John Jay College English Department

First-Year Composition
Outcomes Assessment Report
Academic Years 2017-2018

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Outcomes Assessment Process and Implementation 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 7 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, each conducted twice per academic year); completed four assessments total per academic year; 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 is generated from each year's work. (For example, those objectives found to be least well met in a given year are given particular importance the following year.)

To introduce and sustain key pedagogical changes and best practices we: 1. Send said curriculum memos each semester with assessment overview results and actions suggested or required. 2. Offer extensive, targeted faculty development workshops; 3. Have built, maintain, and update an e-rhetoric Digication eportfolio populated with model assignments, syllabi, lessons etc; and 4. Run an ongoing peer faculty mentoring program.

We have established all four of these practices in order 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 in and of itself. 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 and has been lauded by the college's Gen Ed assessment committee in an external review our students' work and our assessment of it.

Summary of 2017-2018 Data

Findings, Strengths, Weaknesses, and Recommended Actions, Table of Contents:

- 2017-2018 Overall Findings Summary: ***pp. 2-4***
- 2017 English 101 Syllabi Review: ***pp. 11-13***
- 2017 English 101 Portfolio Review: ***pp. 39-41***
- 2018 English 201 Syllabi Review: ***pp. 43-44***
- 2018 English 201 Portfolio Review: ***pp. 52-54***

2017-2018 Improvement of Reflection and Awareness—Context:

After a consistent 5 years of portfolio assessment using our holistic program-wide writing rubric (See Appendix 1), last year, we decided that the 2016-2017 assessment would focus on one specific rubric category: Reflection and Awareness, for a formative year-long assessment of our students' ability to reflect on their own writing and thinking. (See Appendix 2). We then aimed, in 2017-2018, to make improvements in this area based on the previous year's findings.

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 (See Appendix 1).

For example, 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 consensus (data-supported) 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 was that if we understood how to assess this rubric component, we could better offer feedback and build successful assignments for our students in this realm in the following year, 2017-2018, which we have just completed.

2017-2018 Improvement of Reflection and Awareness—Actions and Impact:

For a full report of last year's Reflection and Awareness findings and the resulting recommended actions (those which we implemented this academic year, 2017-2018) please see the 2016-2017 final Writing Program report. In sum, however, our findings determined that our instructors required "*further faculty development on reflective writing practices"* and that "*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.*"

In turn, over the past three semesters, we have aimed to better facilitate this Awareness and Reflection work through mentorship; faculty development; explicit instruction via curriculum memo; and access to extensive reflective writing samples and assignments on our faculty e-rhetoric site.

The 2017-2018 outcomes assessment portfolio and syllabi review indicate that our efforts to improve faculty's understanding and implementation of reflective writing practices in the first-year writing classroom was highly successful:

- According to both Eng 101 and Eng 201 syllabi review during the 2017-2018 academic year, there was a marked improvement in the faculty's emphasis on reflective writing (metacognitive writing) compared to last year's assessment:

    - Approximately 85% of 101 faculty included one or more additional assignments of reflective writing beyond the final required reflection portfolio cover—a 30% increase in metacognitive coursework. Last year, the outcomes syllabi assessment revealed that only 53% of faculty assigned reflective writing in English 101 beyond the prescribed portfolio cover letter students write at the end of the semester.

    - Approximately 94% of our 201 faculty are now assigning reflective writing in English 201. Only 6% of the spring 2018 Eng 201 syllabi reviewed show that no reflective writing is assigned. This means that reflective writing in the 201 classroom has increased by nearly 20% since last year. 88% of faculty refer to reflective writing on the syllabus explicitly and 6% mention it "somewhat."

- According to both Eng 101 and 201 student portfolio review during the 2017-2018 academic year, there was a marked improvement in both the volume *and* quality of reflective writing (metacognitive writing) compared to last year's assessment:

    - During our 101 portfolio assessment, Awareness and Reflection scored, on average, a 3/5, which is this category's highest score in recent years. Unlike in recent years, this category did not score significantly lower than the other three assessed.

    - Only a small percentage of Eng 101 students' portfolios showed "no evidence" of Awareness and Reflection writing at all (though these numbers could be improved still) which indicates that instructors are assigning more reflective writing than in past years.

    - During our 201 portfolio assessment, Awareness and Reflection scored, on average, a 3/5, which was on par with all other rubric categories assessed and, like fall, this category's highest score in recent years. Unlike in recent years, this category did not score significantly lower than the others.

    - Only a small percentage of students' Eng 201 portfolios showed "no evidence" of Awareness and Reflection at all (though this could be improved still) which indicates that instructors are assigning more reflective writing than in past years.

- Given the improvements in Reflection and Awareness, the Writing Program will implement similar actions with regard to this curriculum component in order to sustain and bolster improvements in both Eng 101 and 201:

    - The Fall 2018 faculty curriculum memo will, again, prioritize Reflection and Awareness. 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.

    - More than four 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 resource 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.

Other 2017-2018 Assessment Updates/Findings/Recommended Actions:

- With the help of SASP, for the first time in our assessment history, all portfolio outcomes assessment scoring was conducted entirely digitally.

    - For our fall Eng 101 assessment, not all portfolios were submitted digitally but all scores were recorded and archived digitally using Digication eportfolio assessment tools.

    - For spring Eng 201 assessment, no hard copy submissions were accepted. All student portfolio submissions and scoring took place (and were archived) digitally using Digication eportfolio assessment tools.

- Since we aim to continue both digital portfolio scoring and digital portfolio submission indefinitely as a permanent change in our portfolio assessment process, faculty must be reminded that student portfolios are expected in digital form only.

- Faculty should be encouraged to require their students keep an online portfolio of their work on a digital platform (such as digication, WordPress etc) in leui of allowing scanned hard copy work or submitting Word/ PDF files.

- Given the slight (though consistent) decrease in compliance over the last two years, faculty must be reminded to include the required English 101 prescribed assignments on their 101 syllabi.

- Given the slight (though consistent) decrease in compliance over the last two years, faculty must be reminded to include the required first-year writing learning objectives on both their 101 and 201 syllabi.

- Faculty must be strongly encouraged to schedule an official research presentation with the college's research librarians in Eng 101.

- Faculty must be strongly encouraged to incorporate a mid-term portfolio review.

- Despite clear improvements in cross-discipline rhetoric work in Eng 201, faculty must be encouraged to assign more cross-genre writing. While students are writing on topics within 2-3 disciplines in higher numbers than in the past, they are not scoring as highly as expected in the Rhetoric and Style category because they are not explicitly asked to shift their style and rhetoric enough, a major tenet of best WAC (Writing Across the Curriculum) practices.

- Faculty development sessions on teaching Claims, Evidence, and Warrant (Stephen Toulmin's model) in Eng 101 will be offered to address the slightly lower than average scores in the Claims and Evidence category.

- Portfolio grading and norming should be incorporated into faculty development for both part-time and full-time faculty.

Freshman-Year Composition Program Description

The John Jay First-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.

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

The writing program runs approximately 110 sections of writing each semester with 70-80 sections of ENG 101 and 15-20 sections of ENG 201 offered each fall (see Appendix 3 for this year's exact figures). In the spring, the department offers 10-15 sections of ENG 101 and 60–70 sections of ENG 201. In addition, we typically 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 2017, 65.5% of Eng 101 and 201 courses were taught by part-time adjunct faculty. In spring 2018, 72% of Eng 101 and 201 courses were taught by part-time adjunct faculty. In turn, an average of 69% part-time faculty and 31% full-time faculty teach in the first-year writing sequence (Eng 101 and 201). (See Appendix 3.) In total, approximately 62% of the courses in the writing program are taught by adjunct professors, while the remaining 38% 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 college 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, we believe 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, past OA committees have agreed on the following general practice: Each academic year, the program administrators 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.

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.

Syllabus Review

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 match Writing Program objectives
- All eight prescribed assignments listed
- Portfolio midterm required
- Library training scheduled
- Digital work assigned
- Final portfolio required
- Reflective writing (beyond final prescribed assignment) assigned
- Explicit grammar instruction listed

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

- Learning objectives match Writing Program objectives
- Reading and writing assigned in at least 2-3 disciplines
- Rhetorical analysis essay assigned (and/or rhetorical terms are mentioned by name and/or the concept of "rhetoric" is referred to a general sense as a major tenet of the course)
- Analysis/student use of 101 portfolios assigned
- Portfolio midterm required
- Digital work assigned
- Portfolio final required
- Library training scheduled
- Reflective writing assigned
- 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 2017

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.

Eight Prescribed Assignments

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

Syllabus Review, Fall 2017: Eng 101
Method of Study

Syllabi were collected from every section of ENG 101 for the Fall 2017 outcomes assessment. Of these, 20% were randomly selected for assessment.

English 101 Syllabus Review Data Fall 2017

Table 1.

Percentage of Syllabi Meeting Curriculum Requirements.

	Yes	No	Somewhat
Learning objectives match the Writing Program's objectives.	74%	0%	26%
Prescribed assignments appear on syllabus.	67%	0%	33%
Portfolio midterm is required.	15%	85%	0%
Library training is scheduled.	74%	15%	11%
Digital work is assigned.	63%	33%	4%
Syllabus explicitly refers to grammar instruction.	33%	41%	26%
Reflective writing (beyond the final	85%	15%	0%

letter) is assigned.			
E-portfolio is assigned.	63%	33%	4%

Table 2.

Percentages of Writing Center Attendance Requirements on Syllabi

	Required for all	Required for some	Encouraged	Not mentioned
Writing Center attendance is:	63%	18%	15%	4%

Table 3.

Percentages of Syllabi with Students' Research Project based on Self-Designed Inquiry or Question

	Yes	No	Somewhat
Syllabus indicates that students' research project is, in some way, based on a self-designed inquiry or question not a topic (e.g., prescribed or chosen):	63%	26%	11%

Table 4.

Percentage of Syllabi Including ENG 101 Prescribed Assignments by Assignment.

	Yes	No	Somewhat
Descriptive Essay or Letter or piece of Creative Non-fiction/Personal Essay.	86%	7%	7%

Proposal that provides an inquiry-based question(s) and details a methodology for working with the question in some way.	89%	4%	7%
An Annotated Bibliography that identifies and discusses the expert discourse that surrounds the inquiry topic/research question.	89%	0%	11%
A Scripted Interview that asks students to choose two-three authors they cite in their essay and compose a hypothetical interview.	82%	7%	11%
A First Draft that messily lays out students' ideas about their proposed questions.	85%	4%	11%
A Working Outline that designates the organization of their developing project.	82%	7%	11%
Redrafts/"final" draft of the inquiry-based paper/project.	100%	0%	0%
A Reflective Cover Letter written to their second-semester composition instructor which explains their profile as a writer as portrayed in their full 101 portfolio.	78%	22%	0%

English 101 Syllabi Review Findings

Strengths

- There is a marked improvement in the faculty's emphasis on reflective writing (metacognitive writing) compared to last year's assessment, that which focused entirely on reflective writing. Approximately 85% of faculty included one or more additional assignments of reflective writing—a 30% increase in metacognitive coursework. Last year, the outcomes assessment revealed that only 53% of faculty assigned reflective writing in English 101 beyond the prescribed portfolio cover letter students write at the end of the semester. In turn, it appears that our efforts to work with faculty during 2016-2017 (in response to our targeted Reflective Writing outcomes

assessment findings last year) have been rather successful in integrating reflective writing across English 101 classes.

