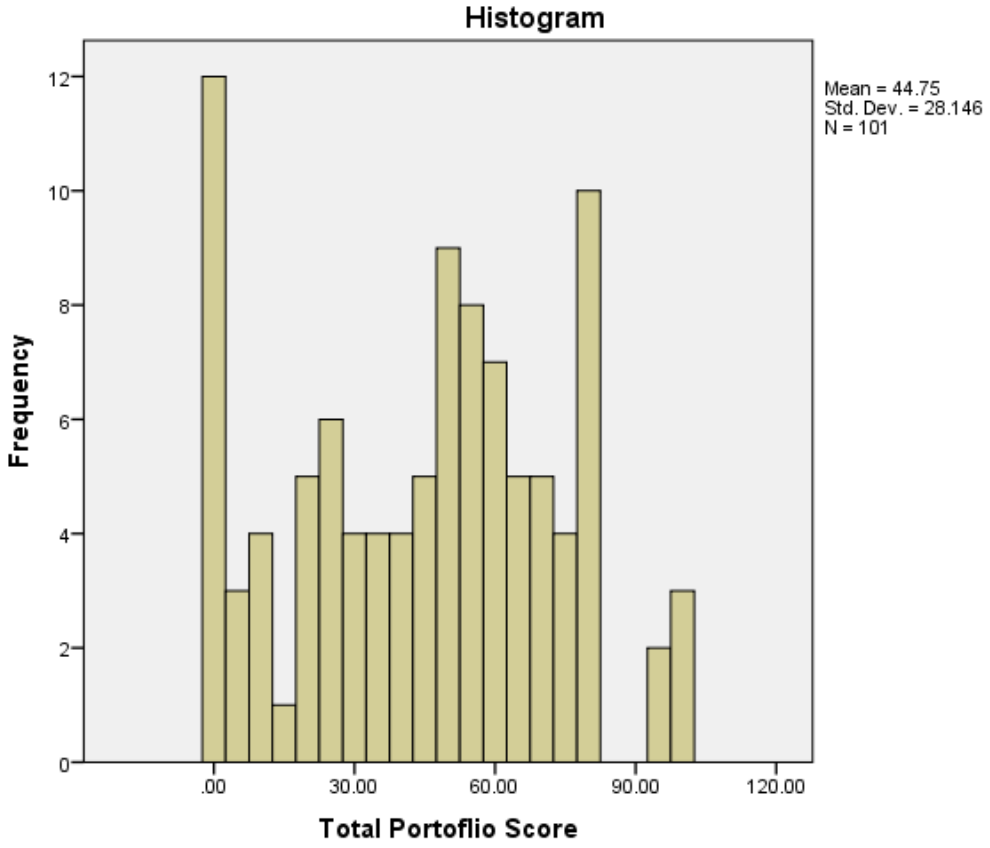
The histogram below shows the distribution of grades across all portfolios:

Descriptive Statistics

Total Portfolio Score

N	Valid	101

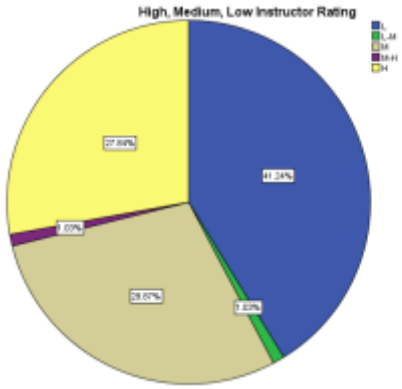
	Missing	2
Mean		44.7525
Median		50.0000
Mode		.00

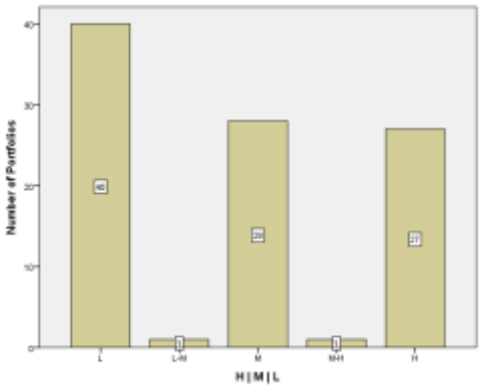


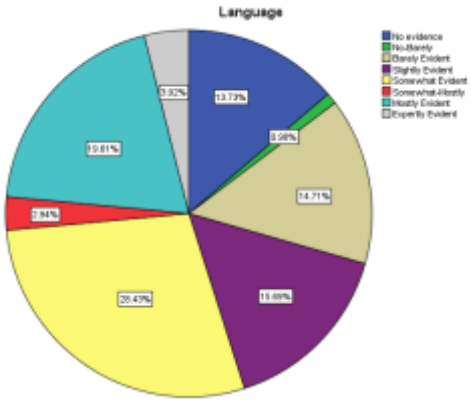
Across all portfolios, the average score for **Language** was 2.4, **Claims & Evidence** – 2.2, **Warrant –** 2.1, **Discovery –** 2.2. Each of these average values fall between "Slightly" and "Somewhat" evident categories. Approximately, 41 percent of the portfolios were categorized by their instructors as "low", 29 percent as "Medium" and 28 percent as "High". Two portfolios (approx. 2%) fell between categories – this finding may have been caused by imprecise circles on assessment sheets, or a "true rating" of Low/Medium or Medium/High.

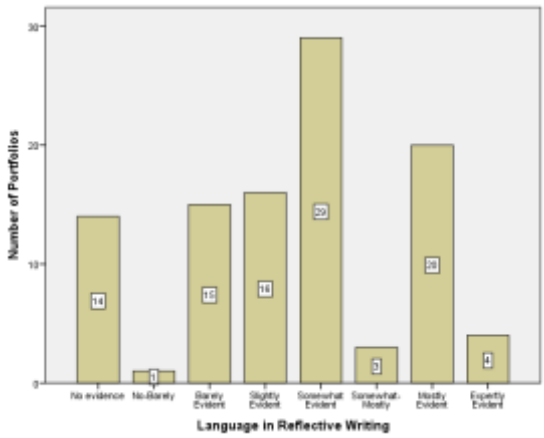
Descriptive Statistics by Assessment Category

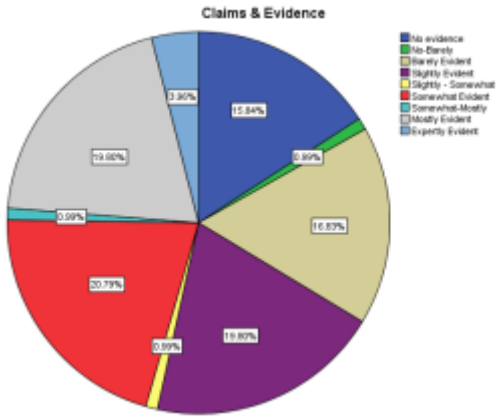
		Language	Claims & Evidence	Warrant	Discovery	Rating: HML
N	Valid	102	101	101	101	97
	Missing	1	2	2	2	6
Mean		2.402	2.243	2.064	2.218	1.866
Median		3.000	2.000	2.000	2.000	2.000
Mode		3.0	3.0	3.0	3.0	1.0

