

**John Jay College, CUNY
English Department
Vertical Writing Program**

**First-Year Writing
Annual Report
Academic Year 2020-2021**

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John Jay College, CUNY
English Department Vertical Writing Program
First-Year Writing Annual Report
Academic Year 2020-2021

Executive Summary

Despite the challenges of running a program for first-year college students in the middle of a pandemic, the academic year 2020-2021 proved to be First-Year Writing's most successful year ever, as judged by both quantitative and qualitative measures put forth in this lengthy annual report and the number of new literacy initiatives we launched to support student writers at the college. Our success was not a fluke. The foundations we now have in place after 10 years of "closing the loop" assessment work enabled us to not only survive the pandemic but thrive in it. In this difficult year, we leaned on our existing structures (faculty development and faculty mentoring program) and our talented faculty (expert and innovative and engaged full-time faculty and our many talented and versatile veteran adjunct faculty). Though we probably worked harder than in any other year, the results speak for themselves.

Statistical Highlights

The pass rate in ENG 101 for 2020-2021 reached an all-time high of 93.9 percent, according to the CUNY PMP report. Our ENG 101 pass rate was second highest among all senior colleges.

The Writing Program designed and taught an ENG 101 January WinterBridge Workshop that enabled 25 students who had earned a D/F grade in ENG 101 in the Fall of 2020 to raise their grade to C-or-better. In June, 16 students enrolled in the newly designed ENG 201 SummerBridge workshop and turned their Spring D/F 201 Grades into C-or-better.

Despite the circumstances surrounding the COVID-19 pandemic and its effects on teaching and learning, this year's assessment of 101 and 201 student work showed an improvement in every single rubric category assessed (Claims & Evidence, Rhetoric & Style, Conventions and Rhetoric & Style) in both first-year courses, specifically:

- In ENG 101, the assessed student portfolio holistic average score rose to 12.99 as compared to the last assessment's (pre-pandemic) holistic average score, which was a 11.32, representing a 1.67 point gain on a 20 point scale. This improvement is highly significant.
- In ENG 201, the assessed students' portfolio holistic average score rose to 12.68 as compared to the previous (pre-pandemic) assessment's holistic average 201 portfolio score of 10.9, representing a whopping 1.78 point improvement on a 20 point scale. This difference is highly significant.

ENG 101 Syllabus Review Statistics:

- Pandemic Teaching Modality: In ENG 101, 100 per cent of the course syllabi clearly or somewhat listed the teaching modality of the course (online mixed synchronous) with 96 percent identifying the synchronous hours and more than 82 percent identifying the modality of office hours.
- Curricular Consistency: In ENG 101, 96 percent of our course syllabi include the learning objectives (21 percent increase over the last two years) for the program and 100 percent include all or most of the

prescribed curricular assignments. 100 percent of our courses require students to do work in digital writing.

- Co-curricular Supports: More than 80 percent of ENG 101 faculty require a library presentation and more than 85 percent require or recommend Writing Center visits.

ENG 201 Syllabus Review Statistics

- Pandemic Teaching Platforms: Faculty used a variety of technologies in ENG 201, with most using more than one (percentages in parentheses): Blackboard (100%); ZOOM (82 %); Digication (82%); Google Suite (9%); Discord (5%); Slack (5%).
- Curricular Consistency: In ENG 101, 99 percent of our course syllabi include the learning objectives. 100 percent of the courses required the use of primary and/or secondary research and 96 percent required writing in at least three different disciplines/genres.
- Office Hours: Almost 100% of all syllabi assessed explicitly (or “somewhat” explicitly) list the instructor’s office hour modality and/or procedure. This is a 30% increase from the fall of this year.

Faculty Focus Group Finding

Though not on the official Writing Program rubric (yet!), faculty readers discussed a pattern of evidence indicating that the eportfolios in ENG 201 appear to be operating as a learning tool more than in previous years, meaning that fewer instructors are having students “dump” their work into portfolios at the end of the semester, using the portfolios as a file cabinet. Rather students are building eportfolios throughout the semester for deeper ownership and reflective understanding. Many note that portfolios utilize visual rhetoric and digital writing tools to truly show the process of their work. This comes as a result of extensive faculty development in this area over the last three years. Preparing students to write in digital spaces is no longer optional, as both their academic and career writing work will take place almost exclusively in digital spaces. Our long-time partnership with the Digication e-portfolio office and their efforts are a vital part of this success.

Successful Response to Teaching Writing in a Pandemic

We were able to successfully pivot to synchronous mixed pedagogy teaching of writing because of the talent, expertise, and creativity of our full-time faculty who ran a series of five faculty development workshops on synchronous online teaching best practices, mentored faculty on a virtually one-on-one level; and researched and wrote an online guide for teaching writing in the online context.

The Anti-Racist Pedagogy in Action Series

We held three inclusive/anti-racist faculty development workshops on teaching for all English Department faculty. The workshops focused on both curriculum and pedagogy and were hands on and interactive attempts to explicitly grapple with content choices, curricular design, and pedagogical stances and actions in the classroom. More than 18 faculty attended.

Three New Literacy Initiatives

- Inter-semester Bridge Workshop Program for ENG 101 and ENG 201: Our inter-semester Bridge Workshop for ENG 101 enabled 30 students who had earned a D/F grade in the fall semester to achieve a grade of C-or-better, which will create momentum for them in the Spring. Our brand-new inter-semester Bridge Workshop for ENG 201 debuted in June and enabled 16 students who earned a D/F grade in ENG 201 in the Spring semester to achieve a grade of C-or-better, which will create momentum for them going into next fall.
- Research and Creativity Week Event to Celebrate John Jay's Best Writers: This 2-hour online ZOOM event celebrated the very best of research-based academic writing and creative writing. Students presented their eportfolios, discussed their research and writing processes and read aloud from their work. More than 50 faculty and students attended.
- The Power of Language: John Jay College Writers of Excellence: In May of 2021, we launched a digital website to publish the best student writing at the college. The publication features work from first-year students in ENG 101 and 201, alongside research projects from the newly launched Writing and Rhetoric Minor and the student writing from Writing Intensive Courses. You can visit the new writing website here: johnjaywriting.org

As writing program faculty members we are so often told by colleagues about John Jay students' poor writing performance, and we are sure that the students are told this, too. The Research and Creativity Week Event and the *Power of Language* web site provide the opportunity to show the creativity, talent, and expertise of the writers at John Jay who actually excel with our curriculum and support.

It should not go without mention that all of the projects and success listed above and detailed in this report were accomplished by a group of English Department, Vertical Writing Program faculty who also oversee and teach in the department's new Writing and Rhetoric Minor and work in the college's Writing Across the Curriculum program. This year, these same faculty designed a Technical Writing course for the Math and Computer Science Majors and designed and put through governance three new writing-in-the-disciplines courses for upper level students: Writing in the Social Sciences, Writing in the Humanities; and Writing in Criminal Justice. (A fourth course, Writing in the Sciences is designed, but has not gone through governance yet.) This explicit and cohesive connection of First Year Writing to the writing initiatives and curriculum in upper-level courses is purposeful on our part. While First Year Writing introduces students to college-level writing practices and rhetorical concepts, only through repeated and more advanced exposure to writing curriculum and practice can we hope for students to reach the literacy level needed for research-based academic writing through to their capstone and graduation.

While we can be certain that the academic 2021-2022 cannot possibly be a return to "normal," with the foundation we have built and the curricular and co-curricular initiatives we launched this year, we are more prepared than ever before to support students as they start their academic literacy journey at John Jay, regardless of what the new year brings.

Summary of 2020-2021 FYW Outcomes Assessment Results, New Program Initiatives, and Recommendations

Teaching in a pandemic and within a renewed college-wide and national focus on antiracism in teaching provided new challenges for the First-Year Writing Program in 2020-2021. The initiatives below enabled us to not only maintain our successful program, but many of our program success markers actually reached new highs for student success. The initiatives below and the full time faculty who led them are responsible for this tremendous success during the hardest of all teaching years, when a drop in performance would have been expected.

The FYW Program's 2020-2021 Focus on Anti-Racist Pedagogy

In the Spring of 2021, the FYW program pioneered an ongoing anti-racist pedagogy series entitled *The FYW Anti-Racist Pedagogy in Action Series*. This three-part, one-semester series featured the following workshops, some offered more than once, in an effort to support faculty in developing curriculum and pedagogical practices that are inclusive and explicitly racially aware.

- **Anti-Racist Pedagogy in Action in ENG 201 (facilitated by Professor Kim Liao)**

In this interactive workshop, we'll examine a single ENG 201 unit with an emphasis on anti-racist readings and pedagogy, and how these resources can effectively be used to teach rhetorical awareness and disciplinary writing in different genres. We'll also consider how examples of scaffolded classroom activities and low-stakes writing assignments can be effectively deployed our mixed synchronous online course format. Participants will be invited to focus on one of their ENG 201 units, to consider ways of successfully incorporating culturally responsive and anti-racist readings/resources/activities into meaningful ENG 201 writing assignments.

- **Anti-Racist Pedagogy in Action in ENG 101 (facilitated by Professor Yasmin Dalisay)**

In this nuts-and-bolts session I will share what I am doing in English 101 to address anti-Black racism, especially with regard to the criminal justice system in the U.S. I go "all in" with this topic for 101, but I invite you to explore where you might use one or two texts as a framework for larger discussions about systemic racism in 101. Bring questions, your own inspired texts and practices, and a readiness to explore the questions of others and to think of concrete ways to address race through reading and writing assignments.

- **Race, Gender, History: A Round Table (facilitated by Professor Sanjana Nair)**

How do we broach historically loaded subjects and make our classrooms more open to the truths of history and whom we are? Color has never been just about color. Join us for an informal, off-the-books talk about a set of tough subjects: race and difference. Whether it be race, gender or country, it's important that we remove fear of these subjects and openly discuss what we can do to be more aware. The roots run deep. As purveyors of language, we are leaders and role

models for our students. But how can we take what we know in order to do this effectively? How can we avoid being heavy-handed? How can we admit what we don't know without being ruled by fear to successfully broach these subjects? The answers may be simpler than we suspect, though the subjects are complex. The first step is a safe space to discuss these matters.

Though not yet possible to conduct qualitative or quantitative assessment on this initiative, 25 faculty from the Writing Program and the English Department attended at least one workshop. All facilitators and participants responded positively when asked whether future antiracist curriculum and pedagogy workshops should be held. These workshops will remain a main feature of what we offer faculty as faculty design and teach their courses, including at each pre-semester Writing Faculty Salon.