- There has also been a marked improvement in requirements for Writing Center attendance with 63% of faculty requiring attendance for all students, compared to the 33% of faculty requiring attendance last year.

- More instructors are requiring digital portfolios than ever before: 63%

- The number of instructors who do not include the prescribed assignments at all is 0%.

- 85% of syllabi assessed show scheduled library sessions scheduled, an improvement from past years.

- In addition to the improvements in digital portfolio numbers, more digital work than ever before is listed as assigned, perhaps influenced by our recent announcement that we will shift to digital portfolio submission *only* for spring portfolio assessment.

Weaknesses

- There has been a continued decline in the number of faculty including the Writing Program's Learning Objectives on their syllabus. This year, only 74% of faculty included prescribed learning objectives on the syllabus, which is a marked decline from prior outcomes assessments. 87% of 101 faculty met this outcome last year, which indicates a 13% decrease in compliance.

- Also unlike recent years, prescribed assignments were not listed on 100% of the syllabi reviewed for this assessment, also a program requirement. Since the ENG 101 curriculum is structured around set assignments, this is a serious weakness.

- Only 15% of syllabi mention the requirement of a midterm portfolio review. Though not a required component of English 101, this is considered a best practice. This number should be higher.

Actions

- Include in the curriculum memo for Fall 2018 that syllabi should guide students through curricular scaffolding explicitly through the naming of each prescribed assignment (eight total). Note the 2017 syllabi review decrease in this category.

- Include in the curriculum memo for Fall 2018 that that the Writing Program's learning objectives must be listed explicitly on the syllabus. Note the 2017 syllabi review decrease in this category.

- Include in the curriculum memo for Fall 2018 that midterm portfolios should be collected and commented on as a best practice (though not required).

- Include in the curriculum memo for Fall 2018 that library sessions for 101 must be scheduled before the semester begins.

- In the curriculum memo for Fall 2018, commend faculty for improvements in the amount and types of reflective writing work assigned. Continue to emphasize that reflective writing assignments should be happening all throughout the semester (and why) and not simply at the end of the semester for the required final portfolio reflection.

- Include in the curriculum memo for Fall 2018 that faculty are strongly encouraged to assign a digital course portfolio. As started in Spring 2018, no student portfolio work will be collected in hard copy.

- Continue to run faculty development sessions on reflective writing in order to sustain and deepen these improvements.

- Continue to run faculty development sessions on digital portfolio platforms and best practices in order to sustain and deepen these improvements.

Portfolio Review Fall 2017, Eng 101
Method of Study

Three students from every section of ENG 101 were selected at random for our Fall 2017 student portfolio outcomes assessment. 117 portfolios in total were ultimately submitted, accepted, reviewed, and scored. 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.

See attachment #1 for the Writing Program rubric used for scoring during this assessment. Please also note that the sections highlighted on this rubric (Claims and Evidence; Rhetoric and Style; Conventions; and Reflection and Awareness) were the *only* four categories (out of eight total) scored during this assessment scoring session.

With the help of SASP, for the first time ever, all portfolio outcomes scoring was conducted via Digication eportolio assessment tools and not via hard copy rubrics as in previous years. Not all portfolios were submitted digitally, but all scores were recorded and archived digitally.

The following charts/scores/graphs were prepared by Megan O'Toole, John Jay College WAC Writing fellow.

Narrative findings of this section can be reviewed on page 39 of this report.

Examining Differences in Readers' and Checkers' Scores

Notes

Output Created		21-MAR-2018 12:25:17
Comments		
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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=Reader_overallscore Checker_overallscore /FORMAT=NOTABLE /STATISTICS=MINIMUM MAXIMUM MEAN MEDIAN MODE /HISTOGRAM /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.31
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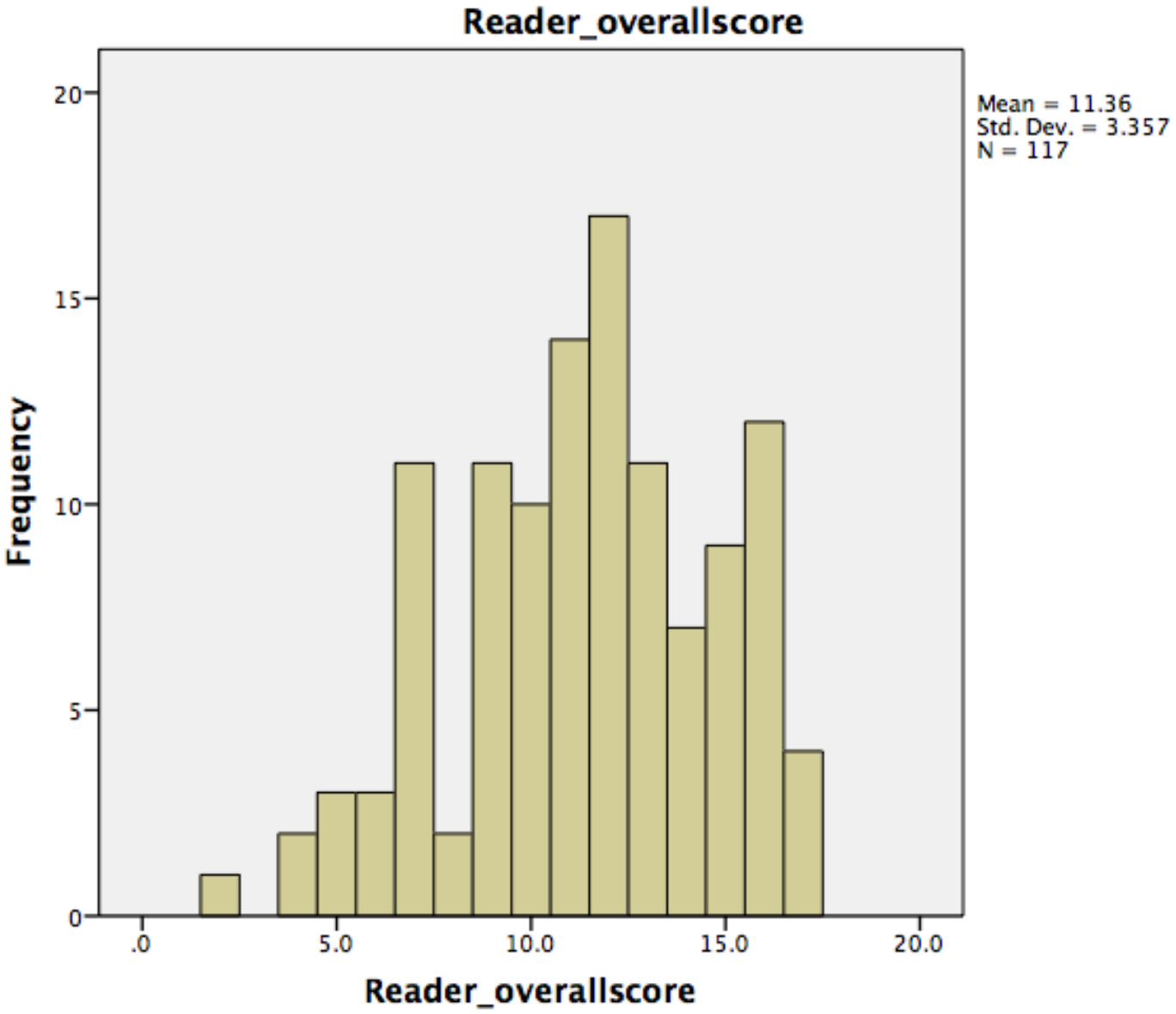
117 portfolios were scored by primary readers and 35 were checked by second readers. From the first table and histograms, we can see that on average, checkers scored portfolios higher than primary readers (checkers' average overall score was ~13, whereas readers' average score was ~11). A t-Test confirms that in fact checkers' scores are significantly higher than readers' scores.

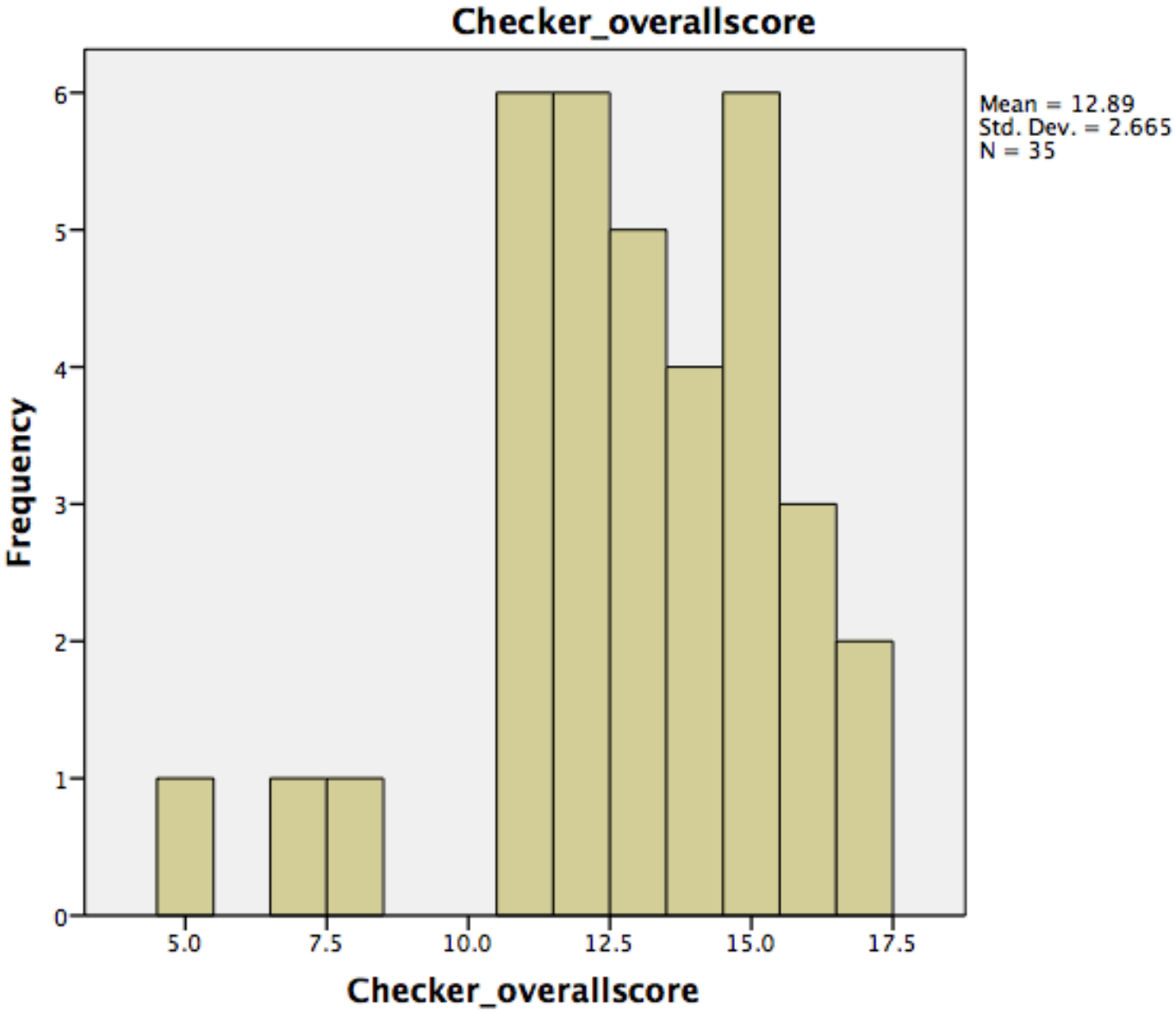
Statistics

		Reader_overallscore	Checker_overallscore
N	Valid	117	35
	Missing	0	82
Mean		11.359	12.886
Median		12.000	13.000
Mode		12.0	11.0[a]
Minimum		2.0	5.0
Maximum		17.0	17.0

a. Multiple modes exist. The smallest value is shown

Histogram


Reader_overallscore
Mean = 11.36
Std. Dev. = 3.357
N = 117
Frequency
20
15
10
5
0
.0
5.0
10.0
15.0
20.0
Reader_overallscore