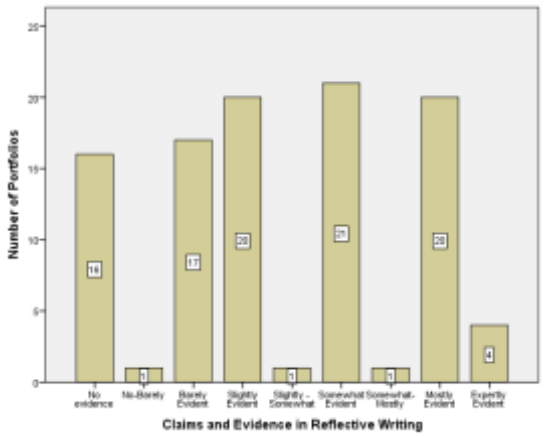

High, Medium, Low Instructor Rating
L
L-M
M
M-H
H
41.24%
1.83%
28.87%
2.09%
27.89%

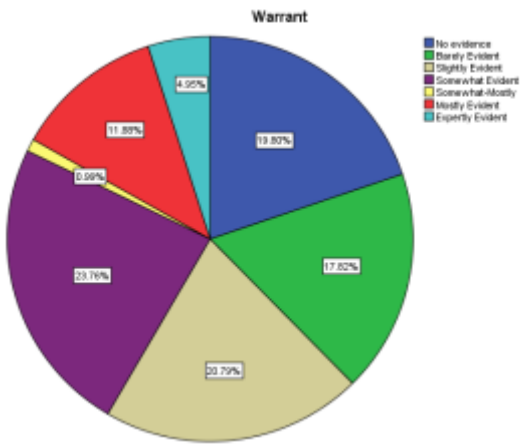

Number of Portfolios
40
30
20
10
0
40
1
28
1
27
L
L-M
M
M-H
H
H | M | L

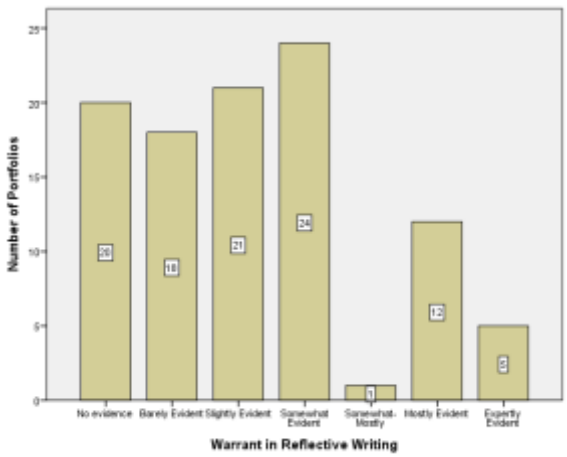

Language
No evidence
No-Barely
Barely Evident
Slightly Evident
Somewhat Evident
Somewhat-Mostly
Mostly Evident
Expertly Evident
13.73%
0.98%
14.71%
18.63%
28.43%
1.96%
19.61%
3.92%

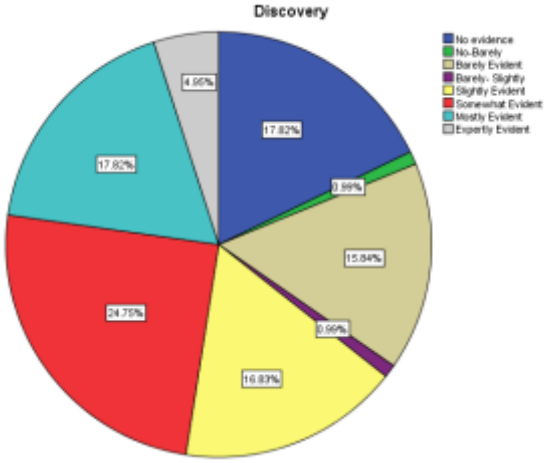

Number of Portfolios
30
20
10
0
14
1
15
16
29
3
20
4
No evidence
No-Barely
Barely Evident
Slightly Evident
Somewhat Evident
Somewhat-Mostly
Mostly Evident
Expertly Evident
Language in Reflective Writing

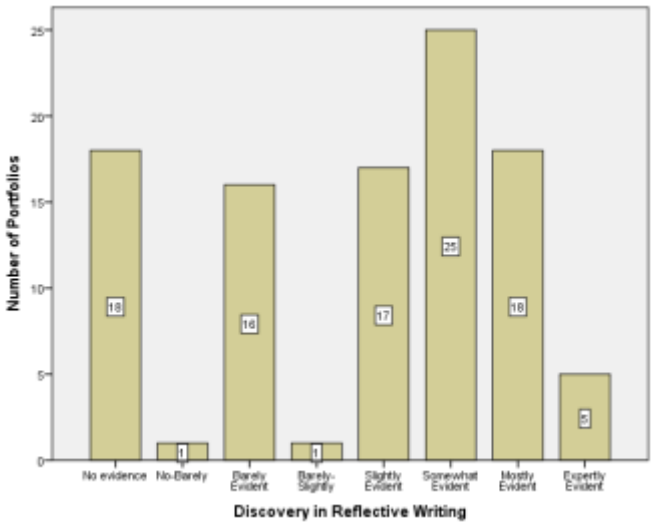

Claims & Evidence
No evidence
No-Barely
Barely Evident
Slightly Evident
Slightly - Somewhat
Somewhat Evident
Somewhat-Mostly
Mostly Evident
Expertly Evident
15.84%
0.99%
16.83%
19.80%
0.99%
20.79%
0.99%
19.80%
3.96%


Number of Portfolios
25
20
15
10
5
0
16
1
17
20
1
21
1
20
4
No evidence
No-Barely
Barely Evident
Slightly Evident
Slightly - Somewhat
Somewhat Evident
Somewhat-Mostly
Mostly Evident
Expertly Evident
Claims and Evidence in Reflective Writing


Warrant
No evidence
Barely Evident
Slightly Evident
Somewhat Evident
Somewhat-Mostly
Mostly Evident
Expertly Evident
19.80%
17.82%
20.79%
0.99%
23.76%
11.88%
4.95%


Number of Portfolios
25
20
15
10
5
0
20
18
21
24
1
12
5
No evidence
Barely Evident
Slightly Evident
Somewhat Evident
Somewhat-Mostly
Mostly Evident
Expertly Evident
Warrant in Reflective Writing





Descriptive Statistics by Instructor Rating Category

The table below shows the average scores across assessment areas for each rating category. The average Portfolio Score for "Low" portfolios is 36%, L-M 20%, Medium 49%, M-H 72.5%, and High 53%.