The FYW Program's 2020-2021 Response to COVID-19 "Pandemic Teaching"

- **ENG 101/201 Online "Mixed" Pedagogy Sync/Async Teaching Guide and Faculty Development**
Although the college and the department mainly encouraged and supported the development of asynchronous versions of courses, the writing program faculty felt strongly that the teaching of writing, student learning, and student engagement would be stronger if our pandemic teaching course design featured a quality, interactive, synchronous component for ENG 101/201 writing courses. We therefore made the decision to run all ENG 101 sections and most ENG 201 sections with a required synchronous component.

Requiring a synchronous component meant that we had to train and support our 50+ full time and part time faculty in how to do synchronous teaching constructively and progressively.

Utilizing the new Vertical Writing Program (VWP) structure, six members of the full time VWP faculty committee (Tara Pauliny, Alison Perry, Kim Liao, Dainius Remeza, Sanj Nair, and Tim McCormack) met over the summer to design a series of four faculty development workshops on best practices for synchronous teaching. The workshops were held prior to the Fall semester and attended by the majority of the teaching faculty. The summer VWP committee also researched and wrote a Best Practices in Online Teaching Guide for faculty. (Here's the link to the guide: https://docs.google.com/document/d/1_h6OIAJE0le7Jp6J_-kgTl-5kDjmJ8r2H3pXCkyVpZw/), which was made available to faculty on our Teaching of College Writing Web Site on the CUNY Academic Commons. The guide was also requested by three departments on campus and by two CUNY writing programs (Baruch and College of Staten Island).

See below for faculty development and faculty support groups, which also helped significantly with the transition to online mixed-pedagogy teaching in 2020-2021.

- **Faculty Development Workshops**—Unlike previous years, our faculty development sessions during 2020-2021 were not entirely (or even mostly) determined by our recent assessment report's recommendations and projected action plan. Due to the new modality demands and other context shifts caused by the COVID-19 pandemic, we supported faculty in their navigation of the rapidly shifting pedagogical climate. Not only did student needs shift given the pandemic climate and the associated hardships experienced for all, but also, the modality shift from in-person to online synchronous/asynchronous "mixed" required extensive and consistent faculty development and support. Through more than five development sessions, each offered twice, we supported faculty through this uncharted territory by sharing our ongoing understanding of best

practices in online teaching. Given the overall outcomes assessment results (as well as the increased first-year pass percentages) we consider this spoke of our faculty development initiative quite successful thus far. We aim to continue this initiative in 2021-2022. NOTE: In addition, we also ran faculty development workshops on digital portfolios as learning tools as well as on anti-racist pedagogy in the FYW classroom—see above.)

- **Faculty Support Group Initiative**— Due to the new modality demands and other context shifts caused by the COVID-19 pandemic (such as increased isolation from colleagues and students) we determined it key to support faculty in their navigation of the rapidly shifting pedagogical climate via direct connection with other faculty members. While we typically implement a faculty mentorship program which pairs veteran full-time faculty with brand new (or flagged returning) faculty members, this initiative connected every single part-time faculty member with an online faculty support group. Facilitated by a full-time faculty member, each online group contained 3-6 participants who convened in various (digital) ways over the course of the academic year. Group members shared syllabi and assignments, discussed new challenges, asked questions of one other, and provided comradery during an isolated time of pedagogical uncertainty.

New College Literacy Initiatives

The FYW ENG 101 Repeater Section

In the summer of 2020, we worked with Wynne Ferdinand, Director of General Education, to pilot a “repeater” section of ENG 101 for students who had earned a grade of F/W/WU in previous attempts taking the course. The idea was to separate out these students from first-time, first year students, since they all had been at John Jay for a year and because this would enable us to modify the curriculum and better offer co-curricular supports, such as the our Writing Center SpringStart ENG 101 workshops. Students also received additional peer and advising support from LEAP. Despite these enhancements and assigning one of our best ENG 101 faculty, this pilot was not successful. Of the 14 students enrolled, only 7 passed the course with a C or better. While the course was certainly of great benefit to the seven students who succeeded, the resources utilized to achieve this success are simply not sustainable. What we learned with this pilot section will be applied to the development of a summer offering of ENG 101 for these students.

The FYW ENG 101 and ENG 201 Bridge Workshops

ENG 101

In Winter of 2019, the Writing Program worked with Wynne Ferdinand, the general education Director, and Cristina DeMeo, LEAP program Coordinator to design and facilitate a pilot version of a 2-week (18-hour) winter session workshop for ENG 101 students who had earned a grade of C-or above in the Fall 2020 semester. The workshop design facilitated by 101 adjunct professors and writing center tutors enabled students to revise and resubmit their work from the Fall with the needed one-on-one guidance and support. The goal of the program was to convert C- or below grades to C-or-better grades. The intervention enabled 25 students to raise their grades in ENG 101 to C or above (an increase of 8 students over last year using the same resources) with an astounding 11 students going from an F-grade to an A-grade. Student and instructor feedback was also largely positive about the program’s success.

Having completed the successful pilot in 2019, we ran the workshop for D/F ENG 101 students again in January of 2020, though this time, it had to be redesigned to run as an online workshop. Happily, the results were equally stunning: 54 students were referred by faculty, 35 registered and 30 attended at least one session. 25 of the 30 (83 percent) earned a grade of C-or-better. The students who took the end-of-session survey (a low

return rate because it was administered electronically) again overwhelmingly agreed that they were more prepared for 201 based on the workshop.

It should be noted that this Student Momentum intervention in a gateway course worked so successfully because of the consistent ENG 101 curriculum created by the prescribed assignments in the course. The faculty who taught the workshop could simply use each students existing work from the Fall to facilitate the students along from wherever they were at in the course. Please see Appendix III for the full report on WinterBridge.

Having run the ENG 101 Bridge workshop twice with spectacular results, the writing program took on the development of the English 201 SummerBridge Workshop. We worked with the same partners. However, although ENG 201 has consistent curricular guidelines (a rhetoric and writing across the curriculum focus, for example), the course does not have prescribed assignments like in ENG 101. Therefore, Adjunct faculty member Maria Grewe was hired to create a mini-ENG 201 curriculum that could build off of what students had learned but had them build entirely new disciplinary projects on a new theme. Though the full report on this summer program has not been written yet, we can report that almost 69% of the enrolled students successfully completed the workshop and raised their grade from D/F to C-or-better.

The Vertical Writing Program Research and Creativity Week Event

Eighteen students presented their work from writing courses, more than half from ENG 101/201, including students whose first-year writing work was published in *John Jay's Finest*, students from the Honors Program and SEEK Program 101 sections, student award winners from the e-portfolio Showcase, and students from the Prison to College Pipeline Program. An award was given to the Writing Center tutor of the year. Among the presenters were the faculty-vetted Best ENG 101 Inquiry Based Research Project and the Best 201 Disciplinary Project as well as Best ENG 101 and ENG 201 ePortfolio Rhetorical Design.

Launch of The Vertical Writing Program Digital Publication of Student Writing: *The Power of Language: John Jay Writers of Excellence*

In ENG 101 and ENG 201, student writers complete a number of different kinds of creative and research-based academic writing projects. From Creative non-fiction to inquiry-based research essays, to social science case studies, one of the primary goals of our program is for students to understand that they need to do more than write the same five-paragraph essay over-and-over again. Perhaps even more profoundly, another goal of First-Year writing is to have students take themselves seriously as research-based academic writers who are perfectly capable of producing inviting and complex projects for smart audiences. One of the best ways to foster this belief in themselves as writers is to give them a place to publish their work. Given the remote learning this year, it seemed like perfect timing to build John Jay's first entirely digital publication for student's best work. Rather than limit the project to just ENG 101 and ENG 201, we wanted our first-year writers to publish along side former first-year writing students who had gone on to produce serious academic and creative work in multiple disciplines and genres. Our new digital space for student writing at John Jay is located on the Squarespace platform and you can visit here: johnjaywriting.org

Below is a screen shot of two sections of the landing page of the new publication for student work:



The Power of Language: John Jay College Writers of Excellence

Launched in 2021, this site is the digital home for award winning, creative, research-driven, inquiry-based projects from student writers in the Vertical Writing Program of John Jay College.

Who We Are



Alishba Ehmed

Best Research Project

Faculty Mentor: Christen Madraza

Ehmed's bio:

In five years, Ehmed hopes to be attending law school and working toward becoming a lawyer. She wants to be able to assist people facing injustices. There are so many issues that need to be brought into the light and many people who need their voices heard. Ehmed wants to be able to provide these individuals ways to get their voices heard.



Michael J. Rivera

ENG 101 Finalist for Best Inquiry Essay

Faculty Mentor: Sara Whitestone

Rivera's bio:

Growing up as a Latino in the working class of Harlem, New York, Michael J. Rivera endured many instances of social inequality, bias, and radical gentrification from the criminal justice system and



Carlos Gin

SOC 243 A Writing Across the Curriculum Top Pick

Faculty Mentor: Crystal Jackson

Gin's bio:

Statistical Indicators of Overall Program Success

The FYW Program's 2020-2021 ENG 101 Pass Rate:

According to the 2020-2021 CUNY PMI Report, the percentage of fall full-time, first-time freshmen in baccalaureate programs who pass Gateway English in the first year:

Baseline 91.7%

Target 92%

Actual 93.9%

The percentage of full-time, first-time freshmen who pass gateway English is at an all-time high at John Jay, and the second highest among senior colleges.

Trend Data DFWI Rates

The data below contradicts our direct assessment and the overall PMP passrate data from CUNY, listed just above.

DFWI Rate Data fall 2019-Spring 2021

Semester	Course	C- or above	DFWI	Percent DFWI
Spring 21	ENG 201	1301	305	23%
Spring 20	ENG 201	1731	241	14%
Fall 20	ENG 101	1431	328	23%
Fall 19	ENG 101	1780	304	17%

Given that our overall pass rate data climbed to its highest percentage ever, (93.9 percent) for EG 201, this seems to indicate that plenty of students earned D/W/I grades in ENG 101. While PMP does not track the pass rate in ENG 201, we can assume the same principle applies.

The key takeaway here is that for those who finished the course, the grades were higher and the written work was evaluated as more successful (F/W/I portfolios would not have been included in our direct assessment of student writing). Still, this trend deserves further scrutiny in subsequent semesters.