*Interrater reliability difference scores.
FREQUENCIES VARIABLES=IRR_OverallDifference IRR_Aware_ReflectDifference
IRR_Claims_EvidenceDifference IRR_Rhetoric_StyleDifference IRR_ConventionsDifference
/STATISTICS=MEAN
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Notes

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	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	234
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Reviewer(0 1) /MISSING=ANALYSIS /VARIABLES=OverallScore /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.01
	Elapsed Time	00:00:00.00

[DataSet3] /Users/meganotoole/Desktop/WACdata3.sav

Group Statistics

	Reviewer	N	Mean	Std. Deviation	Std. Error Mean
OverallScore	Reader	117	11.3590	3.35657	.31032
	Checker	35	12.8857	2.66537	.45053

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
OverallScore	Equal variances assumed	3.537	.062	-2.466	150	.015
	Equal variances not assumed			-2.791	69.338	.007

Independent Samples Test

		t-test for Equality of Means			
		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				Lower	Upper
OverallScore	Equal variances assumed	-1.52674	.61901	-2.74985	-.30363
	Equal variances not assumed	-1.52674	.54706	-2.61800	-.43548

Notes

Output Created		21-MAR-2018 12:25:17
Comments		
Input	Data	/Users/meganotoole/Desktop/WACdata.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	117
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.

Syntax		FREQUENCIES VARIABLES=IRR_Overall Difference IRR_Aware_ReflectDifference IRR_Claims_EvidenceDifference IRR_Rhetoric_StyleDifference IRR_ConventionsDifference /STATISTICS=MEAN /FORMAT=DVALUE /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.01
	Elapsed Time	00:00:00.00

The numbers presented in the tables below demonstrate how many points different checkers' scores were from readers' scores, in either direction. On average, readers' and checkers' objective scores were less than one point different from each other, and their overall scores were less than three points different from each other.

Statistics

		Difference between readers and checkers overall scores	Difference between readers and checkers awareness and reflection scores	Difference between readers and checkers claims and evidence scores	Difference between readers and checkers rhetoric and style scores	Difference between readers and checkers conventions scores
N	Valid	35	33	34	35	35
	Missing	82	84	83	82	82
Mean		2.7143	.8182	.9118	.6000	.6286

Difference between readers and checkers overall scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8.00	1	.9	2.9	2.9
	7.00	2	1.7	5.7	8.6
	6.00	1	.9	2.9	11.4
	5.00	5	4.3	14.3	25.7
	4.00	5	4.3	14.3	40.0
	3.00	1	.9	2.9	42.9
	2.00	4	3.4	11.4	54.3
	1.00	11	9.4	31.4	85.7
	.00	5	4.3	14.3	100.0
	Total	35	29.9	100.0	
Missing	System	82	70.1		
Total		117	100.0		

Difference between readers and checkers awareness and reflection scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	7	6.0	21.2	21.2
	1.00	13	11.1	39.4	60.6
	.00	13	11.1	39.4	100.0
	Total	33	28.2	100.0	
Missing	System	84	71.8		
Total		117	100.0		

Difference between readers and checkers claims and evidence scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	6	5.1	17.6	17.6
	1.00	19	16.2	55.9	73.5
	.00	9	7.7	26.5	100.0
	Total	34	29.1	100.0	
Missing	System	83	70.9		
Total		117	100.0		

Difference between readers and checkers rhetoric and style scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	4	3.4	11.4	11.4
	1.00	13	11.1	37.1	48.6
	.00	18	15.4	51.4	100.0
	Total	35	29.9	100.0	
Missing	System	82	70.1		
Total		117	100.0		

Difference between readers and checkers conventions scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	3	2.6	8.6	8.6
	1.00	16	13.7	45.7	54.3
	.00	16	13.7	45.7	100.0
	Total	35	29.9	100.0	
Missing	System	82	70.1		
Total		117	100.0		

```
*Examining the effects of objective on scores.
FREQUENCIES VARIABLES=Reader_overallscore Reader_Aware_Reflect Reader_Claims_Evidence
   Reader_Rhetoric_Style Reader_Conventions
  /FORMAT=NOTABLE
  /STATISTICS=MINIMUM MAXIMUM MEAN MEDIAN MODE
  /PIECHART PERCENT
  /ORDER=ANALYSIS.
```

Examining the Effects of Specific Objective on Portfolio Scores

Notes

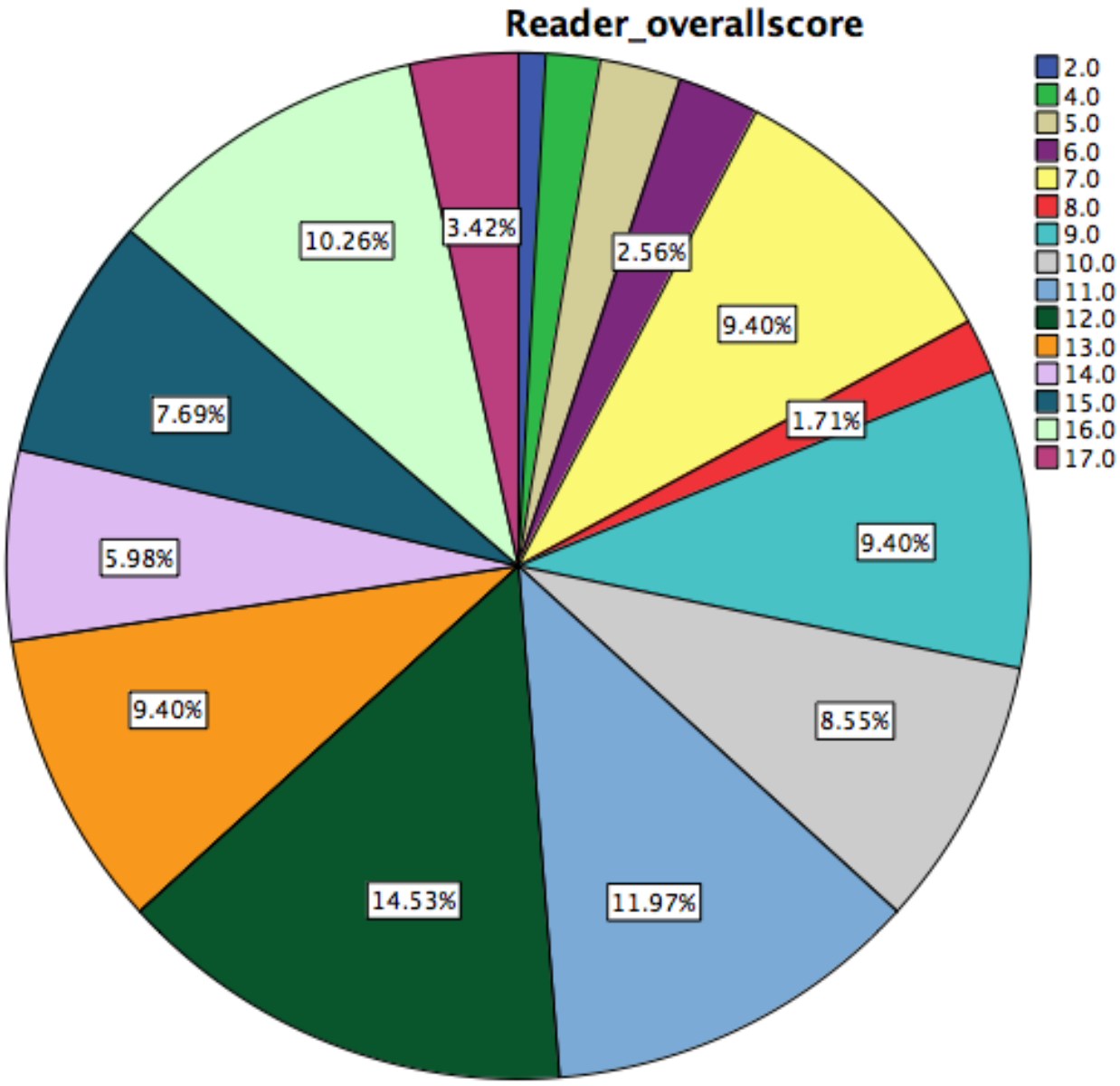
Output Created	21-MAR-2018 12:25:17
Comments	

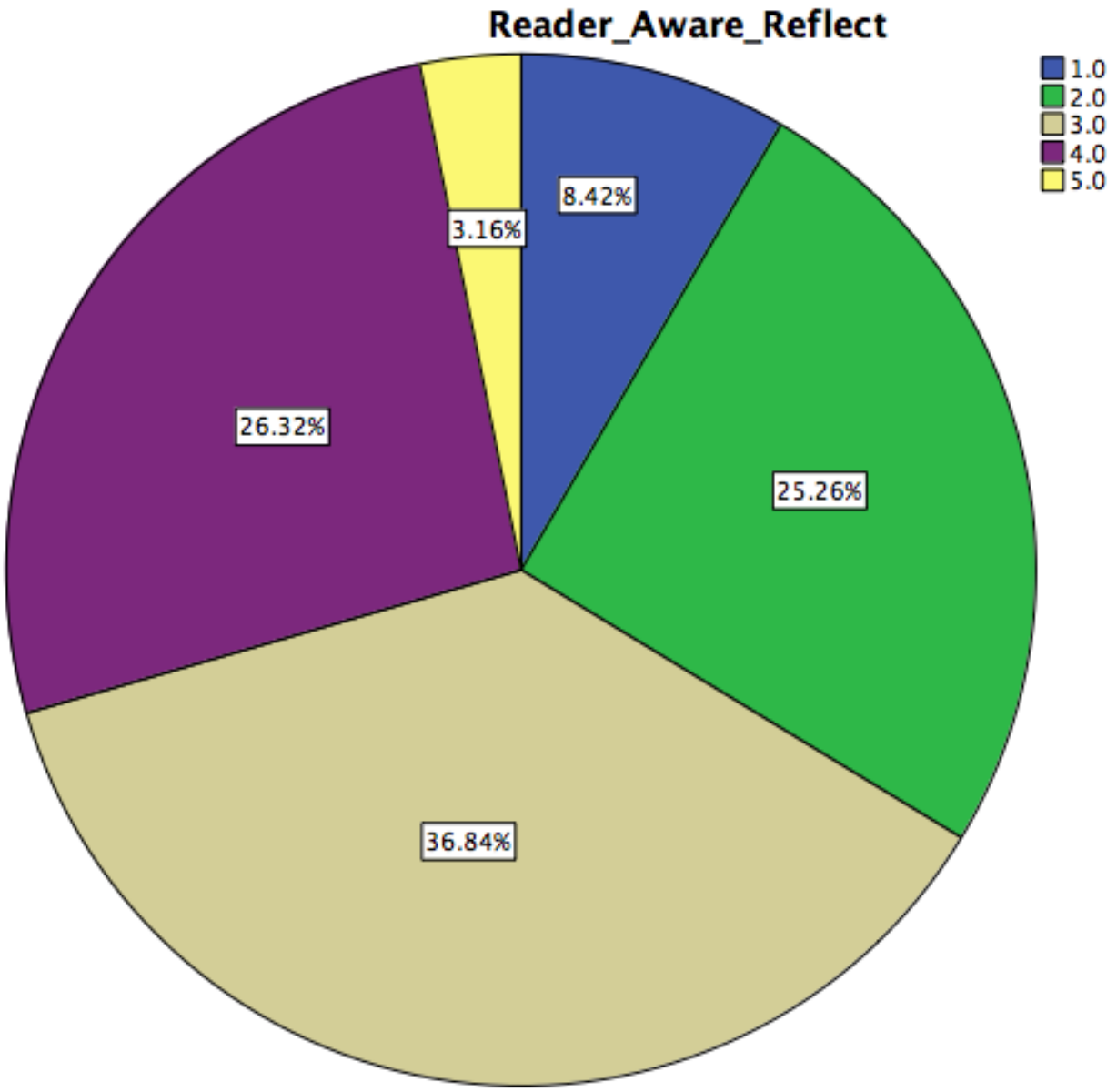
Input	Data	/Users/meganotoole/Desktop/WACdata.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	117
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=Reader_overallscore Reader_Aware_Reflect Reader_Claims_Evidence Reader_Rhetoric_Style Reader_Conventions /FORMAT=NOTABLE /STATISTICS=MINIMUM MAXIMUM MEAN MEDIAN MODE /PIECHART PERCENT /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.66
	Elapsed Time	00:00:01.00