Descriptive Statistics

HML		N	Minimum	Maximum	Mean	Std. Deviation
Low	Language	39	.0	5.0	1.987	1.2695
	Claims and Evidence	39	.0	5.0	1.821	1.2901
	Warrant	39	.0	5.0	1.603	1.3088
	Discovery	39	.0	5.0	1.808	1.4031
	Portfolio_Score	39	.00	100.00	36.0897	24.62745
	Valid N (listwise)	39				
~~L-M~~	~~Language~~	~~1~~	~~1.0~~	~~1.0~~	~~1.000~~	~~.~~
	~~ClaimsampEvidence~~	~~1~~	~~1.0~~	~~1.0~~	~~1.000~~	~~.~~
	~~Warrant~~	~~1~~	~~1.0~~	~~1.0~~	~~1.000~~	~~.~~
	~~Discovery~~	~~1~~	~~1.0~~	~~1.0~~	~~1.000~~	~~.~~
	~~Portfolio_Score~~	~~1~~	~~20.00~~	~~20.00~~	~~20.0000~~	~~.~~
	~~Valid N (listwise)~~	~~1~~				
Medium	Language	28	.0	5.0	2.536	1.4965
	Claims and Evidence	27	.0	5.0	2.556	1.5275
	Warrant	27	.0	5.0	2.259	1.4031
	Discovery	27	.0	5.0	2.463	1.4069

	Portfolio_Score	27	.00	100.00	49.5370	27.74400
	Valid N (listwise)	27				
~~M-H~~	~~Language~~	~~1~~	~~3.5~~	~~3.5~~	~~3.500~~	.
	~~ClaimsampEvidence~~	~~1~~	~~4.0~~	~~4.0~~	~~4.000~~	.
	~~Warrant~~	~~1~~	~~3.0~~	~~3.0~~	~~3.000~~	.
	~~Discovery~~	~~1~~	~~4.0~~	~~4.0~~	~~4.000~~	.
	~~Portfolio_Score~~	~~1~~	~~72.50~~	~~72.50~~	~~72.5000~~	.
	~~Valid N (listwise)~~	~~1~~				
High	Language	27	.0	5.0	2.889	1.4763
	Claims and Evidence	27	.0	5.0	2.574	1.4852
	Warrant	27	.0	5.0	2.593	1.5753
	Discovery	27	.0	5.0	2.630	1.5968
	Portfolio_Score	27	.00	100.00	53.4259	29.55721
	Valid N (listwise)	27				

Chi-Square Test of Independence

This table should be interpreted with caution, as it violates a few of the assumption of this statistical test. Essentially, this test is examining whether the scores assigned to the Language category are what we would "expect" given their likely occurrence – it answers the question "Are the language scores linked/associated with their instructor rating category?" For language (the other assessment groups were non-significant), we are finding that the grades in the assessment categories are significantly related to the instructor ratings!

H | M |L: * Language Mastery

		Writer displays knowledge of a rhetorical vocabulary with which she/he discusses her/his writing and writing process								
		No evidence	No-Barely	Barely Evident	Slightly Evident	Somewhat Evident	Somewhat-Mostly	Mostly Evident	Expertly Evident	Total
L	Count	4	1	11	8	11	0	3	1	39
	Expected Count	5.3	.4	5.7	6.1	11.4	1.2	7.3	1.6	39.0
~~L-M~~	~~Count~~	~~0~~	~~0~~	~~1~~	~~0~~	~~0~~	~~0~~	~~0~~	~~0~~	~~1~~
	~~Expected Count~~	~~.1~~	~~.0~~	~~.1~~	~~.2~~	~~.3~~	~~.0~~	~~.2~~	~~.0~~	~~1.0~~
M	Count	5	0	2	3	9	2	6	1	28
	Expected Count	3.8	.3	4.1	4.4	8.2	.9	5.3	1.2	28.0
~~M-H~~	~~Count~~	~~0~~	~~0~~	~~0~~	~~0~~	~~0~~	~~1~~	~~0~~	~~0~~	~~1~~
	~~Expected Count~~	~~.1~~	~~.0~~	~~.1~~	~~.2~~	~~.3~~	~~.0~~	~~.2~~	~~.0~~	~~1.0~~
H	Count	4	0	0	4	8	0	9	2	27
	Expected Count	3.7	.3	3.9	4.2	7.9	.8	5.1	1.1	27.0

Total	Count	13	1	14	15	28	3	18	4	96
	Expected Count	13.0	1.0	14.0	15.0	28.0	3.0	18.0	4.0	96.0

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	60.294[a]	28	.000
Likelihood Ratio	39.373	28	.075
Linear-by-Linear Association	7.024	1	.008
N of Valid Cases	96		

a. 31 cells (77.5%) have expected count less than 5. The minimum expected count is .01.

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.793	.000
	Cramer's V	.396	.000
N of Valid Cases		96	

Comparing Average Portfolio Scores across Groups

This test looks at whether low, medium, and high rated portfolios have significantly different total portfolio scores. These results indicated that "low" portfolios score approximately 17 points less than "high" portfolios and this difference is significant at the 0.026 level. This means that the differences in average portfolio scores would occur completely by chance 2.6% of the time. Essentially, we have strong evidence that the differences between these groups are occurring.

ANOVA

Portfolio_Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5568.932	2	2784.466	3.810	**.026**
Within Groups	65774.751	90	730.831		
Total	71343.683	92			

Multiple Comparisons

Dependent Variable: Portfolio_Score

Bonferroni

(I) H | M |L:	(J) H | M |L:	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
L	M	-13.44729	6.76809	.150	-29.9584	3.0638

	H	**-17.33618***	**6.76809**	**.036**	**-33.8473**	**-.8251**
M	L	13.44729	6.76809	.150	-3.0638	29.9584
	H	-3.88889	7.35769	1.000	-21.8383	14.0606
H	L	17.33618*	6.76809	.036	.8251	33.8473
	M	3.88889	7.35769	1.000	-14.0606	21.8383

*. The mean difference is significant at the 0.05 level.

Reflective Writing Formative Assessment Detailed Findings, Fall 2016

- Of the 103 portfolios reviewed and included in our WAC fellows' analysis, the average portfolio scored 44.75% on reflective writing. The median score (a more accurate number for this sort of assessment) was a 50%. Either way, our students would have all failed if we'd just assessed on reflective writing alone using *this* particular rubric.

- Across all portfolios (those rated by the submitting instructors as high, mid, low—in terms of student skill level) the readers scored the first category ("Language") consistently higher than *any* of the other three categories. (See appendix 1.)

- Across all portfolios (those rated by the submitting instructors as high, mid, low--in terms of student skill level) the readers scored the second category "Claims and Evidence" consistently lower than they did "Language." Then, the third category (the "Warrant" section) came in under the second. So, in other words, the scores progressively descend from categories 1-3, which makes sense, given that the rubric was created (in large part) in order of basic-mastery "step-levels" of reflection.

- Across all portfolios (those rated by the submitting instructors as high, mid, low--in terms of student skill level) the readers scored the fourth section of the rubric ("Discovery") slightly higher than the third (and sometimes second) categories, but the 4th category "Discovery" scores never reach as high as the first category "Language" scores.

- The portfolios marked by submitting instructors as low, scored an average of 36% on reflective writing.
- The portfolios marked by submitting instructors as mid, scored an average of 49.5% on reflective writing.
- The portfolios marked by submitting instructors as high, scored an average of 53.4% on reflective writing.

- The 17-point difference between low and high (above) proves that the ascending scores, which correlate with the instructor rating and reader assessment are *not* coincidental. However, the readers *could* see what the instructors had marked the portfolio (as low, mid, or high) when scoring. In other words, the portfolios were not read blindly; we cannot rule out that seeing the instructor assessment of high, mid, low may have influenced readers' scoring.