2020-2021 101 & 201 Holistic Outcomes Summary & Recommendations

○ **Overall Portfolio Evaluation Findings:**

- Despite the circumstances surrounding the COVID-19 pandemic and its effects on teaching and learning, the assessed students' holistic average scores on both 101 portfolios *and* 201 portfolios improved in comparison to our last (pre-pandemic) assessment's holistic average score.
- Despite the circumstances surrounding the COVID-19 pandemic and its effects on teaching and learning, this year's assessed 101 and 201 students showed an improvement in *every* single rubric category (Claims & Evidence, Rhetoric & Style, Conventions and Rhetoric & Style) in *both* first-year courses.
- In turn, our overall results indicate that the switch to an online "mixed" synchronous/asynchronous modality during "pandemic teaching" did not negatively affect the FYW student work we reviewed in either semester. Though there are other factors to consider, these results could indicate that our students actually performed better in the past academic year than in recent years, which would correlate with the increased FYW pass rates reported by the college. (See ENG 101 PMP Measure, below which supports these findings.)

○ **Digital Student Work:**

- The FYW program's success with the abrupt shift to all-online modality (per the COVID-19 pandemic) is rooted in extensive development work. In 2018-2019, all FYW program portfolios were both collected and scored electronically for the entire academic year. By Spring, 2019, instructors were required to assign portfolios on true digital platforms only—no PDFs, Word Docs, Google Drives etc. Only links to online sites composed and curated by students were accepted for our study. This was a permanent shift; all FYW students' final portfolio work is now due in student-composed online portfolio web spaces, not submitted in hard copy or simply compiled/submitted digitally. Over the past four years, extensive faculty development work in best practices in this area preceded and facilitated this shift and arguably prepared us for the 2019-2021 required course mode shift to entirely online instruction. Instructors should be commended for their advancement in digital work over the past several years, that which facilitated their excellent transition to an entirely online "mixed" modality.
- Given anecdotal evidence provided during both 101 and 201 portfolio assessment talk-back sessions this year, the FYW program should consider codifying the holistic assessment of digital portfolios next year in addition to scoring specific FYW rubric categories.
- Despite vast improvements in this area, the FYW program will continue to emphasize eportfolio platforms/sites as learning tools vs. student work receptacles. Further, we will emphasize that instructors and students view these portfolios as compositions in and of

themselves. Students' levels of rhetorical consciousness regarding this assignment should be fostered.

- The FYW program will continue to emphasize eportfolios as learning tools. In both 101 and 201, instructors and students should be clear that the portfolio is a text for composition in and of itself. To further development in this area:
 - The 2021 faculty curriculum memo will prioritize best practices and rationale for rhetorically conscious eportfolio use in the first-year writing classroom.
 - Faculty development sessions will be devoted to eportfolio assessment results; the practice's rationale; assessment options; and other best practices in the field.
 - Targeted email follow ups will go out to all faculty with development materials, including links to stellar student sample portfolios that demonstrate clear rhetorical consciousness.
 - Faculty support group leaders will be asked to pay particularly close attention to their fellow group members' understanding and implementation of consistent and specific eportfolio building.
- **Reflection and Awareness:**
 - The FYW program will return to its targeted development work action-plan from two years ago and implement similar actions with regard to this curriculum component in order to sustain and boost prior improvements:
 - The Fall 2021 faculty curriculum memo will, again, prioritize Reflection and Awareness. Faculty must continue to 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. (This has greatly improved over the past several years, but the past two assessments have noted slight dips.)
 - Faculty development sessions will be devoted to reflective writing assessment results; the practice rationale; assessment options; and other best practices in the field.
 - Follow up emails with student samples and other reflective writing development materials will be emailed to all FYW faculty directly.
 - Faculty support group leaders will be asked to pay particularly close attention to their group members' understanding and implementation of consistent and specific reflective writing assignments.

○ **Rhetoric and Style:**

- Given significant improvements in the Rhetoric and Style portfolio scores over the last two assessment periods, instructors should be commended for their improvements in this category, and we should continue to emphasize this element of English 101 and 201 through memos, mentorship, and faculty development so as to avoid a recursive slip (like we saw with Reflection and Awareness once we switched focus to another rubric category). Further, focus on this category should extend to digital portfolios in and of themselves as compositions in addition to solely on the assignments housed within them.

○ **Other Areas of First-Year Writing:**

- Faculty should be commended for their work in “mixed” online pedagogy since the onset of COVID-19. Still, the program should continue to hold development sessions in this area, as well as offer online support through mentorship and resource-sharing.
- Our communication to faculty should continue to stress that all synchronous dates/times and office hour times/procedures be listed on syllabi.
- Despite improvements in the explicit listing of learning objectives and prescribed assignments on 101 & 201 syllabi, instructors should be reminded to continue this trend and to guide students through curricular scaffolding explicitly through the naming of each prescribed assignment as well as indicate when each will occur on the course schedule.
- All 201 instructors must be reminded to assign work that requires the use of the 101 portfolio and to make said work explicit on their syllabi.
- Despite improvements in some of these areas, faculty should be reminded to make explicit mention of the Writing Center and of library resources/class presentation (to be scheduled before the semester begins) on their syllabi.
- Faculty should be commended for the increase in the explicit mention of “rhetoric” and “rhetorical terms/moves” on 201 syllabi. The FYW program should continue to stress this component and perhaps hold development sessions in this area, as well as offer online support through mentorship and resource-sharing.

ENG 101 Outcomes Assessment Fall 2020

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 Project Proposal
- Research Project Outline
- Research Project Draft
- Research Project Final Draft
- Final Self-Reflection

Syllabus Review, Fall 2020: ENG 101
Method of Study

Syllabi were collected from every section of ENG 101 for the Fall 2018 outcomes assessment. Of these, 20% were randomly selected for assessment. The following data tables were prepared by Katlyn Lee Milless and Kaitlin Carson, John Jay College WAC Writing fellows.

Table 1.
Percentage of Syllabi Meeting Curriculum Requirements.

	Yes	No	Somewhat
Learning objectives match the Writing Program’s objectives.	96.3%	3.7%	0%
Prescribed assignments appear on syllabus.	81.5%	0%	18.5%
Portfolio midterm is required.	55.6%	44.4%	0%
Library training is scheduled.	77.8%	18.5%	3.7%
Digital work is assigned.	100%	0%	0%
Syllabus explicitly refers to grammar instruction.	66.7%	22.2%	11.1%
Reflective writing (beyond the final letter) is assigned.	70.3%	25.9%	0%
E-portfolio is assigned.	100%	0%	0%

Table 2.
Percentages of Writing Center Attendance Requirements on Syllabi

	Required for all	Required for some	Encouraged	Not mentioned
Writing Center attendance is mentioned:	59.3%	11.1%	14.8%	14.8%

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):	81.5%	7.4%	11.1%
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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.	96.3%	0%	3.7%
Proposal that provides an inquiry-based question(s) and details a methodology for working with the question in some way.	77.8%	14.8%	7.4%
An Annotated Bibliography that identifies and discusses the expert discourse that surrounds the inquiry topic/research question.	88.9%	3.7%	7.4%
A Scripted Interview that asks students to choose two-three authors they cite in their essay and compose a hypothetical interview.	70.4%	18.5%	11.1%
A First Draft that messily lays out students' ideas about their proposed questions.	96.3%	0%	3.7%
A Working Outline that designates the organization of their developing project.	85.2%	11.1%	3.7%
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.	74.1%	14.8%	11.1%
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Table 5.
Percentage of Syllabi Including Description of Online Pedagogy.

	Yes	No	Somewhat
Is it clearly stated that this is a mixed pedagogy (a)synchronous course, and is that defined?	96.3%	0%	3.7%
Are synchronous times listed on the syllabus?	77.8%	14.8%	7.4%
Are synchronous times defined?	88.9%	3.7%	7.4%
Are office hour modality and/or process made clear?	70.4%	18.5%	11.1%

Table 6.
Percentages of the technologies mentioned on the syllabus as necessary for the course.

	Zoom	Blackboard	Digication	Google Suite	Dropbox	Slack
What are the technologies that are mentioned on the syllabus as necessary for the course?	96.3%	96.3%	81.5%	11.1%	7.4%	7.4%

English 101 Syllabi Review Findings

Strengths

- 100% of the syllabi reviewed mentioned (or “somewhat” mentioned) the 101 prescribed assignments.
- We see a marked improvement in the amount of faculty members who included all prescribed learning objectives on their 101 syllabi. At 96.3% this year, this number has increased by over 6% since last assessment, when we also measured an approximate 15% increase. This 21% increase over the last two assessment periods is notable given that previous yearly reports showed a slight but steady *decline* in this category.
- We now have 100% digital portfolio participation. Though this total compliance is clearly the result of remote learning circumstances brought about by the COVID-19 pandemic, the fact remains that all instructors were asked to make this shift years ago and many did. (These numbers were on the rise pre-pandemic due to our development in these areas as well as our shift to a totally digital outcomes assessment scoring process.) It’s our hope that this circumstantial last “push” results in a permanent shift across the program.
- At 100%, more instructors are assigning digital work (separate from the final portfolio itself) than ever before. Though this total compliance (like that mentioned above) is clearly brought about by the COVID-19 pandemic, the fact remains that all instructors were asked to make this shift years ago and many did. (These numbers were on the rise pre-pandemic due to our development in these areas as well as our shift to a totally digital outcomes assessment scoring process.) It’s our hope that this circumstantial last “push” results in a permanent shift across the program.
- 90% of syllabi explicitly (or “somewhat” explicitly) mention the final self-reflective cover letter, which indicates that this important prescribed assignment is being taken seriously.
- Almost 93% of syllabi reviewed make explicit (or “somewhat” explicit) mention of course research projects inspired by a question or inquiry vs. a topic (either chosen by instructor or student), which indicates an approximate 4% increase from last assessment. The numbers in this category increased 27% during the last assessment for a total increase of 31% over the past 2-3 years.
- 85% of syllabi reviewed indicate that 101 instructors required or encouraged their students to attend Writing Center workshops or tutoring.
- Despite the fact that all workshops (and classes) were held in digital spaces this fall, it appears that more instructors included a library research presentation than indicated in past syllabi assessments. 81% of syllabi mentioned the session explicitly or implicitly, which shows an approximate 6% increase. Last assessment, this category dropped by 10% so an increase in this category is most welcome.
- Over 96% of the syllabi assessed indicate that the course is a “mixed” pedagogy (a) synchronous course and offer definition/explanation of this mode.
- Over 77% of the syllabi assessed list the synchronous class meeting times.
- Over 96% of the syllabi assessed define their synchronous sessions.