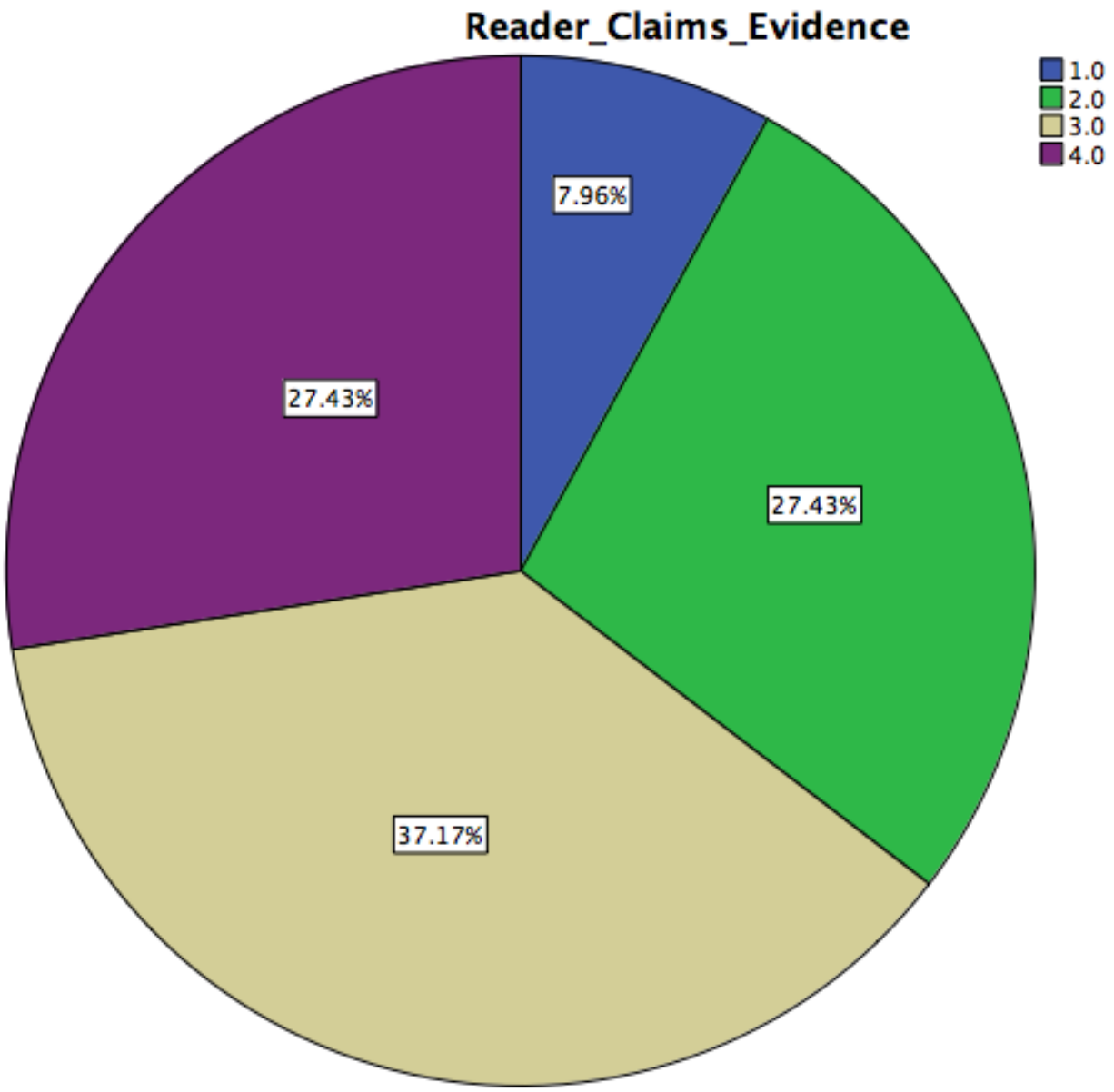
Statistics

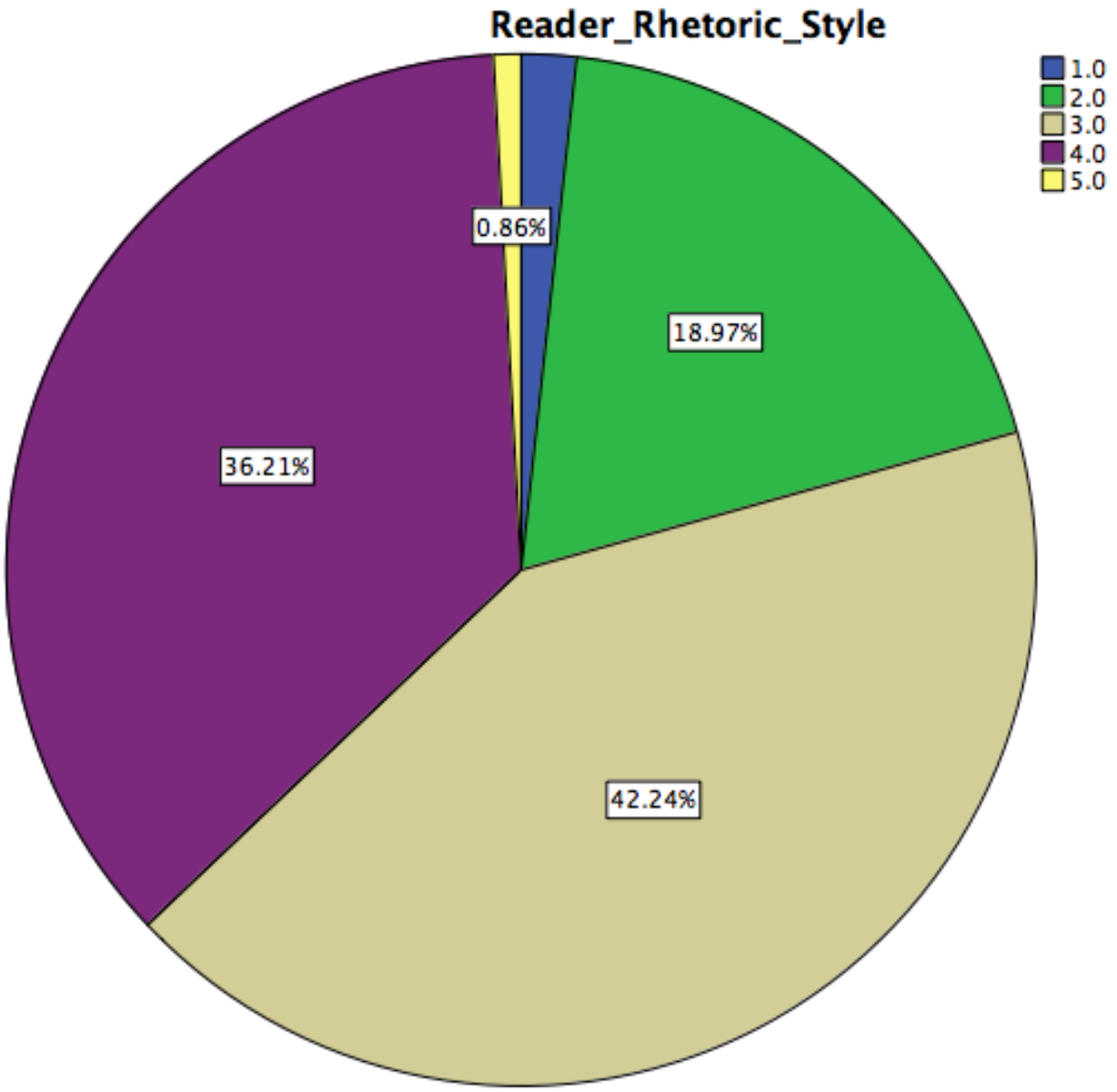
		Reader_overallscore	Reader_Aware_Reflect	Reader_Claims_Evidence	Reader_Rhetoric_Style	Reader_Conventions
N	Valid	117	95	113	116	116
	Missing	0	22	4	1	1
Mean		11.359	2.905	2.841	3.155	3.155
Median		12.000	3.000	3.000	3.000	3.000
Mode		12.0	3.0	3.0	3.0	3.0
Minimum		2.0	1.0	1.0	1.0	1.0
Maximum		17.0	5.0	4.0	5.0	5.0