- Given the above score list (and the 17-point difference between the L and H) it's interesting to note that the submitting instructors were *not* explicitly told to assess reflective writing itself when marking the portfolio as a high, mid, or low range. They were asked to assess the student as an overall writer. Given that reflective writing is not entirely our focus in 101--as the curriculum is largely based on the research project as the "main event"--we can assume that the instructors were labeling their students' work as high, mid, and low not at all exclusively (if at all) on the merits of their students' reflective writing. So, since there is a correlation between the readers' rating and the submitting instructors' ratings (as listed above: 36-L, 49.5-M, 53.4-H) it stands to reason that there's a definite correlation between "a high-level John Jay Eng 101 student" and her ability to reflect on her own writing.

- In the “Language” category only, we found a correlation between the instructors’ rating of the portfolio and the readers’ assessment of the portfolio.

- Unlike the "Language" category, the other three rubric categories' scores showed no correlation between the submitting instructors’ rating of high, mid, low. (Note: This could indicate that the readers were the clearest on the "Language" rubric category; during the norming session, we came to the most “objective” decisions on what *this* one means to us.

- While eportfolios scored slightly higher than hard copy portfolios, the difference was concluded as negligible.

- Inter-rater reader reliability was high, which shows that the rubric is (at least somewhat) working and/or that the readers are reading "similarly." Only one of eight piles was more than two points off in any one category or off more than four holistically (when readers' scores were compared with the “checker’s” scores).

Fall 2016, Eng 101 Overall Findings Summary

Strengths

- As suspected, these scores were very low. However, of the scores listed, “language” is the students’ current “strength,” which indicates that students are learning, at least in part, to “name” parts of their writing and/or writing processes and/or that they have this knowledge with them from previous learning environments. This component of the rubric is considered the first step of acquisition.

- Only a very small percentage of students’ portfolios showed “no evidence” of reflective writing at all.

- Given the above score list (and the 17-point difference between the portfolios marked low and high by the instructors) it's interesting to note that the submitting instructors were *not* explicitly told to assess reflective writing itself when marking the portfolio as a high, mid, or low range. They were asked to assess the student as an overall writer. Given that reflective writing is not entirely our focus in 101--as the curriculum is largely based on the research project as the "main event"--we can assume that the instructors were labeling their students’ work as high, mid, and low not at all exclusively (if at all) on the merits of their students' reflective writing. So, since there is a correlation between the readers’ rating and the submitting instructors’ ratings (as listed above: 36-L, 49.5-M, 53.4-H) it stands to reason that there’s a definite correlation between “a high-level John Jay Eng 101 student" and her ability to reflect on her own writing.

- Inter-rater reader reliability was high, which shows that the new rubric is conducive for assessment and/or that the readers are reading "similarly." Only one pile of eight piles total showed more than two points off in any one category or by more than four holistically (when readers' scores were compared with the “checker’s” scores).

Weaknesses

- As suspected, reflection and awareness scores were very low; using this assessment rubric, all of our students scored less than a 50%. In turn, on average, they failed in all four categories.
- Students do not seem able to make specific claims about their writing; prove the claims they do make with evidence; nor indicate holistic discovery about their writing and thinking.
- Students are not asked to write reflectively throughout the semester often enough.
- Students are not asked to write reflectively specifically enough throughout the semester.
- It does not appear that the final reflective letter is based on specific assignments that explicitly challenge students to deeply reflect on their work using textual evidence.

- It appears that most instructors are not assessing reflective writing in any clear way, perhaps an indicator to students that this type of writing is not valued.

Actions

- For the Fall 2017 faculty curriculum memo, the program's "Awareness and Reflection" required component must be made a priority. Faculty must make efforts not only to assign reflective writing, but to include reflective writing throughout the semester and to assess progress in this type of writing. Now that the rubric was tested over a period of two semesters, we will share the rubric as optional assessment tool. Assessment of some sort will be strongly recommended for reflective writing.
- More than five faculty development sessions will be devoted to reflective writing assessment results; the practice rationale; assessment options; and other best practices in the field.
- Faculty mentors will be asked to pay particularly close attention to their mentees' understanding and implementation of consistent and specific reflective writing assignments.
- The program's e-rhetoric faculty recourse website will be updated to include more examples of reflective writing assignments, lessons, and assessment strategies in order to provide understanding and implementation of consistent and specific reflective writing in the first-year classroom.
- Though we may not devote the 2017-2018 outcomes assessment to reflective writing entirely again, we plan to measure improvement in the upcoming academic year.

ENG 201 Outcomes Assessment
Spring 2017

Curriculum Guidelines

ENG 201: Disciplinary Investigations: Exploring Writing across the Disciplines. This course introduces students to the rhetorical characteristics and writing styles from across the disciplines. Instructors choose a single theme and provide students with reading and writing assignments which address the differing literacy conventions and processes of diverse fields. Students learn how to apply their accumulated repertoire of aptitudes and abilities to the writing situations presented to them from across the disciplines.

ENG 201 is focused on Writing Across the Curriculum, i.e. teaching the major conventions of a range of disciplines (broadly conceived as Humanities, Sciences, and Social Sciences), the elements of writing that the disciplines have in common, those elements that differ, and the purposes the conventions serve in each discipline.

Syllabus Review, Spring 2017 Eng 201
Method of Study

Syllabi were collected from every section of ENG 201 for the Spring 2017 outcomes assessment. Of these, 20% were randomly selected for assessment.

Syllabi Review for 201

	Yes	No	Somewhat
Learning objectives match the Writing Program's objectives.	100%	0%	0%
Portfolio midterm is required.	0%	100%	0%
Library training is scheduled.	25%	63%	13%

Digital work is assigned.	75%	25%	0%
Syllabus explicitly refers to grammar instruction.	25%	75%	0%
Reflective writing is assigned.	75%	25%	0%
Portfolio is required.	100%	0%	0%
E-portfolio is assigned.	75%	25%	0%
Peer Review Required.	75%	25%	0%
Writing in at least 2-3 disciplines is mentioned, referred to, or explained as an overall tenant of the course (psych, social sciences, journalism, history, lit, etc.)	63%	25%	13%
Rhetorical terms are mentioned by name and/or the concept of "rhetoric" is referred to a general sense as a major tenant of the course.	100%	0%	0%
An assignment that requires the use of the 101 portfolio is mentioned somehow	88%	13%	0%

Writing center attendance is....	
Required for all	38%
Required for some	38%
Encouraged	25%
Not mentioned	0%

*In some instances, percentages rounded to whole numbers

Findings

Strengths

- 100% of the syllabi reviewed show rhetorical terms mentioned by name and/or show that the concept of "rhetoric" is referred to as a major tenant of the course.
- 100% syllabi show course objectives as matching the writing program objectives, a major improvement from fall.
- 100% of the syllabi reviewed indicate that the portfolio is a course requirement. (Note: Fall, 2016 shows 100% compliance as well; this marks the first year for this specific element of full compliance.)
- 100% of the syllabi reviewed provide Writing Center information and mark the center's programing as required or encouraged.
- Approximately 75% of the syllabi show that the portfolio assigned is digital, a greatly improved number from past years.
- Approximately 75% of the syllabi show that digital work is assigned.
- Approximately 75% of the syllabi show that reflective writing is assigned.
- Approximately 75% of the syllabi show that peer review work is being assigned.
- Close to all (88%) of the 201 courses require the use of the 101 portfolio during the semester (a 201 course requirement implemented in order to bridge the perceived gap between the two courses in the sequence (as indicated by students in past assessment and focus groups).