Weaknesses:

- Explicit mention of the eight prescribed assignments listed on the syllabus fell by approximately 4%. (Though this number is not significant—and 0% of syllabi show *none* of the prescribed assignments—this category should be closely monitored in future assessments.)
- Of the eight prescribed assignments, the proposal and the scripted interview were those most often excluded from the reviewed syllabi.
- The amount of 101 syllabi reviewed that explicitly mention a midterm portfolio dropped by 7.4%. Only a little more than half of those syllabi reviewed indicate that instructors assess a midterm portfolio.
- Explicit mention of assigned reflective writing (beyond the final reflective cover letter) is down from last assessment by approximately 7.5% at 70.3% for a 14% decrease over the last two assessment periods. This is disheartening given our work in this area. While this number is still significantly higher than it was for many years prior to our push in this area, these results do indicate that this improvement is gradually declining.
- 14.8% of the syllabi assessed don't mention the Writing Center at all, which is more than those that didn't mention it last assessment by 3%. Last assessment, this category also dropped (by 4%) which indicates a 7% decrease over a 2–3-year period.
- Almost 30% of all syllabi assessed do not explicitly list the instructor's office hour modality and/or procedure.

Actions:

- Include in the curriculum memo for Fall 2021 that syllabi should guide students through curricular scaffolding explicitly through the naming of each prescribed assignment (eight total) as well as indicate when each will occur on the course schedule. Explicitly mention that the proposal and the scripted interview were most often absent from the 2020 101 syllabi reviewed.
- Include in the curriculum memo for Fall 2021 that that the Writing Program's learning objectives must be listed explicitly on the syllabus. Note the 2019 and 2021 syllabi review improvement but also note that this category has reached 100% in past years.
- Include in the curriculum memo for Fall 2021 that midterm portfolios should be collected and commented on as a best practice (though not required).
- Include in the curriculum memo for Fall 2021 that library sessions for 101 must be scheduled before the semester begins regardless of course modality.
- In the Fall, 2021 curriculum memo, commend faculty for improvements in the amount and types of reflective writing work assigned over the past several years. Continue to emphasize that reflective writing assignments should be happening all throughout the semester (as well as why and how) and not simply at the end of the semester for the required final portfolio reflection. Note the slight—but

steady—decline in this category over the last two assessment periods despite the overall improvement in the last several years.

- In the Fall, 2021 curriculum memo, remind faculty that Writing Center support is strongly encouraged for all 101 students. Alert faculty to the decline in this category in subsequent program correspondence from the FYW Assistant Director.
- In the Fall 2021 curriculum memo, emphasize the importance of following digital portfolio best practices. In a subsequent email, forward digital portfolio best practices, assignments, and eportfolio sample links from development workshops on this topic.
- In the Fall 2021 curriculum memo, commend faculty for their work in “mixed” pedagogy since the onset of COVID-19. Stress that all synchronous dates/times be listed on syllabi.
- Continue to run faculty development sessions on reflective writing in order to sustain and deepen the improvements made the year before last, especially given this year’s slight dip in this category.
- Continue to run faculty development sessions on teaching with digital portfolios (best practices) in order to sustain and deepen these improvements.
- Continue to run faculty development sessions on “mixed” pedagogy best practices such as ensuring the syllabus serves as a clarifying document with regard to sessions and office hours as well as “making the most” of synchronous time.

Portfolio Review Fall 2020, Eng 101
Method of Study

Three students from every section of ENG 101 were selected at random for our Fall 2020 student portfolio outcomes assessment. 100 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, all portfolio outcomes scoring was conducted via Digication eportfolio assessment tools and not via hard copy rubrics as in previous years.

The following data tables, charts, graphs etc. was prepared by Katlyn Lee Milless and Kaitlin Carson, John Jay College WAC Writing fellows.

Descriptive Statistics

100 portfolios were scored by primary readers. The portfolios were scored on four objectives, each out of 5 points: Awareness & Reflection, Claims & Evidence, Rhetoric & Style, and Conventions. The four objective scores were added to compute an Overall score out of 20 points.

Overall scores ranged from 0 to 20, with an average score of 12.99 ($SD = 3.99$). Overall scores were normally distributed, with a skewness of $-.486$ ($SE = .24$).

Awareness & Reflection scores ranged from 0 to 5, with an average score of 2.80 ($SD = 1.46$). Awareness & Reflection scores were not normally distributed, with a skewness of $-.533$ ($SE = .24$).

Claims & Evidence scores ranged from 0 to 5, with an average score of 3.18 ($SD = 1.18$). Claims & Evidence scores were not normally distributed, with a skewness of $-.804$ ($SE = .24$).

Rhetoric & Style scores ranged from 0 to 5, with an average score of 3.27 ($SD = 1.10$). Rhetoric & Style scores were normally distributed, with a skewness of $-.279$ ($SE = .24$).

Conventions scores ranged from 1 to 5, with an average score of 3.74 ($SD = 1.04$). Conventions scores were not normally distributed, with a skewness of $-.883$ ($SE = .24$).

Descriptive Statistics & Frequencies

Statistics				
Overall Score	Awareness and Reflection	Claims and Evidence	Rhetoric and Style	Conventions
<hr/>				

N	Valid	100	100	100	100	100
	Missing	96	96	96	96	96
Mean		12.99	2.80	3.18	3.27	3.74
Median		13.00	3.00	3.00	3.00	4.00
Mode		12	3	3	3	4
Std. Deviation		3.989	1.463	1.184	1.100	1.041
Skewness		-.486	-.533	-.804	-.279	-.883
Std. Error of Skewness		.241	.241	.241	.241	.241
Minimum		0	0	0	0	0
Maximum		20	5	5	5	5

Frequency Table

		Reader Overall Score			Cumulative	
		Frequency	Percent	Valid Percent	Percent	
Valid	0	2	1.0	2.0	2.0	
	5	1	.5	1.0	3.0	
	6	1	.5	1.0	4.0	
	7	4	2.0	4.0	8.0	
	8	4	2.0	4.0	12.0	
	9	4	2.0	4.0	16.0	
	10	8	4.1	8.0	24.0	
	11	5	2.6	5.0	29.0	
	12	15	7.7	15.0	44.0	
	13	10	5.1	10.0	54.0	
	14	14	7.1	14.0	68.0	
	15	8	4.1	8.0	76.0	
	16	8	4.1	8.0	84.0	
	17	4	2.0	4.0	88.0	
	18	2	1.0	2.0	90.0	
	19	1	.5	1.0	91.0	
	20	9	4.6	9.0	100.0	
		Total	100	51.0	100.0	
	Missing	System	96	49.0		
Total		196	100.0			

Awareness & Reflection

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13	6.6	13.0	13.0
	1	5	2.6	5.0	18.0
	2	13	6.6	13.0	31.0
	3	39	19.9	39.0	70.0
	4	18	9.2	18.0	88.0
	5	12	6.1	12.0	100.0
	Total	100	51.0	100.0	
Missing	System	96	49.0		
Total		196	100.0		

Claims & Evidence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	5	2.6	5.0	5.0
	1	3	1.5	3.0	8.0
	2	12	6.1	12.0	20.0
	3	40	20.4	40.0	60.0
	4	29	14.8	29.0	89.0
	5	11	5.6	11.0	100.0
	Total	100	51.0	100.0	
Missing	System	96	49.0		
Total		196	100.0		