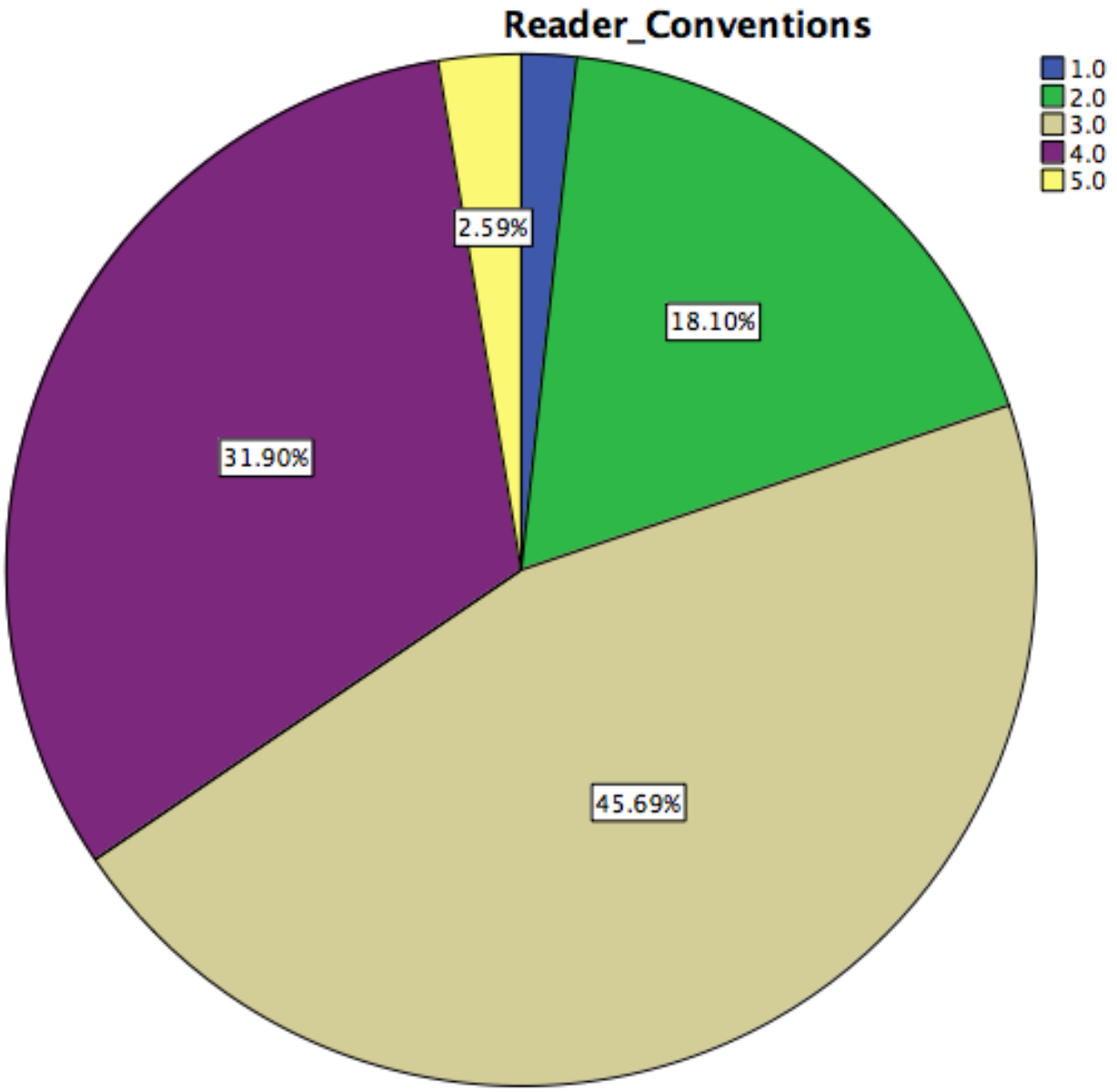
Pie Chart


Reader_overallscore
2.0
4.0
5.0
6.0
7.0
8.0
9.0
10.0
11.0
12.0
13.0
14.0
15.0
16.0
17.0
3.42%
2.56%
9.40%
1.71%
9.40%
8.55%
11.97%
14.53%
9.40%
5.98%
7.69%
10.26%


Reader_Aware_Reflect
1.0
2.0
3.0
4.0
5.0
8.42%
25.26%
36.84%
26.32%
3.16%


Reader_Claims_Evidence
1.0
2.0
3.0
4.0
7.96%
27.43%
37.17%
27.43%


Reader_Rhetoric_Style
1.0
2.0
3.0
4.0
5.0
0.86%
18.97%
36.21%
42.24%




```
DATASET ACTIVATE DataSet2.
ONEWAY Reader_Score BY Objective
  /STATISTICS DESCRIPTIVES HOMOGENEITY
  /MISSING ANALYSIS
  /POSTHOC=TUKEY ALPHA(0.05).
```

Notes

Output Created		21-MAR-2018 12:25:18
Comments		
Input	Data	/Users/meganotoole/Desktop/WACdata2.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	468
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
Syntax		ONEWAY Reader_Score BY Objective /STATISTICS DESCRIPTIVES HOMOGENEITY /MISSING ANALYSIS /POSTHOC=TUKEY ALPHA(0.05).
Resources	Processor Time	00:00:00.01
	Elapsed Time	00:00:00.00

[DataSet2] /Users/meganotoole/Desktop/WACdata2.sav

Descriptives

Reader_Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum
					Lower Bound	Upper Bound	
Awareness & Reflection	95	2.9053	.99010	.10158	2.7036	3.1070	1.00
Claims & Evidence	113	2.8407	.92163	.08670	2.6689	3.0125	1.00

Rhetoric & Style	116	3.1552	.79786	.07408	3.0084	3.3019	1.00
Conventions	116	3.1552	.80869	.07508	3.0064	3.3039	1.00
Total	440	3.0205	.88626	.04225	2.9374	3.1035	1.00

Descriptives

Reader_Score

	Maximum
Awareness & Reflection	5.00
Claims & Evidence	4.00
Rhetoric & Style	5.00
Conventions	5.00
Total	5.00

Test of Homogeneity of Variances

Reader_Score

Levene Statistic	df1	df2	Sig.
2.179	3	436	.090

ANOVA

Reader_Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9.122	3	3.041	3.949	.008
Within Groups	335.694	436	.770		
Total	344.816	439			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: Reader_Score

Tukey HSD

(I) Objective	(J) Objective	Mean	Std.	Sig.	95% Confidence Interval

		Difference (I-J)	Error		Lower Bound	Upper Bound
Awareness & Reflection	Claims & Evidence	.06456	.12214	.952	-.2504	.3796
	Rhetoric & Style	-.24991	.12142	.169	-.5630	.0632
	Conventions	-.24991	.12142	.169	-.5630	.0632
Claims & Evidence	Awareness & Reflection	-.06456	.12214	.952	-.3796	.2504
	Rhetoric & Style	-.31446*	.11598	.035	-.6136	-.0154
	Conventions	-.31446*	.11598	.035	-.6136	-.0154
Rhetoric & Style	Awareness & Reflection	.24991	.12142	.169	-.0632	.5630
	Claims & Evidence	.31446*	.11598	.035	.0154	.6136
	Conventions	.00000	.11522	1.000	-.2971	.2971
Conventions	Awareness & Reflection	.24991	.12142	.169	-.0632	.5630
	Claims & Evidence	.31446*	.11598	.035	.0154	.6136
	Rhetoric & Style	.00000	.11522	1.000	-.2971	.2971

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

Homogeneous Subsets

Reader_Score

Tukey HSD[a,b]

Objective	N	Subset for alpha = 0.05	
		1	2
Claims & Evidence	113	2.8407	
Awareness & Reflection	95	2.9053	2.9053
Rhetoric & Style	116		3.1552
Conventions	116		3.1552
Sig.		.948	.153

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 109.238.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

```
*Examining effect of portfolio type (electronic vs. paper) on scores.
*None of the scores were significantly effected by portfolio type.
DATASET ACTIVATE DataSet1.
EXAMINE VARIABLES=Reader_overallscore Reader_Aware_Reflect Reader_Claims_Evidence
    Reader_Rhetoric_Style Reader_Conventions BY TYPE
  /PLOT NONE
  /STATISTICS DESCRIPTIVES
  /CINTERVAL 95
  /MISSING LISTWISE
  /NOTOTAL.
```

Assessing whether portfolio type (paper or electronic) has an effect on scores.

Notes

Output Created		21-MAR-2018 12:25:18
Comments		
Input	Data	/Users/meganotoole/Desktop/WACdata.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	117
Missing Value Handling	Definition of Missing	User-defined missing values for dependent variables are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any dependent variable or factor used.

Syntax		EXAMINE VARIABLES=Reader_overallscore Reader_Aware_Reflect Reader_Claims_Evidence Reader_Rhetoric_Style Reader_Conventions BY TYPE /PLOT NONE /STATISTICS DESCRIPTIVES /CINTERVAL 95 /MISSING LISTWISE /NOTOTAL.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.00

TYPE

Case Processing Summary

	TYPE	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Reader_overallscore	Paper	32	76.2%	10	23.8%	42	100.0%
	Digital	61	81.3%	14	18.7%	75	100.0%
Reader_Aware_Reflect	Paper	32	76.2%	10	23.8%	42	100.0%
	Digital	61	81.3%	14	18.7%	75	100.0%
Reader_Claims_Evidence	Paper	32	76.2%	10	23.8%	42	100.0%
	Digital	61	81.3%	14	18.7%	75	100.0%
Reader_Rhetoric_Style	Paper	32	76.2%	10	23.8%	42	100.0%
	Digital	61	81.3%	14	18.7%	75	100.0%
Reader_Conventions	Paper	32	76.2%	10	23.8%	42	100.0%
	Digital	61	81.3%	14	18.7%	75	100.0%

Descriptives

TYPE				Statistic	Std. Error
Reader_overallscore	Paper	Mean		12.125	.4182
		95% Confidence Interval for Mean	Lower Bound	11.272	
			Upper Bound	12.978	
		5% Trimmed Mean		12.208	
		Median		12.000	
		Variance		5.597	
		Std. Deviation		2.3658	
		Minimum		6.0	
		Maximum		16.0	
		Range		10.0	
		Interquartile Range		3.0	
		Skewness		-.315	.414
		Kurtosis		.139	.809
	Digital	Mean		12.410	.3858
		95% Confidence Interval for Mean	Lower Bound	11.638	
			Upper Bound	13.182	
		5% Trimmed Mean		12.455	
		Median		12.000	
		Variance		9.079	
		Std. Deviation		3.0132	
		Minimum		7.0	
		Maximum		17.0	
		Range		10.0	
		Interquartile Range		5.0	
		Skewness		-.235	.306
		Kurtosis		-.932	.604
Reader_Aware_Reflect	Paper	Mean		2.906	.1513
		95% Confidence Interval for Mean	Lower Bound	2.598	
			Upper Bound	3.215	
		5% Trimmed Mean		2.951	
		Median		3.000	
		Variance		.733	
		Std. Deviation		.8561	
		Minimum		1.0	
		Maximum		4.0	
		Range		3.0	
		Interquartile Range		1.8	
		Skewness		-.471	.414

		Kurtosis		-.210	.809
		Mean		2.885	.1365
		95% Confidence Interval	Lower Bound	2.612	
		for Mean	Upper Bound	3.158	
		5% Trimmed Mean		2.873	
		Median		3.000	
		Variance		1.137	
	Digital	Std. Deviation		1.0661	
		Minimum		1.0	
		Maximum		5.0	
		Range		4.0	
		Interquartile Range		2.0	
		Skewness		-.020	.306
		Kurtosis		-.719	.604
		Mean		2.906	.1374
		95% Confidence Interval	Lower Bound	2.626	
		for Mean	Upper Bound	3.186	
		5% Trimmed Mean		2.896	
		Median		3.000	
		Variance		.604	
	Paper	Std. Deviation		.7771	
		Minimum		2.0	
		Maximum		4.0	
		Range		2.0	
		Interquartile Range		1.8	
		Skewness		.168	.414
		Kurtosis		-1.287	.809
Reader_Claims_Evidence		Mean		2.934	.1166
		95% Confidence Interval	Lower Bound	2.701	
		for Mean	Upper Bound	3.168	
		5% Trimmed Mean		2.983	
		Median		3.000	
		Variance		.829	
	Digital	Std. Deviation		.9105	
		Minimum		1.0	
		Maximum		4.0	
		Range		3.0	
		Interquartile Range		2.0	
		Skewness		-.415	.306
		Kurtosis		-.692	.604
		Mean		3.250	.1100
Reader_Rhetoric_Style	Paper	95% Confidence Interval	Lower Bound	3.026	
		for Mean	Upper Bound	3.474	