Weaknesses

- Surprisingly, 0% of syllabi collected for this assessment required a midterm portfolio. This could indicate that students are not being given scaffolded guidance and feedback on portfolio development.
- Though this number has improved slightly, only 25% of the syllabi reviewed show scheduled library sessions.
- Provided that English 201 is a WAC (Writing Across the Curriculum) class, the amount of syllabi (63%) to explicitly indicate that writing will happen in 2-3 different disciplines should be higher.
- Reflective writing assignments—beyond the final required letter—are not assigned often or regularly.

Actions

- Include in the curriculum memo for Fall 2017 that midterm portfolios should be collected and commented on.
- Include in the curriculum memo for Fall 2017 that library sessions should be scheduled before the semester begins—emphasize that, like 101, English 201 should incorporate research and should, in fact, be emphasizing and reviewing the research skills learned in English 101 in order to review and build.
- Include in the curriculum memo for Fall 2017 that digital work should be consistently assigned throughout the semester; digital portfolios are strongly encouraged over hard copy portfolios.
- Include in the curriculum memo for Fall 2017 that all English 201 syllabi must explicitly mark the 2-3+ disciplines in which students can expect to practice rhetorical analysis and writing.
- Include in the curriculum memo for Fall 2017 that reflective writing assignments should be happening all throughout the semester (and why) and not simply at the end of the semester in the final letter.
- E-rhetoric faculty site will be updated with several new reflective writing and 201 assignments (both high and low stakes)
- Faculty development sessions will focus on reflective writing rationale; tools; techniques as well WAC best practices

Portfolio Review, Spring 2017 Eng 201
Method of Study

In order to conduct a comparative analysis between our fall, 2016 results and our spring 2017 results, we repeated the fall method almost exactly: each instructor selected 3 student portfolios from each section of ENG 201 for the Spring 2017 outcomes assessment. Instructors were asked to select a "high-level performing" student; a "mid-level performing student," and a "low-level performing" student. Again, instructors were not told to look specifically at students' reflective writing abilities when selecting despite our intention to conduct a formative assessment on this specific writing program component for a second time. When selecting, instructors had every reason to assume that outcomes assessment would be conducted as it was for the last five years: holistically; in turn their selections were based on the students' writing overall. However, because of our focus on reflective writing in 2-3 early faculty development sessions, it's possible that some instructors knew the data would be analyzed for this specific component.

This resulted 126 students in total, for which 85 portfolios were submitted by faculty. These portfolios were divided evenly among 6 readers. Each of the 6 readers then read 2 portfolios from 2 different readers' samples to confirm consistent scoring. Before scoring the assigned portfolios, the readers all read 2 sample portfolios and discussed their scoring for purposes of norming.

For Spring 2017, the average portfolio score is 38.39%. The histograms below shows the distribution of grades across all portfolios. Also below, please find comparative results from both semesters:

Overall Portfolio Characteristics: Fall 2016 vs. Spring 2017

In the Fall 2016 semester, a total of 103 portfolios were examined for assessment of reflective writing. On average, portfolios were given a 50.78% grade for reflective writing. For Spring 2017, the average portfolio score is 38.39%. The histograms below shows the distribution of grades across all portfolios. 112 were examined for assessment of reflective writing in the spring.

With "No Evidence"

Without "No Evidence"

Descriptive Statistics

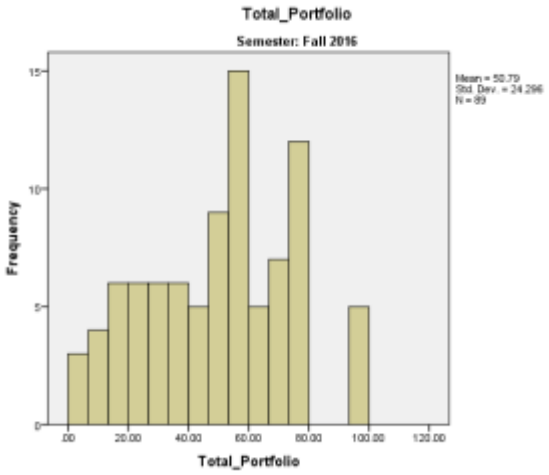
Total_Portfolio

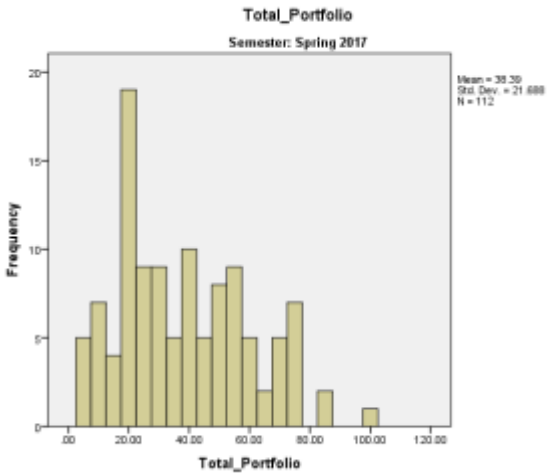
Fall 2016	N	Valid	103
	Mean		**44.7525**
	Std. Deviation		28.14584
Spring 2017	N	Valid	116
	Mean		**37.0690**
	Std. Deviation		22.43899

Descriptive Statistics

Total_Portfolio

Fall 2016	N	Valid	89
	Mean		**50.7865**
	Std. Deviation		24.29575
Spring 2017	N	Valid	112
	Mean		**38.3929**
	Std. Deviation		21.68794





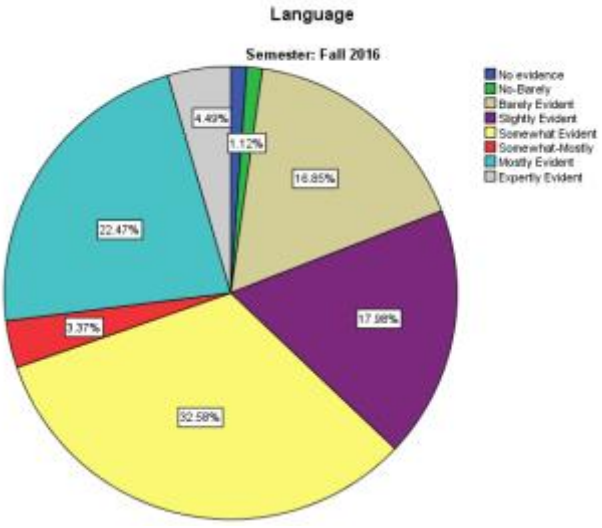
Descriptive Statistics by Assessment Category for Fall 2016