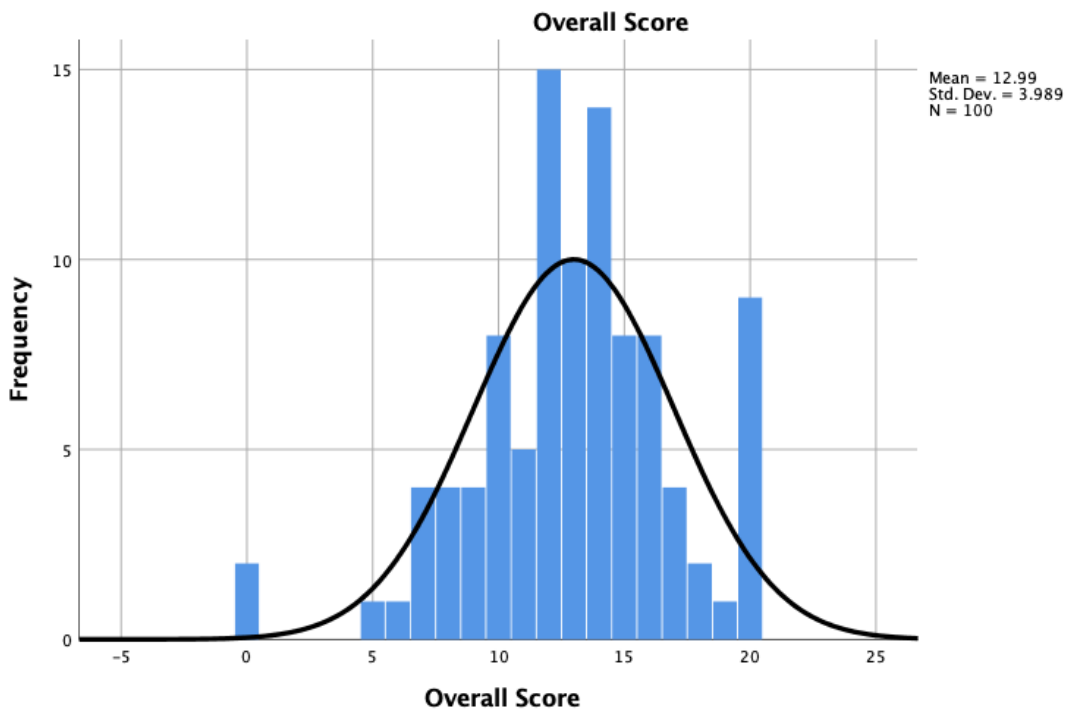
Rhetoric & Style

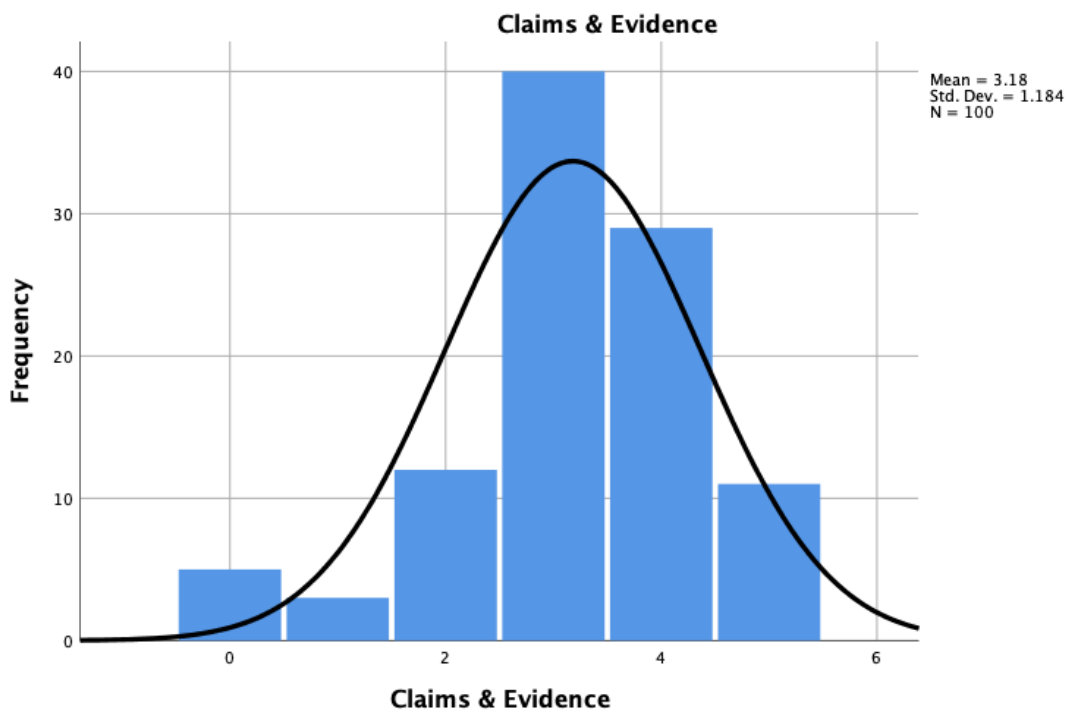
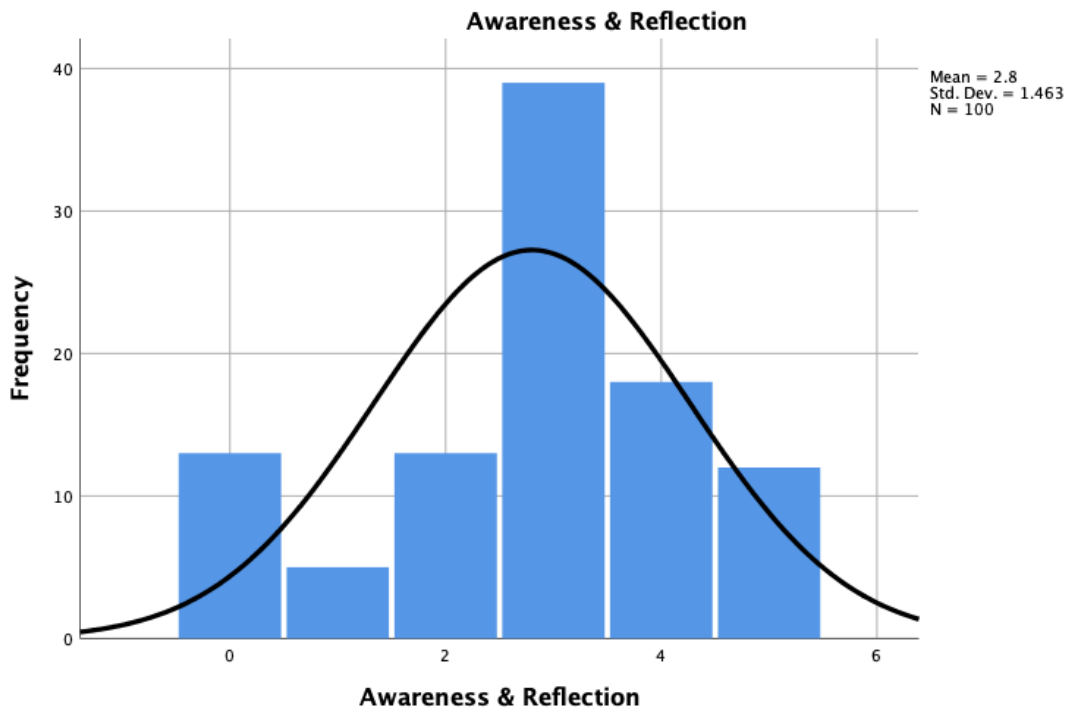
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	1.0	2.0	2.0
	1	1	.5	1.0	3.0
	2	20	10.2	20.0	23.0
	3	37	18.9	37.0	60.0
	4	25	12.8	25.0	85.0
	5	15	7.7	15.0	100.0
	Total	100	51.0	100.0	
Missing	System	96	49.0		
Total		196	100.0		

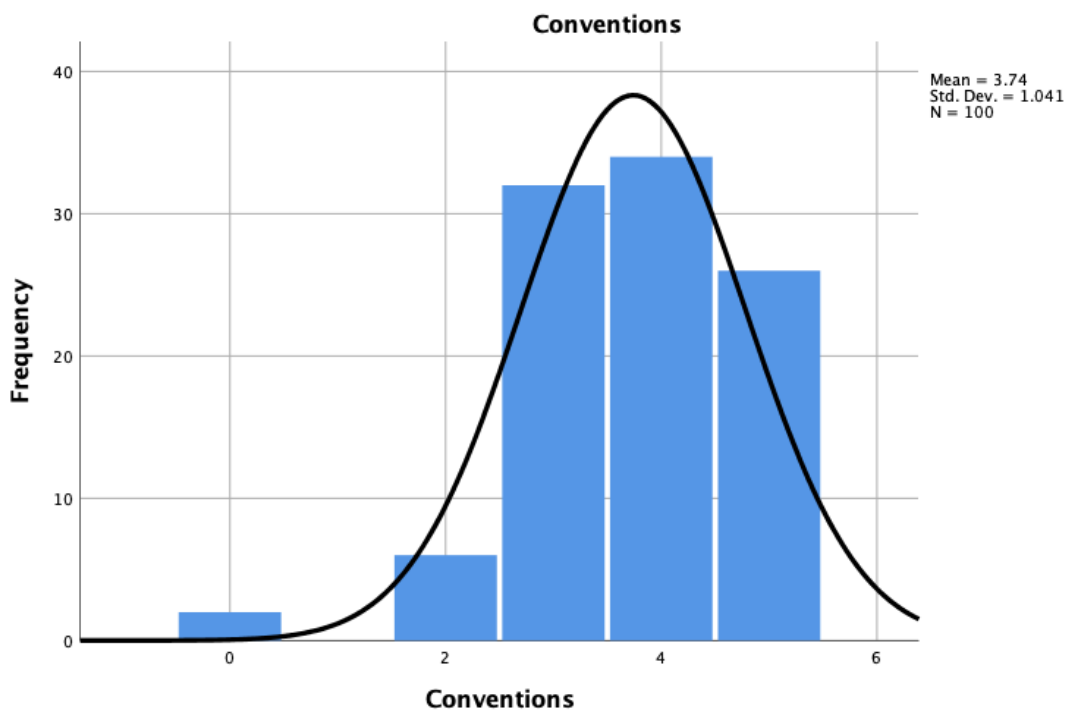
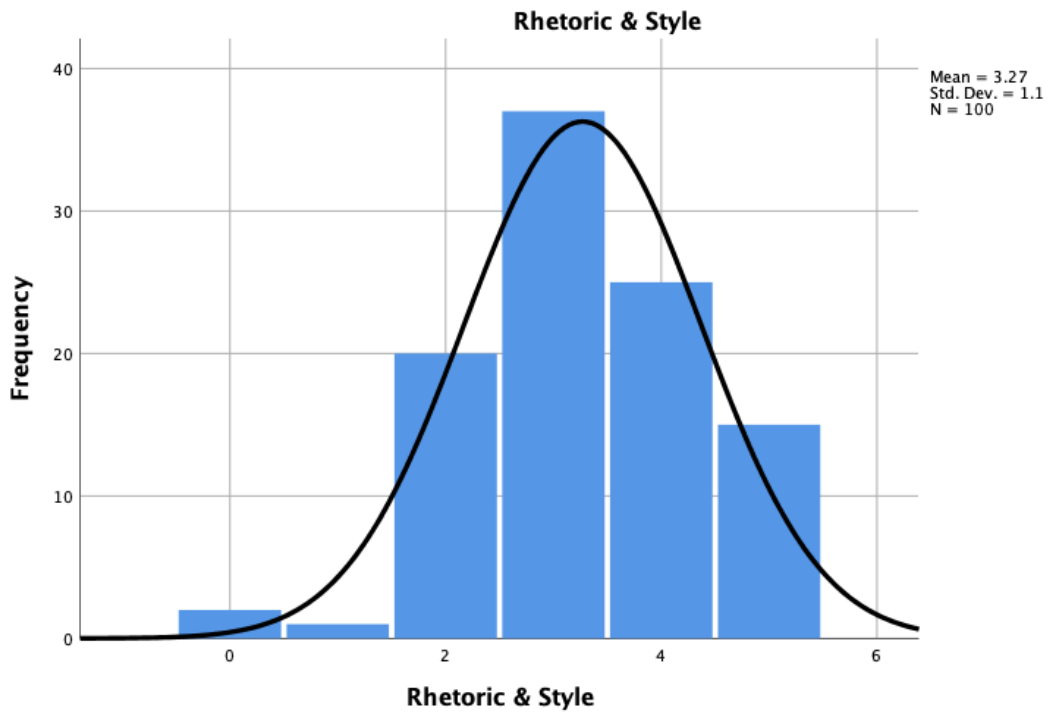
Conventions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	1.0	2.0	2.0
	2	6	3.1	6.0	8.0
	3	32	16.3	32.0	40.0
	4	34	17.3	34.0	74.0
	5	26	13.3	26.0	100.0
	Total	100	51.0	100.0	
Missing	System	96	49.0		
Total		196	100.0		