		5% Trimmed Mean		3.278	
		Median		3.000	
		Variance		.387	
		Std. Deviation		.6222	
		Minimum		2.0	
		Maximum		4.0	
		Range		2.0	
		Interquartile Range		1.0	
		Skewness		-.214	.414
		Kurtosis		-.472	.809
		Mean		3.311	.1007
		95% Confidence Interval for Mean	Lower Bound	3.110	
			Upper Bound	3.513	
		5% Trimmed Mean		3.346	
		Median		3.000	
		Variance		.618	
	Digital	Std. Deviation		.7862	
		Minimum		1.0	
		Maximum		5.0	
		Range		4.0	
		Interquartile Range		1.0	
		Skewness		-.620	.306
		Kurtosis		.057	.604
		Mean		3.063	.1265
		95% Confidence Interval for Mean	Lower Bound	2.804	
			Upper Bound	3.321	
		5% Trimmed Mean		3.104	
		Median		3.000	
		Variance		.512	
	Paper	Std. Deviation		.7156	
		Minimum		1.0	
		Maximum		4.0	
Reader_Conventions		Range		3.0	
		Interquartile Range		.8	
		Skewness		-.656	.414
		Kurtosis		1.072	.809
		Mean		3.279	.1100
		95% Confidence Interval for Mean	Lower Bound	3.059	
	Digital		Upper Bound	3.499	
		5% Trimmed Mean		3.273	
		Median		3.000	

	Variance	.738	
	Std. Deviation	.8589	
	Minimum	1.0	
	Maximum	5.0	
	Range	4.0	
	Interquartile Range	1.0	
	Skewness	-.254	.306
	Kurtosis	-.232	.604

```
GLM Reader_overallscore Reader_Aware_Reflect Reader_Claims_Evidence Reader_Rhetoric_Style
   Reader_Conventions BY TYPE
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
  /CRITERIA=ALPHA(.05)
  /DESIGN= TYPE.
```

Notes

Output Created		21-MAR-2018 12:25:18
Comments		
Input	Data	/Users/meganotoole/Desktop/WACdata.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	117
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the model.

Syntax		GLM Reader_overallscore Reader_Aware_Reflect Reader_Claims_Evidence Reader_Rhetoric_Style Reader_Conventions BY TYPE /METHOD=SSTYPE(3) /INTERCEPT=INCLUDE /CRITERIA=ALPHA(.05) /DESIGN= TYPE.
Resources	Processor Time	00:00:00.01
	Elapsed Time	00:00:00.00

[DataSet1] /Users/meganotoole/Desktop/WACdata.sav

Between-Subjects Factors

		Value Label	N
TYPE	.00	Paper	32
	1.00	Digital	61

Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.952	436.544[b]	4.000	88.000	.000
	Wilks' Lambda	.048	436.544[b]	4.000	88.000	.000
	Hotelling's Trace	19.843	436.544[b]	4.000	88.000	.000
	Roy's Largest Root	19.843	436.544[b]	4.000	88.000	.000
TYPE	Pillai's Trace	.024	.542[b]	4.000	88.000	.705
	Wilks' Lambda	.976	.542[b]	4.000	88.000	.705
	Hotelling's Trace	.025	.542[b]	4.000	88.000	.705
	Roy's Largest Root	.025	.542[b]	4.000	88.000	.705

a. Design: Intercept + TYPE
b. Exact statistic

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Reader_overallscore	1.703[a]	1	1.703	.216	.643
	Reader_Aware_Reflect	.009[b]	1	.009	.009	.924
	Reader_Claims_Evidence	.017[c]	1	.017	.022	.882
	Reader_Rhetoric_Style	.079[d]	1	.079	.147	.702
	Reader_Conventions	.981[e]	1	.981	1.484	.226
Intercept	Reader_overallscore	12634.649	1	12634.649	1600.761	.000
	Reader_Aware_Reflect	704.009	1	704.009	704.664	.000
	Reader_Claims_Evidence	716.017	1	716.017	951.810	.000
	Reader_Rhetoric_Style	903.649	1	903.649	1675.403	.000
	Reader_Conventions	843.992	1	843.992	1277.132	.000
TYPE	Reader_overallscore	1.703	1	1.703	.216	.643
	Reader_Aware_Reflect	.009	1	.009	.009	.924
	Reader_Claims_Evidence	.017	1	.017	.022	.882
	Reader_Rhetoric_Style	.079	1	.079	.147	.702
	Reader_Conventions	.981	1	.981	1.484	.226
Error	Reader_overallscore	718.254	91	7.893		
	Reader_Aware_Reflect	90.915	91	.999		
	Reader_Claims_Evidence	68.456	91	.752		
	Reader_Rhetoric_Style	49.082	91	.539		
	Reader_Conventions	60.137	91	.661		
Total	Reader_overallscore	14817.000	93			
	Reader_Aware_Reflect	869.000	93			
	Reader_Claims_Evidence	864.000	93			
	Reader_Rhetoric_Style	1056.000	93			
	Reader_Conventions	1016.000	93			
Corrected Total	Reader_overallscore	719.957	92			
	Reader_Aware_Reflect	90.925	92			
	Reader_Claims_Evidence	68.473	92			
	Reader_Rhetoric_Style	49.161	92			
	Reader_Conventions	61.118	92			

a. R Squared = .002 (Adjusted R Squared = -.009)
b. R Squared = .000 (Adjusted R Squared = -.011)
c. R Squared = .000 (Adjusted R Squared = -.011)

d. R Squared = .002 (Adjusted R Squared = -.009)
e. R Squared = .016 (Adjusted R Squared = .005)

Portfolio Assessment Findings, Fall 2017

- Our inter-rater reader reliability scores indicate reliable scoring participants and method.
- The average rubric score was 2.85. (A score of 4 indicates full proficiency, whereas 5 is defined as "exceeds proficiency." See attachment #1)
- The lowest rubric score was a 2/20 while the highest was a 17/20.
- The histogram follows/displays a normal distribution, which shows that the majority of our 101 students are scoring on an average, with a few lower and a few higher.
- For Awareness and Reflection scores, 3 was the most common (37%) and 5 was the least common (3%).
- For Claims and Evidence scores, 3 was the most common (37%) and 1 was the least common (8%).
- For Rhetoric and Style scores, 3 was the most common (42%) and 5 was the least common(<1%).
- For Conventions scores, 3 was the most common (46%) and 1 was the least common (<1%).
- The ANOVA test that follows shows that, in fact, the Rhetoric and Style and Conventions categories were scored significantly higher than the Claims and Evidence category.
- Rhetoric and Style scored a 3.155 average and scored the fewest 1 and 0 scores.
- The categories of Rhetoric and Style and Conventions scored, on average, higher than Claims and Evidence.
- Awareness and Reflection scored an average of 3/5.
- There was not one perfect score of 5 in the Claims and Evidence section.
- Of the students whose portfolios showcased reflective writing, 66% scored a 3 or above. Only 8% scored a 1.
- 95/117 portfolios showcased reflective writing in their portfolios.
- 19% of portfolios scored a O (or "No Evidence") on reflective writing despite the high number of reflective writing listed on syllabi assessment.
- Results indicate that there was no significant difference between digital portfolios and paper portfolios.

Strengths

- Awareness and Reflection scored, on average, a 3/5, which is this category's highest score in recent years. This news follows a full year of targeted work in this area in response to 2016-2017 reflective writing assessment results, which indicated a lack of reflective writing in the John Jay first-year writing classroom (both in quantity and quality). Only a small percentage of students' portfolios showed "no evidence" of reflective writing at all.

The scores in this component this fall indicate that the actions below have had significant positive impact and should be continued next year. The following excerpt comes from the "Actions" section of last year's report and were implemented during the 2017-2018 academic year:

- *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 resource 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.*

- Inter-rater reader reliability was high, which shows that our rubric is conducive for assessment and/or that our readers are reading "similarly."

- The rhetoric and style category scored a 3.155 average and scored the fewest 1 and 0 scores, which shows that the writing program English 101 curriculum is supporting quality work with regard to this learning objective.

Weaknesses

- Claims and Evidence scored the lowest of the four rubric categories reviewed.

- While less than 20%, the number of students who scored a O ("no evidence") on Awareness and Reflection in their portfolios is still rather high given last year's emphasis on this category and given the improvements in the work that is included in the portfolios.

Actions:

- Given the improvements in Reflection and Awareness, the Writing Program will implement similar actions with regard to this curriculum component in order to sustain and boost improvements:

    - The Fall 2018 faculty curriculum memo will, again, prioritize Reflection and Awareness. 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.

    - More than four 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 resource 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.

- Faculty development sessions on the use of Claims, Evidence, Warrant (Stephen Toulmin's model) will be offered to address the slightly lower than expected Claims and Evidence category.

ENG 201 Outcomes Assessment
Spring 2018

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 2018 Eng 201
Method of Study

Syllabi were collected from every section of ENG 201 for the Spring 2018 outcomes assessment. Of these, 20% were randomly selected for assessment.

Syllabi Review for 201

Syllabi Review			
	Yes	No	Somewhat
Learning objectives match the Writing Program's objectives.	87%	6%	6%
Portfolio midterm is required.	23%	47%	20%
Library training is scheduled.	26%	47%	17%
Digital work is assigned.	87%	13%	-
Syllabus explicitly refers to grammar instruction.	50%	43%	6%
Reflective writing is assigned.	88%	6%	6%
Portfolio is required.	97%	3%	-
E-portfolio is assigned.	73%	27%	-
Peer Review Required.	80%	10%	10%
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.)	97%	-	3%
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.	97%	-	3%
An assignment that requires the use of the 101 portfolio is mentioned somehow	53%	47%	-

Writing Center attendance is

Required for all	34%
Required for some	34%
Encouraged	-
Not mentioned	33%

English 201 Syllabi Review Findings

Strengths

- It appears that 94% of our faculty are now assigning reflective writing in English 201. Only 6% of the syllabi reviewed show that no reflective writing is assigned. This means that reflective writing in the 201 classroom has increased by nearly 20% since last year. 88% of faculty refer to reflective writing on the syllabus explicitly and 6% mention it "somewhat." Note: This news comes after a full year of targeted work in this area given our targeted reflective writing assessment results last year, which indicated a lack of reflective writing in the first-year writing classroom (both in quantity and quality).

- 97% 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.

- 97-100% of syllabi reviewed require (or "somewhat" require) writing in 2-3 disparate academic disciplines. This is a near 35-37% improvement from last year as indicated by the following quote from last year's report:

  > *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.*

- 97% of the syllabi reviewed indicate that the final portfolio is a course requirement.

- Close to 90% of the syllabi show that digital work is assigned—a 15% increase from last year's 201 syllabi review.

- Approximately 75% of the syllabi show that the portfolio assigned is digital, a greatly improved number from past years.

- 90% of the syllabi show that peer review work is either explicitly assigned (80%) or somewhat assigned (10%). This is a 15% increase from last year's 201 syllabi review.