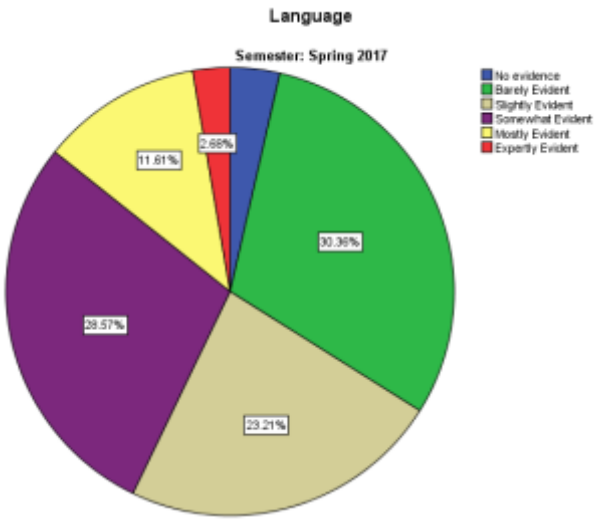
Semester		N	Minimum	Maximum	Mean	Std. Deviation
Fall 2016	High | Medium |Low Rating	84	1.0	3.0	**1.845**	.8322
	Writer displays knowledge of a rhetorical vocabulary with which she/he discusses her/his writing and writing process	89	.0	5.0	**2.753**	1.1801

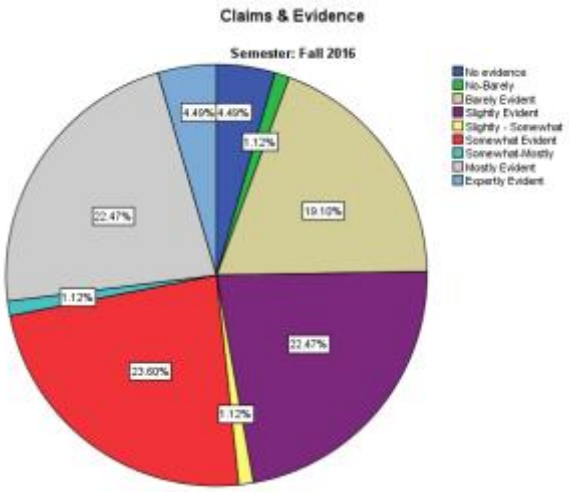
	The writer makes claims about her/his writing process and abilities using textual evidence from her/his own drafts and revisions	89	.0	5.0	**2.545**	1.2983
	The writer demonstrates and comments on the connection between claims and evidence	89	.0	5.0	**2.343**	1.3433
	The writer shows discovery through connection, comparison, analysis, or another clearly identifiable method	89	.0	5.0	**2.517**	1.3515
	Valid N (listwise)	84				

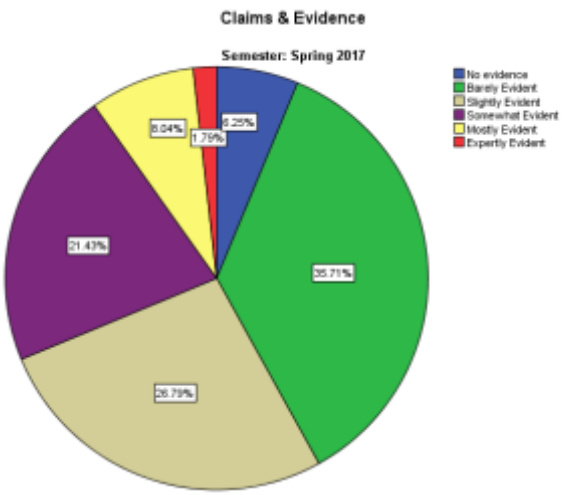
Descriptive Statistics by Assessment Category for Spring 2017

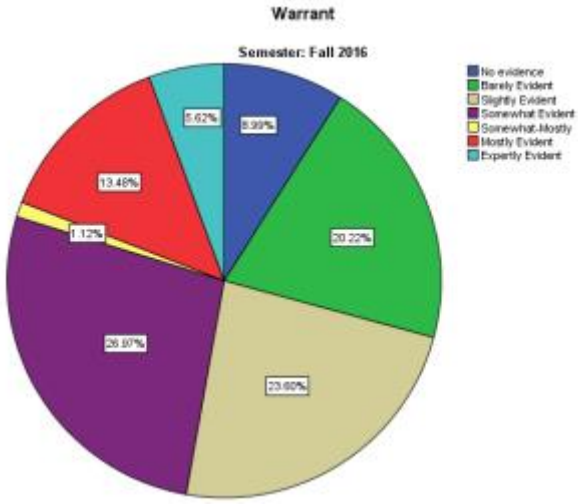
Semester		N	Minimum	Maximum	**Mean**	Std. Deviation
Spring 2017	High | Medium |Low Rating	112	1.0	3.0	**2.009**	.8328
	Writer displays knowledge of a rhetorical vocabulary with which she/he discusses her/his writing and writing process	112	.0	5.0	**2.223**	1.1833
	The writer makes claims about her/his writing process and abilities using textual evidence from her/his own drafts and revisions	112	.0	5.0	**1.946**	1.1456
	The writer demonstrates and comments on the connection between claims and evidence	112	.0	5.0	**1.705**	1.2054
	The writer shows discovery through connection, comparison, analysis, or another clearly identifiable method	112	.0	5.0	**1.804**	1.1843
	Valid N (listwise)	112				

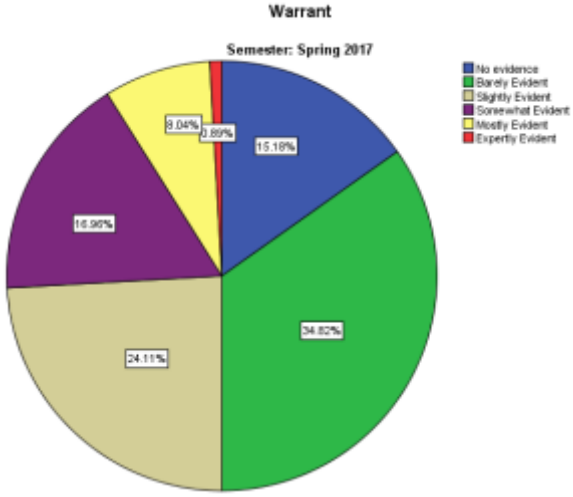


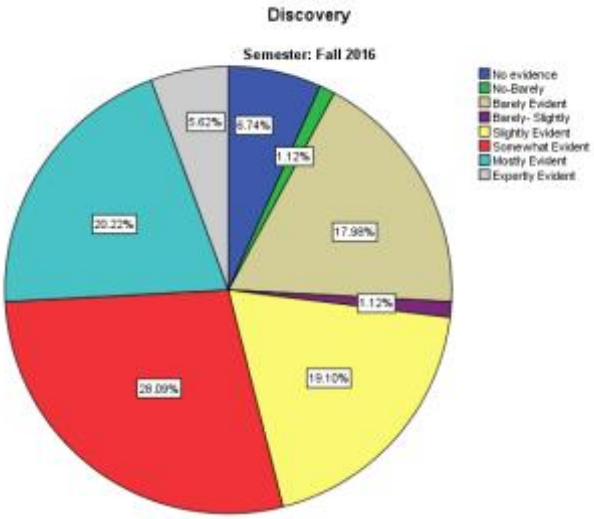


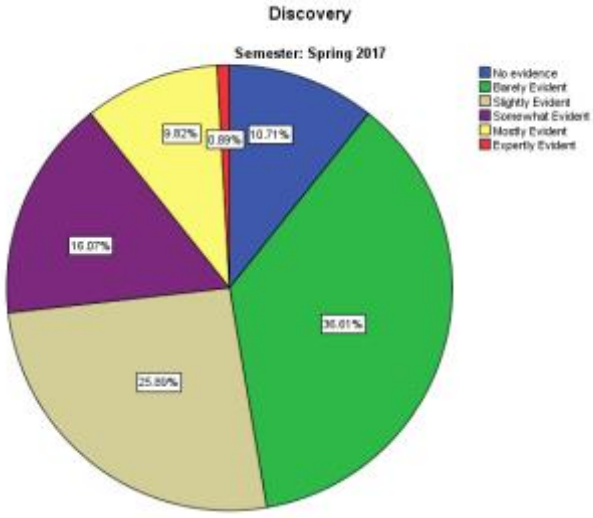












ac all

2016, the average Portfolio Score for “Low” portfolios is 39%, “Medium” 58%, and “High” 62%. In Spring 2017, the average Portfolio Score for “Low” is 31%, “Medium” 36%, and “High” 46%.