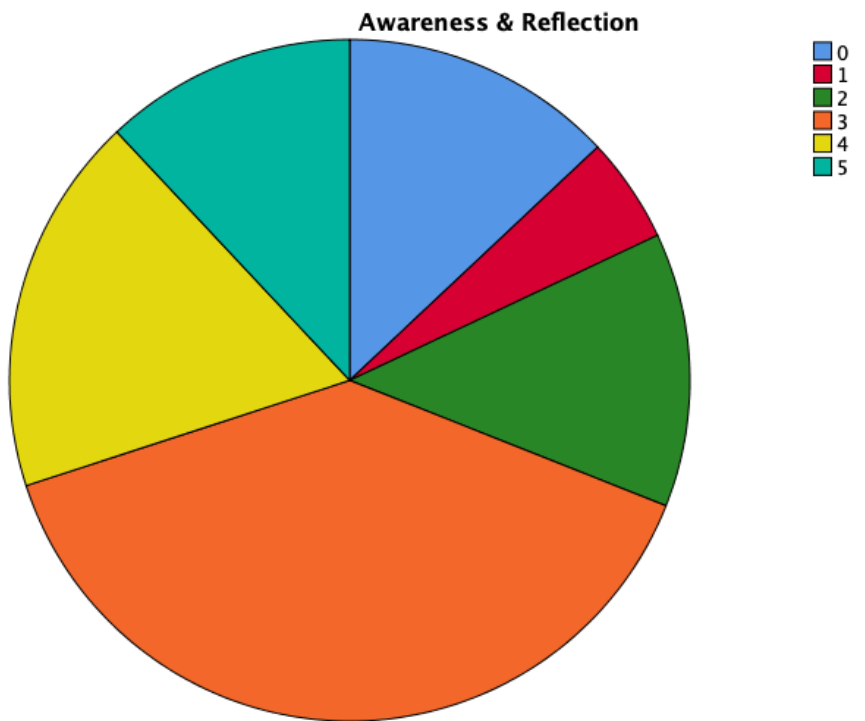
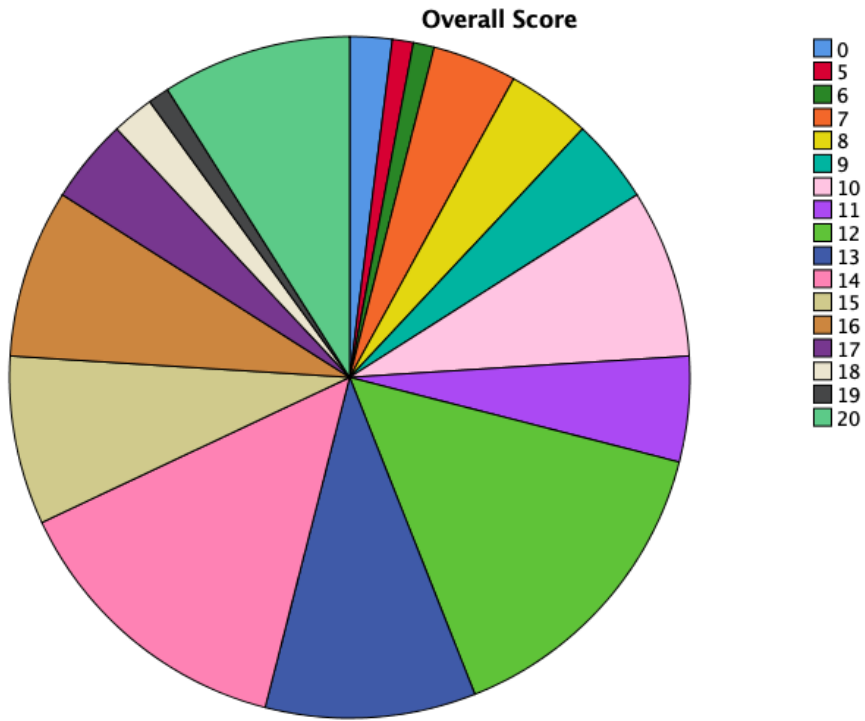
Histogram



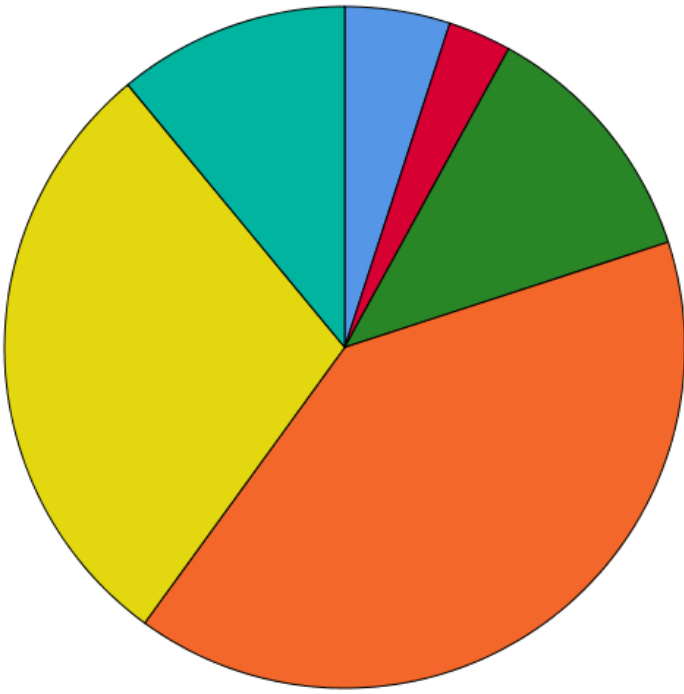




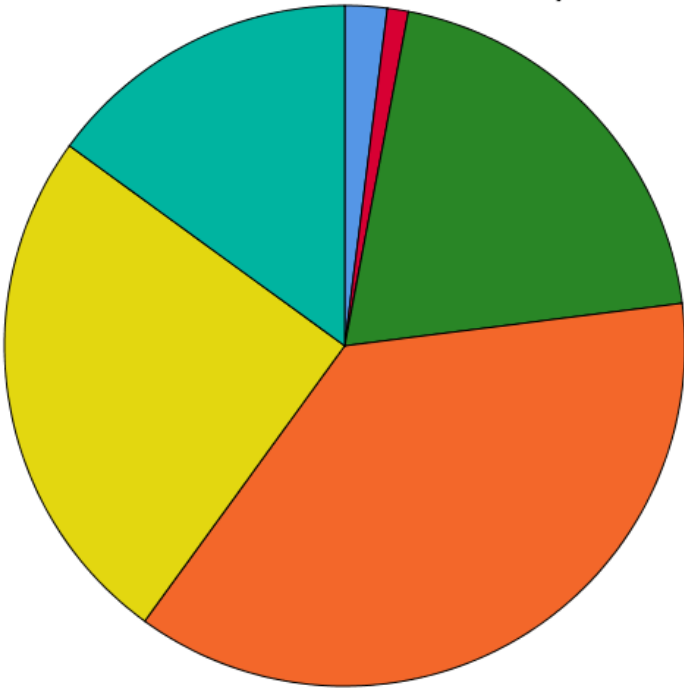
Pie Chart

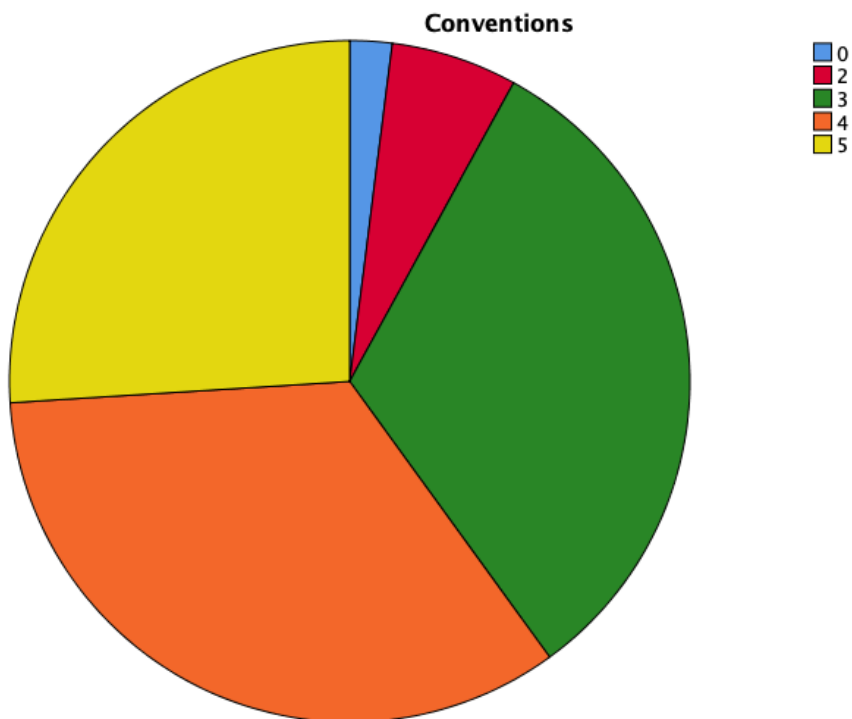


Claims & Evidence



Rhetoric & Style





Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Overall Score	.112	100	.004	.959	100	.003
Awareness and Reflection	.244	100	.000	.891	100	.000
Claims and Evidence	.240	100	.000	.882	100	.000
Conventions	.197	100	.000	.904	100	.000
Rhetoric and Style	.199	100	.000	.855	100	.000

a. Lilliefors Significance Correction

Comparison of Scores by Objective

A one-way repeated measures ANOVA was conducted to compare the effects of objective on readers' scores. There was a significant effect of objective, Wilks Lambda = .69, $F(3, 97) = 14.45$, $p < .001$.

Bonferroni pairwise comparisons reveal that Convention scores ($M = 3.74$, $SD = .104$) are significantly higher than Awareness & Reflection scores ($M = 2.80$, $SD = 1.46$), $p < .001$, Claims & Evidence scores ($M = 3.18$, $SD = 1.18$), $p < .001$, and Rhetoric & Style scores ($M = 3.27$, $SD = 1.10$), $p < .001$. Claims & Evidence scores are significantly higher than Awareness & Reflection scores, $p = .008$. Rhetoric & Style scores are also significantly higher than Awareness & Reflection scores, $p = .001$. Claims & Evidence scores and Rhetoric & Style scores do not differ significantly, $p = 1.00$.