- Close to 45% of syllabi mention (or "somewhat" mention) the requirement of a midterm portfolio review. This number was 0% in last year's assessment and only 15% in this year's 101 syllabi assessment. This could indicate that students are receiving more scaffolded guidance and feedback on portfolio development than in recent semesters.

Weaknesses

- Only 93% of collected syllabi show (or somewhat show) course objectives as matching the writing program objectives. While this number is relatively high, it still indicates a 13% decrease from last year.

- While close to all (88%) of our 201 courses required the use of the 101 portfolio last year (a 201 course requirement implemented in order to bridge what students perceive as a "disconnect" between the two courses

in the sequence as indicated by past student focus groups) this year, only 53% of the syllabi selected mentioned this requirement. This is more than a 30% decrease from last spring.

- Less than 75% of the syllabi reviewed provide Writing Center information and mark the center's programing as required for some/all or encouraged. This is a 25% decrease from last year's spring assessment.

- Though this number has improved slightly, only 47% of the syllabi reviewed show scheduled library sessions. However, at a recent meeting between the Writing Program and the library faculty, it was decided that the writing program would not require (or even encourage) *all* 201 faculty to schedule library sessions due to the librarians' reported time and space limitations.

Actions

- Include in the curriculum memo for Fall 2018 that that the writing program's learning objectives must be listed explicitly on the syllabus. Note the decrease in spring 2018 syllabi assessment.

- Include in the curriculum memo for Fall 2018 that writing in 2-3 disparate academic disciplines is required for WAC courses. Note the higher percentage this year than in recent years and commend this improvement.

- Include in the curriculum memo for Fall 2018 that midterm portfolios should be collected and commented on as a best practice (though not required). Note the higher number than in recent years and commend the increase.

- Include in the curriculum memo for Fall 2018 that library sessions for 201 should be scheduled before the semester begins. Though a session with a librarian is not required, 201 faculty should assign research across the disciplines and should consider leading their own academic research workshop in lieu of attending a library session given the librarians' limited spring resources.

- In the curriculum memo for Fall 2018, commend faculty for improvements in the amount and types of reflective writing work assigned. Continue to emphasize that reflective writing assignments should be happening all throughout the semester (and why) and not simply at the end of the semester for the required final reflection.

- The Writing Program Director will work with the Writing Center Director on a new outreach plan for Writing Center programming in the first-year writing classroom.

- Include in the curriculum memo for Fall 2018 that faculty are strongly encouraged to assign a digital course portfolio. As started in Spring 2018, no student portfolio work will be collected in hard copy.

- Continue to run faculty development sessions on reflective writing in order to sustain and deepen these improvements.

- Continue to run faculty development sessions on best cross-discipline WAC practices in order to sustain and deepen this year's improvements.

- Continue to run faculty development sessions on digital portfolio platforms and best practices in order to sustain and deepen this year's improvements.

Portfolio Review, Spring 2018 Eng 201
Method of Study

In order to have the option to conduct comparative analyses between our Fall 2017 results and our Spring 2018 results, we repeated the fall portfolio assessment method almost exactly. With the help of SASP, however, for the first time in our program history, only digital portfolio submissions were accepted for this assessment.

Three students from every section of ENG 101 were selected at random for our Fall 2017 student portfolio outcomes assessment. 102 portfolios in total were ultimately submitted, accepted, reviewed, and scored. 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.

Like fall, all portfolio outcomes scoring was conducted via Digication eportolio assessment tools and not via hard copy rubrics as in previous years. All scores were input and archived in a private group space.

See attachment #1 for the Writing Program rubric used for scoring during this assessment. Please also note that the sections highlighted on this rubric (Claims and Evidence; Rhetoric and Style; Conventions; and Reflection and Awareness) were the only four categories (out of eight total) scored during this assessment scoring session.

The following charts/scores/graphs were prepared by Megan O'Toole, John Jay College WAC Writing fellow.

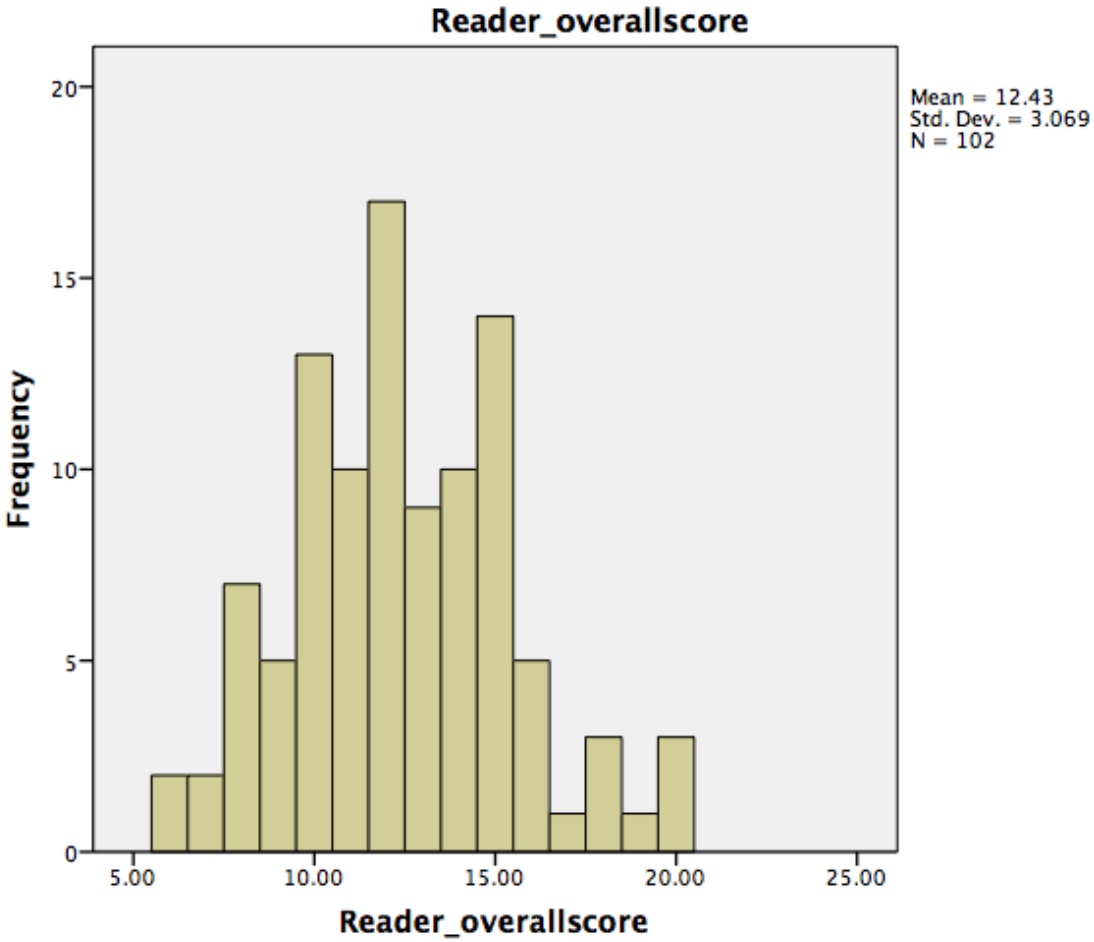
Narrative findings of this section can be reviewed on page 52 of this report.

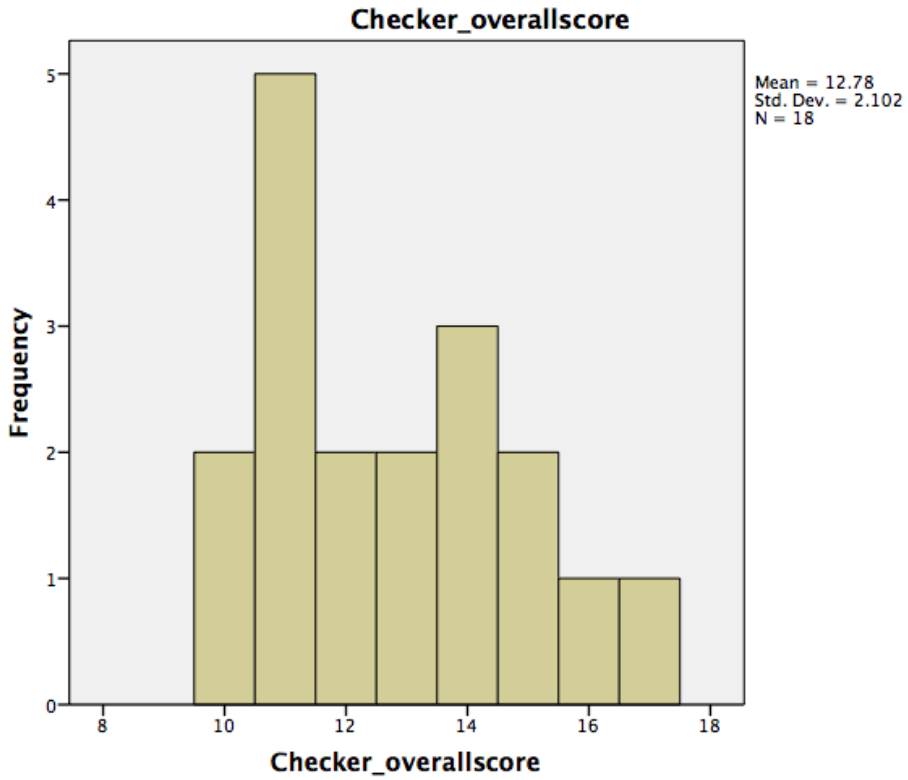
Frequencies

Statistics

		Reader_overall score	Checker_overall score
N	Valid	102	18
	Missing	0	84
Mean		12.4314	12.78
Median		12.0000	12.50
Mode		12.00	11
Minimum		6.00	10
Maximum		20.00	17

Histogram


Reader_overallscore
Mean = 12.43
Std. Dev. = 3.069
N = 102
Frequency
20
15
10
5
0
5.00
10.00
15.00
20.00
25.00
Reader_overallscore



Frequencies

Statistics

		Difference between readers and checkers overall scores	Difference between readers and checkers awareness and reflection scores	Difference between readers and checkers claims and evidence scores	Difference between readers and checkers rhetoric and style scores	Difference between readers and checkers conventions scores
N	Valid	18	18	18	18	18
	Missing	84	84	84	84	84
Mean		1.7222	.5000	.5000	.7222	.5556

Frequency Table

Difference between readers and checkers overall scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7.00	1	1.0	5.6	5.6
	4.00	2	2.0	11.1	16.7
	3.00	1	1.0	5.6	22.2
	2.00	3	2.9	16.7	38.9

	1.00	7	6.9	38.9	77.8
	.00	4	3.9	22.2	100.0
	Total	18	17.6	100.0	
Missing	System	84	82.4		
Total		102	100.0		

Difference between readers and checkers awareness and reflection scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	2	2.0	11.1	11.1
	1.00	5	4.9	27.8	38.9
	.00	11	10.8	61.1	100.0
	Total	18	17.6	100.0	
Missing	System	84	82.4		
Total		102	100.0		

Difference between readers and checkers claims and evidence scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	1.0	5.6	5.6
	1.00	7	6.9	38.9	44.4
	.00	10	9.8	55.6	100.0
	Total	18	17.6	100.0	
Missing	System	84	82.4		
Total		102	100.0		