Descriptive Statistics by Rating and Assessment Category Fall 2016

H | M |L:		N	Minimum	Maximum	Mean	Std. Deviation
Low	Language	36	.0	5.0	**2.153**	1.1761
	Claims & Evidence	36	.0	5.0	**1.972**	1.2244
	Warrant	36	.0	5.0	**1.736**	1.2733
	Discovery	36	.0	5.0	**1.958**	1.3542
	Total_Portfolio	36	5.00	100.00	**39.0972**	23.18522
Medium	Language	23	1.0	5.0	**3.087**	.9846
	Claims & Evidence	23	1.0	5.0	**3.000**	1.1677
	Warrant	23	.0	5.0	**2.652**	1.1123
	Discovery	23	1.0	5.0	**2.891**	1.0220
	Total_Portfolio	23	20.00	100.00	**58.1522**	19.64482
High	Language	23	2.0	5.0	**3.391**	.8913
	Claims & Evidence	23	1.0	5.0	**3.022**	1.0921
	Warrant	23	1.0	5.0	**3.043**	1.2239
	Discovery	23	1.0	5.0	**3.087**	1.2400
	Total_Portfolio	23	25.00	100.00	**62.7174**	20.57294

Descriptive Statistics by Rating and Assessment Category Spring 2017

H | M |L:		N	Minimum	Maximum	Mean	Std. Deviation
Low	Language	38	.0	4.0	**1.816**	1.0360
	Claims & Evidence	38	.0	4.0	**1.658**	1.0208
	Warrant	38	.0	4.0	**1.395**	.9737
	Discovery	38	.0	3.0	**1.500**	.8929
	Total_Portfolio	38	5.00	70.00	**31.8421**	17.41470
Medium	Language	35	.0	4.0	**2.229**	1.1903
	Claims & Evidence	35	1.0	4.0	**1.914**	1.0396
	Warrant	35	.0	4.0	**1.543**	1.1205
	Discovery	35	.0	4.0	**1.686**	1.1317
	Total_Portfolio	35	5.00	75.00	**36.8571**	20.79613
High	Language	39	1.0	5.0	**2.615**	1.2056
	Claims & Evidence	39	.0	5.0	**2.256**	1.2920
	Warrant	39	.0	5.0	**2.154**	1.3676
	Discovery	39	.0	5.0	**2.205**	1.3799
	Total_Portfolio	39	5.00	100.00	**46.1538**	24.18301

E- Portfolios v. Traditional Portfolios

In both semesters, E-portfolios received higher overall portfolio scores than traditional portfolios. In Fall 2016, the average traditional portfolio was 49.7%, while the e-portfolio was an average 57.1%. In Spring 2017, the traditional portfolios received a 35%, while e-portfolios scored 44%.

E Portfolio v. Traditional Portfolio: Descriptive Statistics Fall 2016

Portfolio Type		N	Minimum	Maximum	Mean	Std. Deviation
Traditional Portfolio	Total_Portfolio	76	5.00	100.00	**49.7039**	24.24860
E-Portfolio	Total_Portfolio	13	7.50	100.00	**57.1154**	24.55534

E Portfolio v. Traditional Portfolio: Descriptive Statistics Spring 2017

Portfolio Type		N	Minimum	Maximum	Mean	Std. Deviation
Traditional Portfolio	Total_Portfolio	71	5.00	100.00	**35.2113**	21.20372
E-Portfolio	Total_Portfolio	40	5.00	75.00	**44.1250**	21.89390

Spring 2017: Reflective Writing Throughout Portfolio

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nothing/a few sentences	7	6.3	6.7	6.7
	Final Letter Only	34	30.4	32.4	39.0
	Very few other examples	30	26.8	28.6	67.6
	some other examples	17	15.2	16.2	83.8
	many other examples	17	15.2	16.2	100.0
	Total	105	93.8	100.0	
Missing	System	7	6.3		
Total		112	100.0		

Descriptive Statistics: Total Score by Types of Reflective Writing Included

Throughout		N	Minimum	Maximum	Mean	Std. Deviation
None/Few Sentences	Total_Portfolio	7	5.00	55.00	**26.4286**	17.72811
	Valid N (listwise)	7				
Final Letter Only	Total_Portfolio	34	5.00	85.00	**31.6176**	21.38112
	Valid N (listwise)	34				
Very few other examples	Total_Portfolio	30	5.00	100.00	**38.3333**	21.82743
	Valid N (listwise)	30				
some other examples	Total_Portfolio	17	20.00	75.00	**45.8824**	17.87415
	Valid N (listwise)	17				
many other examples	Total_Portfolio	17	10.00	75.00	**46.7647**	20.61107
	Valid N (listwise)	17				

Reflective Writing Formative Assessment Detailed Findings, Spring 2017

- Of the portfolios reviewed and included in the WAC Writing Fellows' analysis, the average portfolio scored 38.4% on reflective writing. Our students would have all failed if we'd just assessed on reflective writing alone using *this* particular rubric.

- Across all portfolios (those rated by the submitting instructors as high, mid, low—in terms of student skill level) the readers scored the first category ("Language") consistently higher than *any* of the other three categories. (See attached for full rubric.)

- Across all portfolios (those rated by the submitting instructors as high, mid, low--in terms of student skill level) the readers scored the second category "Claims and Evidence" consistently lower than they did "Language." Then, the third category (the "Warrant" section) came in under the second. So, in other words, the scores progressively descend from categories 1-3, which makes sense, given that the rubric was created (in large part) in order of basic-mastery "step-levels" of reflection. This was consistent from Fall 2016 to Spring 2017.

- Across all portfolios (those rated by the submitting instructors as high, mid, low--in terms of student skill level) the readers scored the fourth section of the rubric ("Discovery") slightly higher than the third (and sometimes second) categories, but the 4th category "Discovery" scores never reach as high as the first category "Language" scores. Again, this was consistent across both semesters.

- The portfolios marked by submitting instructors as low, scored an average of 31.8% on reflective writing.

- The portfolios marked by submitting instructors as mid, scored an average of 36.8% on reflective writing.

- The portfolios marked by submitting instructors as high, scored an average of 46% on reflective writing.

- The 15-point difference between low and high (above) proves that the ascending scores, which correlate with the instructor rating and reader assessment are *not* coincidental. However, the readers *could* see what the instructors had marked the portfolio (as low, mid, or high) when scoring. In other words, the portfolios were not read blindly; we cannot rule out that seeing the instructor assessment of high, mid, low may have influenced readers' scoring.