General Linear Model

Within-Subjects Factors

Measure: MEASURE_1

objective	Dependent Variable
1	Awareness & Reflection
2	Claims & Evidence
3	Rhetoric & Style
4	Conventions

Descriptive Statistics

	Mean	Std. Deviation	N
Awareness & Reflection	2.80	1.463	100
Claims & Evidence	3.18	1.184	100
Rhetoric & Style	3.27	1.100	100
Conventions	3.74	1.041	100

Multivariate Tests^a

Effect		Value	F	Hypothesis df	Error df	Sig.
objective	Pillai's Trace	.309	14.449 ^b	3.000	97.000	.000
	Wilks' Lambda	.691	14.449 ^b	3.000	97.000	.000
	Hotelling's Trace	.447	14.449 ^b	3.000	97.000	.000
	Roy's Largest Root	.447	14.449 ^b	3.000	97.000	.000

a. Design: Intercept

Within Subjects Design: objective

b. Exact statistic

Pairwise Comparisons

Measure: MEASURE_1

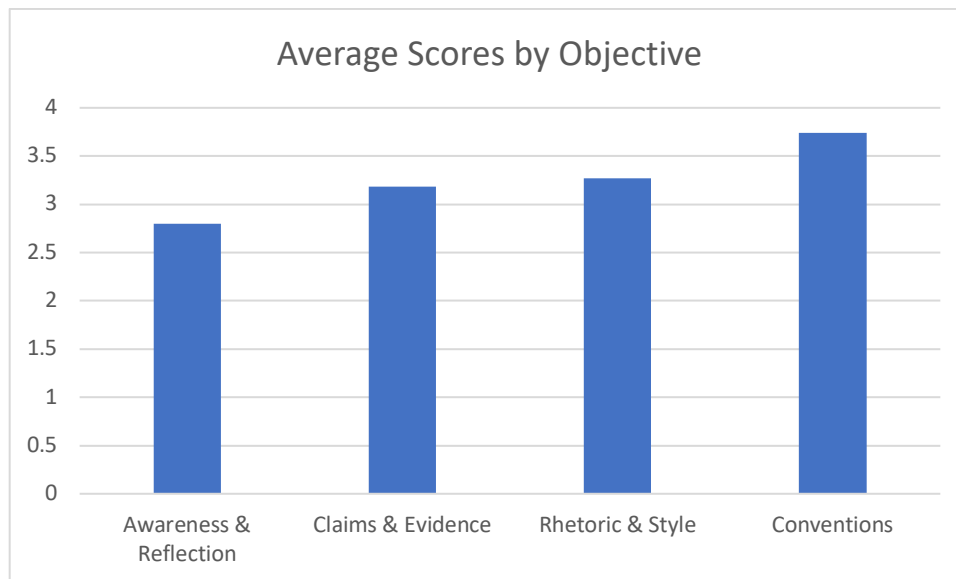
(I) objective	(J) objective	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
1	2	-.380*	.114	.008	-.688	-.072
	3	-.470*	.115	.001	-.780	-.160
	4	-.940*	.152	.000	-1.350	-.530

2	1	.380*	.114	.008	.072	.688
	3	-.090	.087	1.000	-.323	.143
	4	-.560*	.101	.000	-.831	-.289
3	1	.470*	.115	.001	.160	.780
	2	.090	.087	1.000	-.143	.323
	4	-.470*	.085	.000	-.698	-.242
4	1	.940*	.152	.000	.530	1.350
	2	.560*	.101	.000	.289	.831
	3	.470*	.085	.000	.242	.698

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.



Portfolio Assessment Findings, Fall 2020

- The comparisons of average overall and objective scores and intraclass correlation coefficients indicate strong agreement between reader and checker scores for all scoring except for Conventions. Strong agreement indicates reliable scoring participants and methods.
- Overall scores ranged from 0 to 20, with an average score of 12.99 ($SD = 3.99$).
- The average objective score was 3.25. A score of 4 indicates full proficiency, whereas 5 is defined as “exceeds proficiency.” (Note: The readers are normed that full proficiency should be evaluated according to where the student should be at the end of the two-course sequence. As this evaluation is at the end of the first course, the average objective score being below full proficiency in any category after just the first course is expected.)
- The lowest rubric score was a 0/20 while the highest was a 20/20.
- The average Awareness and Reflection score was 2.8, with 3 being the most common (39%) and 1 being the least common (5%) score. Thirteen portfolios (13%) received a 0 for Awareness and Reflection.
 - Of the 87 portfolios that demonstrated Awareness and Reflection (i.e. scored 1-5), the average score was 3.22.
- The average Claims and Evidence score was 3.2, with 3 being the most common (40%) and 1 being the least common (3%) score. Five portfolios (5.0%) received a 0 for Claims and Evidence
- The average Rhetoric and Style score was 3.3, with 3 being the most common (37%) and 1 being the least common (1%) score. Two portfolios (2%) received a 0 for Rhetoric and Style
- The average Conventions score was 3.7, with 4 being the most common (34%) and 0 being the least common (2%) score. Two portfolios (2%) received a 0 for Conventions.
- Awareness and Reflection had the most 0s and 1s. Conventions had the most 4s and 5s.
- The category scores differed significantly in their average scores:
 - The average Awareness & Reflection score was 2.8/5, which was significantly lower than scores in the other three categories.
 - The average Claims & Evidence score was 3.2/5, which was significantly higher than the average Awareness & Reflection score significantly lower than the average Conventions score.
 - The average Rhetoric & Style score was 3.3/5, which was significantly higher than the average Awareness & Reflection score significantly lower than the average Conventions score.
 - The average Conventions score was 3.7/5, which was significantly higher than scores in the other three categories.

Strengths

- Inter-rater reader reliability was high, which shows that our rubric is conducive for assessment and/or that our readers are reading "similarly."
- Despite the circumstances surrounding the COVID-19 pandemic and its effects on teaching and learning, the assessed students' holistic average score (an approximate 13/20) has improved in comparison to last assessment's (pre-pandemic) holistic average score, which was a 11.32.
- Despite the circumstances surrounding the COVID-19 pandemic and its effects on teaching and learning, the assessed students showed an improvement in every single rubric category. (Claims & Evidence, Rhetoric & Style, Conventions, and Rhetoric & Style)
- 18% of the assessed portfolios scored a 0 or 1 in the Reflection & Awareness category—an improvement from 2018 which is likely the result of more reflection assigned by instructors/quality of instruction.
- The average Conventions score was 3.7/5, which was—per usual—significantly higher than scores in the other three categories.
 - Though not on the official Writing Program rubric yet, readers discussed anecdotal evidence indicating that eportfolios appear to be operating as a learning tool more than in previous years; it appears that fewer instructors are having students “dump” their work into portfolios at the end of the semester, not at all a best practice. This comes as a result of extensive development in this area.

Weaknesses

- Despite significant improvements, this year, Reflection and Awareness again dipped back to the lowest scored rubric category (as it has in previous years) despite it scoring higher than it did during the last assessment.
 - Though an improvement from last assessment, 18% of the assessed portfolios scored a 0 or 1 in the Reflection & Awareness category. 18/100 in total scored a zero in this category, which indicates that many instructors are not emphasizing this type of work in their 101 classrooms. (0 indicates “no evidence” to assess at all, which means that this type of work did not exist at all in the students' body of work and was likely not assigned by the instructor.)
 - Though not on the official Writing Program rubric, readers discussed anecdotal evidence indicating that more portfolios than usual show work that does not adhere to our curriculum in full. This is perhaps linked to the pandemic circumstances that affected instructors' pedagogy.

Actions:

- The FYW program will continue its targeted Reflection & Awareness development action-plan from two years ago and implement similar actions in order to sustain and boost improvements:

- The Fall 2021 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.
 - Faculty development sessions will be devoted to reflective writing assessment results; the practice rationale; assessment options; and other best practices in the field.
 - Follow up emails with student samples and other reflective writing development materials will be emailed to all FYW faculty directly.
 - Faculty support group leaders will be asked to pay particularly close attention to their group members' understanding and implementation of consistent and specific reflective writing assignments.
- As started in Spring, 2019, the FYW program will continue to emphasize eportfolios as learning tools:
 - The Fall 2021 faculty curriculum memo will prioritize best practices and rationale for eportfolio use in the first-year classroom. Faculty must include ongoing portfolio building throughout the semester and to assess progress in this type of digital composing.
 - Faculty development sessions will be devoted to eportfolio assessment results; the practice rationale; assessment options; and other best practices in the field.
 - Faculty support group leaders will be asked to pay particularly close attention to their group members' understanding and implementation of consistent and specific eportfolio building.

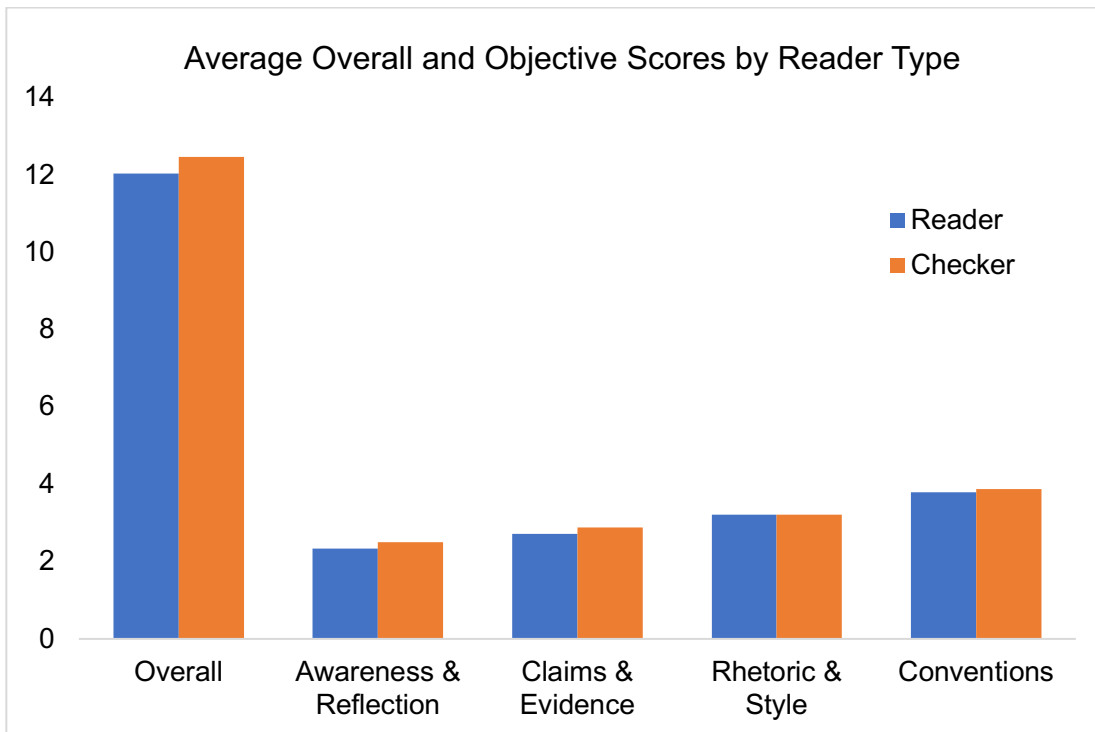
Interrater Agreement for ENG 101 Portfolio Review

Comparison of Average Scores

100 portfolios were scored by primary readers and 26 were checked by secondary readers. Two of the portfolios rated by checkers did not have primary reader ratings, therefore 24 pairs of reader and checker pairs were compared. A series of paired t-tests revealed that the average primary scores and secondary scores of the 24 checked portfolios did not differ significantly.