Difference between readers and checkers rhetoric and style scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	2	2.0	11.1	11.1
	1.00	9	8.8	50.0	61.1
	.00	7	6.9	38.9	100.0
	Total	18	17.6	100.0	
Missing	System	84	82.4		
Total		102	100.0		

Difference between readers and checkers conventions scores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	2	2.0	11.1	11.1
	1.00	6	5.9	33.3	44.4
	.00	10	9.8	55.6	100.0
	Total	18	17.6	100.0	
Missing	System	84	82.4		
Total		102	100.0		

Explore

TYPE

Case Processing Summary

	TYPE	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Reader_overallscore	2.00	86	84.3%	16	15.7%	102	100.0%
Reader_Aware_Reflect	2.00	86	84.3%	16	15.7%	102	100.0%
Reader_Claims_Evidence	2.00	86	84.3%	16	15.7%	102	100.0%
Reader_Rhetoric_Style	2.00	86	84.3%	16	15.7%	102	100.0%
Reader_Conventions	2.00	86	84.3%	16	15.7%	102	100.0%

Descriptives

TYPE				Statistic	Std. Error
Reader_overallscore	2.00	Mean		13.0698	.30355
		95% Confidence Interval for Mean	Lower Bound	12.4662	
			Upper Bound	13.6733	
		5% Trimmed Mean		12.9871	
		Median		13.0000	
		Variance		7.924	
		Std. Deviation		2.81505	
		Minimum		8.00	
		Maximum		20.00	
		Range		12.00	

		Interquartile Range		4.00	
		Skewness		.387	.260
		Kurtosis		.022	.514
		Mean		3.09302	.107995
		95% Confidence Interval for Mean	Lower Bound	2.87830	
			Upper Bound	3.30775	
		5% Trimmed Mean		3.10724	
		Median		3.00000	
		Variance		1.003	
Reader_Aware_Reflect	2.00	Std. Deviation		1.001504	
		Minimum		1.000	
		Maximum		5.000	
		Range		4.000	
		Interquartile Range		1.250	
		Skewness		-.406	.260
		Kurtosis		-.271	.514
		Mean		3.2558	.09529
		95% Confidence Interval for Mean	Lower Bound	3.0664	
			Upper Bound	3.4453	
		5% Trimmed Mean		3.2416	
		Median		3.0000	
		Variance		.781	
Reader_Claims_Evidence	2.00	Std. Deviation		.88366	
		Minimum		1.00	
		Maximum		5.00	
		Range		4.00	
		Interquartile Range		1.00	
		Skewness		-.007	.260
		Kurtosis		-.418	.514
		Mean		3.2093	.09940
		95% Confidence Interval for Mean	Lower Bound	3.0117	
			Upper Bound	3.4069	
		5% Trimmed Mean		3.2028	
		Median		3.0000	
		Variance		.850	
Reader_Rhetoric_Style	2.00	Std. Deviation		.92184	
		Minimum		1.00	
		Maximum		5.00	
		Range		4.00	
		Interquartile Range		1.00	
		Skewness		.029	.260
		Kurtosis		-.254	.514

		Mean		3.5116	.08060
		95% Confidence Interval for Mean	Lower Bound	3.3514	
			Upper Bound	3.6719	
		5% Trimmed Mean		3.5129	
		Median		3.5000	
		Variance		.559	
Reader_Conventions	2.00	Std. Deviation		.74745	
		Minimum		2.00	
		Maximum		5.00	
		Range		3.00	
		Interquartile Range		1.00	
		Skewness		.046	.260
		Kurtosis		-.267	.514

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Reader_overallscore	102	6.00	20.00	12.4314	3.06856
Reader_Aware_Reflect	88	1.000	5.000	3.09091	.990023
Reader_Claims_Evidence	100	1.00	5.00	3.2400	.87755
Reader_Rhetoric_Style	100	1.00	5.00	3.1500	.90314
Reader_Conventions	102	2.00	5.00	3.5000	.74129
Valid N (listwise)	86				

Portfolio Assessment Findings, Spring 2018

- Our inter-rater reader reliability scores indicate reliable scoring participants and method, even slightly higher than Fall 2017.

- The histogram follows/displays a normal distribution, which shows that the majority of our 101 students are scoring on an average, with a few lower and a few higher.

- The average rubric category score was an approximate 3. (A score of 4 indicates full proficiency, whereas 5 is defined as “exceeds proficiency.” See attachment #1)

- All measures of central tendency (or, “average”) suggest that reports were scored at ~12 points out of 20.

- Readers scored each category about the same (~3). No one category scored far better or worse than any others.

- Technically, Conventions scored the highest and Awareness and Reflection scored the lowest, but these differences were quite minimal.

- Claims and Evidence scored slightly higher in spring 201 assessment than it did in fall 101 assessment.

- The Eng 201 assessment score for the Rhetoric and Style category decreased since fall. This finding makes sense given that, in 201, students should be required to work in a variety of genres and styles. Since students are not asked to vary their rhetoric and style much in 101, it would make sense that success in this category would be harder to achieve in 201 than in 101. Still, we would like to see this category score higher given the purpose of Eng 201.

- More readers gave a 0 score (as “No Evidence” or “Missing”) to Awareness and Reflection than any of the other scores, which means that there are still some instructors not including much Awareness and Reflection despite the increase of its presence on the syllabi overall.

Strengths

- Inter-rater reader reliability was high, which shows that our rubric is conducive for assessment and/or that the readers are reading "similarly."

- The Claims and Evidence category scores have increased since 101 assessment.

- In comparison to previous years, a small percentage of students’ portfolios show “no evidence” of Reflection and Awareness. This mirrors improvement seen in fall 101 assessment. This also follows a full year of targeted work in this area in response to 2016-2017 reflective writing assessment results, which indicated a lack of reflective writing in the first-year John Jay classroom (both in quantity and quality).

  The scores in this component this spring indicate that the actions below have had significant positive impact and should be continued next year. The following excerpt comes from the “Actions” section of last year’s report and were implemented during the 2017-2018 academic year:

- *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 resource 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*

- Claims and Evidence scored slightly higher in spring 201 assessment than it did in fall 101 assessment.

<u>Weaknesses</u>

- Despite the fact that a smaller percentage of students' portfolios showed "no evidence" of Awareness and Reflection at all (in comparison to previous years) this category still has far more zeros than any other category, which indicates that some instructors (though less than in previous years) are still not prioritizing reflective writing in the John Jay first-year writing classroom.

- The Eng 201 assessment score for the Rhetoric and Style category decreased since fall. (Our students' weakness in this category—as linked to a notable lack of distinction between writing assignments across genres/disciplines — was also the main topic of conversation during our informal post-assessment discussion.) While a slight decrease from 101 to 201 makes sense in this category (given that, in 201, students should be required to work in a variety of genres and styles and hence this Rhetoric and Style work is more advanced in 201 than in 101 for which students are not challenged to vary their Rhetoric and Style as much) the readers contend that this rubric category should, indeed, be higher than it was this spring.

<u>Actions</u>

- Given the improvements in Reflection and Awareness, the Writing Program will implement similar actions with regard to this curriculum component in order to sustain and bolster improvements:

    - The Fall 2018 faculty curriculum memo will, again, prioritize Reflection and Awareness. 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.

    - More than four 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 resource 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.

- The 2018 faculty curriculum memo will emphasize the importance Rhetoric and Style in English 201. Faculty must make significant efforts to not only assign work in 2-3 disparate disciplines, but they must also make more concerted efforts to assign 2-3 disparate writing forms and writing genres within their selected disciplines. As reported by the scoring instructors, there was not enough genre differentiation within these portfolios, a major tenet of WAC work.

- More than three faculty development sessions will be devoted to Rhetoric and Style in 201. In particular, we will run workshops on form and genre experimentation and instruction in the first-year writing classroom.

- Faculty mentors will be asked to pay particularly close attention to their mentees' understanding and implementation of WAC principles such as their assigning of 2-3 varying forms and genres cross-discipline.

- The program's e-rhetoric digication site will be updated to include more examples of cross-genre/form assignments, lessons, and assessment strategies in order to provide understanding and implementation of consistent and specific WAC principles in the first-year classroom.

Appendix I

The following rubric was used as the scoring instrument for portfolio review in both fall, 2017 and spring, 2018. Only the four categories shaded in green were assessed this academic year. (Rubric sections are selected for target assessment on a rotating basis.)

John Jay College Writing Program
Portfolio Evaluation Rubric

	5 Exceeds Proficiency	4 Proficiency	3 Some Proficiency	2 Little Proficiency	1 No Proficiency	0 No Evidence of Proficiency
Invention and Inquiry Students learn to generate, explore and expand their ideas in a meaningful, thorough and complex way.						
Awareness and Reflection Students learn to reflect on their own writing and learning and increase their understanding of who they are as writers and learners.						
Writing Process Students learn methods of composing, drafting, revising, editing and proofreading.						
Claims and Evidence Students learn to develop substantial, plausible claims, provide valid and/or strong arguments, and show why and how their evidence supports their claims.						

TURN PAGE OVER

	5 Exceeds Proficiency	4 Full Proficiency	3 Some Proficiency	2 Little Proficiency	1 No Proficiency	0 No Evidence of Proficiency
Research Students learn to conduct research (primary and secondary), evaluate research sources, integrate research to support their ideas, and cite sources appropriately.						
Rhetoric and Style Students learn rhetorical and stylistic choices that are appropriate and advantageous to a variety of genres, audiences and contexts.						
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 the punctuation necessary for diverse literary and academic writing contexts.						

Appendix II

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 process and abilities using specific evidence from her/his own drafts and revisions.**						
Warrant **The writer demonstrates and comments on the connection between claims and evidence.**						
Discovery **The writer shows discovery through connection, comparison, analysis, or another clearly identifiable method.**						

Appendix III

Fall 2017

EAP 121:
Total sections: 1
Total enrollment: 12
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: 74, minus 4 college now and 2 prison: 68
Total enrollment: 1796, without college now and prison: 1677
Full-time sections: 23, without prison: 21
Adjunct sections: 51, without college now: 47

ENG 131:
Total sections: 2
Total enrollment: 56
Full-time sections: 2
Adjunct sections: 0

ENG 133:
Total sections: 2
Total enrollment: 52
Full-time sections: 1
Adjunct sections: 1

ENG 201:
Total sections: 16
Total enrollment: 431
Full-time sections: 8
Adjunct sections: 8

ENG electives:
Total sections: 24

Total enrollment: 471
Full-time sections: 15
Adjunct sections: 9

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

Spring 2018

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

EAP 131:
Total sections: 1
Total enrollment: 9
Full-time sections: 1
Adjunct sections: 0

ENG 101:
Total sections: 11, minus 2 college now: 9
Total enrollment: 302, without college now: 241
Full-time sections: 5
Adjunct sections: 6, without college now: 4

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

ENG 133:
Total sections: 1
Total enrollment: 15
Full-time sections: 1
Adjunct sections: 0

ENG 201:
Total sections: 65, minus 2 college now and 2 prison: 61

Total enrollment:	1582, without college now and prison: 1521
Full-time sections:	17
Adjunct sections:	48, without college now and prison: 44

ENG electives:

Total sections:	24
Total enrollment:	471
Full-time sections:	10
Adjunct sections:	14

ENGW 100:

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

Total sections:	222 (college now and prison included)
Total enrollment:	5225 (college now and prison included)
Full-time sections:	84