- Given the above score list (and the 15-point difference between the L and H) it's interesting to note that the submitting instructors were *not* explicitly told to assess reflective writing itself when marking the portfolio as a high, mid, or low range. They were asked to assess the student as an overall writer. Given that reflective writing is not entirely our focus in 201--as the curriculum is largely based on the research project as the "main event"--we can assume that the instructors were labeling their students' work as high, mid, and low not at all exclusively (if at all) on the merits of their students' reflective writing. So, since there is a correlation between the readers' rating and the submitting instructors' ratings, it stands to reason that there's a definite correlation between "a high-level John Jay Eng 201 student" and her ability to reflect on her own writing.

- Inter-rater reader reliability was high, which shows that the rubric is (at least somewhat) working and/or that the readers are reading "similarly." Only one of eight piles was more than two off in any one category or off more than four holistically (when readers' scores were compared with the "checker's" scores).

- Although inferential statistical tests were not reliable, it seems that e-portfolios are consistently receiving higher scores than hard copy portfolios in both terms.

- Thirty-four portfolios had ONLY the final letter included. Approximately 30 had “very few other examples”, while 17 portfolios had “some other examples” and 17 had “many other examples”.

- As expected, more examples of reflective writing within the portfolios had higher total portfolio scores. Those with no examples/a few sentences of reflective writing had an average score of 26%. Portfolios with only the final letter had an average score of 31%, those with “very few other examples” 38%, “some other examples” 45%, and “many other examples” 46%.

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Reflective Writing Formative Assessment Comparative Findings: Fall 2016- Spring 2017

- On average, portfolios in the Fall 2016 Semester scored higher than those in Spring 2017 in all assessment categories: Language, Claims & Evidence, Warrant, and Discovery. For both semesters, language was the highest scoring category followed by Claims & Evidence, Discovery, and Warrant. Despite the overall lower scores in the Spring 2017 Semester, the pattern (language, claims/evidence, discovery, warrant) remains.

Findings Summary, Spring 2016 Eng 201

Strengths

- Of the scores listed, “language” is the students’ current “strength,” which indicates that students are learning, at least in part, to “name” parts of their writing and/or writing processes and/or that they have this knowledge with them from previous learning environments.
- Only a very small percentage of students’ portfolios showed “no evidence” of reflective writing at all.
- For the same reasons as listed on the Eng 101 portfolio review “strengths list” it stands to reason that there’s a definite correlation between “a high-level John Jay Eng 101 student" and her ability to reflect on her own writing.
- Inter-rater reader reliability was high, which shows that the new rubric is working and/or that the readers are reading "similarly." Only one of eight piles was more than two points off in any one category or off more than four holistically (when readers' scores were compared with the “checker’s” scores).

Weaknesses

- As suspected, these scores were very low. However, they were even lower than last semester’s reflective writing scores despite multiple faculty development workshops on reflective writing in early spring. We suspect that this can be explained in two ways: 1. 201 is a more difficult course upon which to reflect, and 2. Improvement in teaching and assignment quality take sustained development time. In other words, despite the fact that we began actions based on fall assessment immediately in the spring, it is perhaps too soon to tell whether these attempts have helped or not.

- As suspected, reflection and awareness scores were very low; using this assessment rubric, all of our students scored less than a 50%. In turn, on average, they failed in all four categories.
- Students do not seem able to make specific claims about their writing; prove the claims they do make with evidence; nor indicate holistic discovery about their writing and thinking holistically.
- Students are not asked to write reflectively throughout the semester often enough
- Students are not asked to write reflectively specifically enough throughout the semester.
- It does not appear that the final reflective letter is based on specific assignments that explicitly challenges students to deeply reflect on their work using textual evidence.

Actions

- For the Fall 2017 faculty curriculum memo, the Writing Program's "Awareness and Reflection" required component must be made a priority. Faculty must make efforts not only to assign reflective writing, but to include reflective writing throughout the semester in both English 101 and English 201, and to assess their students' reflective work.
- More than five faculty development sessions will be devoted to reflective writing assessment results; the practice's rationale; and best practices for assignment building and assessment approaches
- Faculty mentors will be asked to pay particularly close attention to their mentees' understanding and implementation of consistent and specific reflective writing assignments.
- The program's e-rhetoric faculty recourse website will be updated to include more examples of reflective writing assignments, lessons, and assessment strategies in order to provide understanding and implementation of consistent and specific reflective writing in the first-year classroom.
- Though we may not devote the 2017-2018 outcomes assessment to reflective writing entirely, we plan to measure improvement in the upcoming academic year.

Appendix I

REFLECTIVE WRITING RUBRIC

Portfolio #_____
Marked by instructor as: H / M / L (←circle one)
E portfolio? Y / N (←circle one)
Reflective writing throughout whole portfolio?

- Final letter only / -very few other examples/ -some other examples/ -many other examples (←circle one)

REFLECTIVE WRITING	**5 Expertly**	**4 Mostly**	**3 Somewhat**	**2 Slightly**	**1 Barely**	**0 No Evidence**
Language **The writer displays knowledge of a rhetorical vocabulary with which she/he discusses her/his writing and writing processes.**						
Claims and Evidence **The writer makes claims about her/his writing using textual evidence from her/his portfolio.**						
Warrant **The writer explains the connection between the claim and the evidence.**						
Connections and Comparison **The writer shows discovery through connection and comparison.**						

Appendix II

Fall 2016

EAP 121:
Total sections: 1
Total enrollment: 9
Full-time sections: 1
Adjunct sections: 0

EAP 131:
Total sections: 0
Total enrollment: 0
Full-time sections: 0
Adjunct sections: 0

ENG 101:
Total sections: 59, minus 3 college now: 56
Total enrollment: 1398, without college now: 1340
Full-time sections: 11
Adjunct sections: 48, without college now: 45

ENG 131:
Total sections: 1
Total enrollment: 21
Full-time sections: 1
Adjunct sections: 0

ENG 201:
Total sections: 15
Total enrollment: 405
Full-time sections: 7
Adjunct sections: 8

ENG electives:
Total sections: 22
Total enrollment: 446
Full-time sections: 13
Adjunct sections: 9

ENGW 100:
Total sections: 0
Total enrollment: 0
Full-time sections: 0
Adjunct sections: 0

Spring 2017

EAP 121:
Total sections: 0
Total enrollment: 0
Full-time sections: 0
Adjunct sections: 0

EAP 131:
Total sections: 0
Total enrollment: 0
Full-time sections: 0
Adjunct sections: 0

ENG 101:
Total sections: 11, minus 2 college now: 9
Total enrollment: 279, without college now: 230
Full-time sections: 4
Adjunct sections: 7, without college now: 5

ENG 131:
Total sections: 1
Total enrollment: 28
Full-time sections: 1
Adjunct sections: 0

ENG 201:
Total sections: 52, minus 1 college now: 51
Total enrollment: 1342, without college now: 1331
Full-time sections: 13
Adjunct sections: 39, without college now: 38

ENG electives:
Total sections: 24
Total enrollment: 476
Full-time sections: 15
Adjunct sections: 9

ENGW 100:

Total sections:	0
Total enrollment:	0
Full-time sections:	0
Adjunct sections:	0

Total sections:	186 (college now included)
Total enrollment:	4404 (college now included)
Full-time sections:	66