- On average, readers' overall scores ($M = 12.04$, $SD = 3.97$) were not significantly different from the checkers' overall scores ($M = 12.46$, $SD = 4.55$), $t(23) = -0.686$, $p = .500$.
- On average, readers' awareness and reflection scores ($M = 2.33$, $SD = 1.58$) were not significant different from the checkers' awareness and reflection scores scores ($M = 2.50$, $SD = 1.69$), $t(23) = -1.00$, $p = .328$.
- On average, readers' claims and evidence scores ($M = 2.71$, $SD = 1.30$) were not significantly different from the checkers' claims and evidence scores ($M = 2.88$, $SD = 1.57$), $t(23) = -0.891$, $p = .382$.

- On average, readers' rhetoric and style scores ($M = 3.21$, $SD = 1.10$) were not significantly different from the checkers' rhetoric and style scores ($M = 3.21$, $SD = 1.25$), $t(23) = 0.00$, $p = 1.00$.
- On average, readers' conventions scores ($M = 3.79$, $SD = 0.977$) were not significantly different from the checkers' conventions scores ($M = 3.88$, $SD = 0.797$), $t(23) = -0.358$, $p = .723$.



Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Reader Overall Score	12.04	24	3.973	.811
	Checker Overall Score	12.46	24	4.549	.929
Pair 2	Reader: Awareness & Reflection	2.33	24	1.579	.322
	Checker: Awareness & Reflection	2.50	24	1.694	.346
Pair 3	Reader: Claims & Evidence	2.71	24	1.301	.266

	Checker: Claims & Evidence	2.88	24	1.569	.320
Pair 4	Reader: Rhetoric & Style	3.21	24	1.103	.225
	Checker: Rhetoric & Style	3.21	24	1.250	.255
Pair 5	Reader: Conventions	3.79	24	.977	.199
	Checker: Conventions	3.88	24	.797	.163

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Reader Overall Score Checker Overall Score	24	.764	.000
Pair 2	Reader: Awareness & Reflection Checker: Awareness & Reflection	24	.878	.000
Pair 3	Reader: Claims & Evidence Checker: Claims & Evidence	24	.812	.000
Pair 4	Reader: Rhetoric & Style Checker: Rhetoric & Style	24	.566	.004
Pair 5	Reader: Conventions Checker: Conventions	24	.188	.378

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Reader Overall Score - Checker Overall Score	-.417	2.977	.608	-1.674	.840	-.686	23	.500

Pair 2	Reader: Awareness & Reflection - Checker: Awareness & Reflection	-.167	.816	.167	-.511	.178	- 1.000	23	.328
Pair 3	Reader: Claims & Evidence - Checker: Claims & Evidence	-.167	.917	.187	-.554	.220	-.891	23	.382
Pair 4	Reader: Rhetoric & Style - Checker: Rhetoric & Style	.000	1.103	.225	-.466	.466	.000	23	1.000
Pair 5	Reader: Conventions - Checker: Conventions	-.083	1.139	.232	-.564	.398	-.358	23	.723

Intraclass Correlation Coefficient

The intraclass correlation coefficient measures the reliability of ratings of two or more raters

A high degree of reliability was found between primary and secondary raters on the Overall scores. The average measures ICC was .864.

Intraclass Correlation Coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.761 ^a	.524	.889	7.231	23	23	.000
Average Measures	.864 ^c	.688	.941	7.231	23	23	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

a. The estimator is the same, whether the interaction effect is present or not.

b. Type A intraclass correlation coefficients using an absolute agreement definition.

A high degree of reliability was found between primary and secondary raters on Awareness and Reflection scores. The average measures ICC was .934.

Intraclass Correlation Coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.876 ^a	.737	.944	15.087	23	23	.000
Average Measures	.934 ^c	.849	.971	15.087	23	23	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

a. The estimator is the same, whether the interaction effect is present or not.

b. Type A intraclass correlation coefficients using an absolute agreement definition.

A high degree of reliability was found between primary and secondary raters on Claims and Evidence scores. The average measures of ICC was .888.

Intraclass Correlation Coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.799 ^a	.593	.907	8.888	23	23	.000
Average Measures	.888 ^c	.745	.951	8.888	23	23	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. The estimator is the same, whether the interaction effect is present or not.
- b. Type A intraclass correlation coefficients using an absolute agreement definition.

A moderate degree of reliability was found between primary and secondary raters on Rhetoric and Style scores. The average measures of ICC was .728.

Intraclass Correlation Coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.572 ^a	.221	.791	3.565	23	23	.002
Average Measures	.728 ^c	.361	.883	3.565	23	23	.002

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. The estimator is the same, whether the interaction effect is present or not.
- b. Type A intraclass correlation coefficients using an absolute agreement definition.

A poor degree of reliability was found between primary and secondary raters on Conventions scores. The average measure of ICC was .320.

Intraclass Correlation Coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.190 ^a	-.238	.550	1.453	23	23	.189
Average Measures	.320 ^c	-.626	.710	1.453	23	23	.189

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. The estimator is the same, whether the interaction effect is present or not.
- b. Type A intraclass correlation coefficients using an absolute agreement definition.

Difference Between Primary and Secondary Raters' Scores

The numbers presented in the tables below demonstrate the extent to which readers' scores differ from checkers' scores for each objective. On average, readers' and checkers' objective scores were less than one point different from each other. Their overall scores were on average less than one point different from each other.

		Statistics				
		Difference: Overall	Difference: Awareness & Reflection	Difference: Claims & Evidence	Difference: Rhetoric & Style	Difference: Conventions
N	Valid	24	24	24	24	24
	Missing	172	172	172	172	172
Mean		-.4167	-.1667	-.1667	.0000	-.0833

Frequency Table

		Difference: Overall			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-9.00	1	.4	4.2	4.2
	-5.00	2	.8	8.3	12.5
	-3.00	2	.8	8.3	20.8
	-2.00	2	.8	8.3	29.2
	-1.00	1	.4	4.2	33.3
	.00	6	2.4	25.0	58.3
	1.00	4	1.6	16.7	75.0
	2.00	3	1.2	12.5	87.5
	3.00	2	.8	8.3	95.8
	4.00	1	.4	4.2	100.0
	Total	24	9.4	100.0	
Missing	System	172	90.6		
Total		196	100.0		

		Difference: Awareness & Reflection			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-2.00	1	.4	4.2	4.2
	-1.00	6	2.4	25.0	29.2
	.00	14	5.5	58.3	87.5
	1.00	2	.8	8.3	95.8

	2.00	1	.4	4.2	100.0
	Total	24	9.4	100.0	
Missing	System	172	90.6		
Total		196	100.0		

Difference: Claims & Evidence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-2.00	2	.8	8.3	8.3
	-1.00	5	2.0	20.8	29.2
	.00	13	5.1	54.2	83.3
	1.00	3	1.2	12.5	95.8
	2.00	1	.4	4.2	100.0
	Total	24	9.4	100.0	
	Missing	System	172	90.6	
Total		196	100.0		

Difference: Rhetoric & Style

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-3.00	1	.4	4.2	4.2
	-2.00	1	.4	4.2	8.3
	-1.00	3	1.2	12.5	20.8
	.00	13	5.1	54.2	75.0
	1.00	4	1.6	16.7	91.7
	2.00	2	.8	8.3	100.0
	Total	24	9.4	100.0	
Missing	System	172	90.6		
Total		196	100.0		

Difference: Conventions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-3.00	1	.4	4.2	4.2
	-2.00	1	.4	4.2	8.3
	-1.00	7	2.8	29.2	37.5
	.00	5	2.0	20.8	58.3
	1.00	10	3.9	41.7	100.0
	Total	24	9.4	100.0	

Missing System	172	90.6		
Total	196	100.0		

ENG 201 Outcomes Assessment Spring 2021

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 2021 Eng 201 Method of Study

Syllabi were collected from every section of ENG 201 for the Spring 2021 outcomes assessment. Of these, 20% were randomly selected for assessment.

Table 1.

Percentage of Syllabi Meeting Curriculum Requirements.

201 Syllabi Review			
	Yes	No	Somewhat
Learning objectives match the Writing Program's objectives.	20 (90.9%)	0 (0%)	2 (9.1%)
Portfolio midterm is required.	8 (36.4%)	14 (63.6%)	0 (0%)
Library training is scheduled.	7 (31.8%)	15 (68.2%)	0 (0%)
At least one project that requires the use of secondary and/or primary research is required.	22 (100%)	0 (0%)	0 (0%)
Syllabus explicitly refers to grammar instruction.	9 (41%)	12 (54.5 %)	1 (4.5%)
Reflective writing (students writing about their OWN writing) is assigned BEYOND the final self-reflection assignment.	16 (72.7%)	6 (27.3%)	0 (0%)
E-Portfolio is required (via platform like Digication, WordPress, Tumblr, Prezi--not PDF, Word doc, Google Doc collection)	20 (91%)	1 (4.5%)	1 (4.5%)
Writing in at least 2-3 genres/forms is mentioned, referred to, or explained as overall tenant of the course (IE lab report, observation/incident report, analysis paper, Social Science study, email, mission statement,	21 (95.5%)	1 (4.5%)	0 (0%)

business proposal, ethnography, script, tweet, op ed, cover letter, film/restaurant/book review, etc)			
Writing in at least 2-3 disciplines is mentioned, referred to, or explained as an overall tenant of the course (IE psych, social sciences, journalism, business, history, lit, etc.)	18 (81.8%)	2 (9.1%)	2 (9.1%)
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. (IE ethos, pathos, logos, genre, audience, purpose, mode, medium, delivery, claim, evidence, warrant etc)	18 (81.8%)	2 (9.1%)	2 (9.1%)
An assignment that requires the use of the 101 portfolio is assigned somehow	7 (31.8%)	13 (59.1%)	2 (9.1%)

Table 2.

Percentage of Syllabi Including Description of Online Pedagogy.

	Yes	No	Somewhat
Is it clearly stated that this is a mixed pedagogy (a)synchronous course, and is that defined?	12 (54.5%)	8 (36.4%)	2 (9.1%)
Are synchronous times listed on the syllabus?	20 (90.9%)	2 (9.1%)	0 (0%)
Are synchronous times defined?	19 (86.4%)	2 (9.1%)	1 (4.5%)
Are office hour modality and/or process made clear?	20 (90.9%)	0 (0%)	2 (9.1%)

Table 3.

Percentages of the technologies mentioned on the syllabus as necessary for the course.

	Zoom	Blackboard	Digication	Google Suite	Discord	Slack
What are the technologies that are mentioned	81.8%	100%	81.8%	9.1%	4.5%	4.5%

on the syllabus as necessary for the course?						
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English 201 Syllabi Review Findings

Strengths:

- 0% of the syllabi assessed failed to include the prescribed first-year learning objectives and only two did not include them in full.
- Almost 100% of syllabi assessed explicitly mention use of digital portfolios. Though this total compliance is clearly brought about by COVID-19 pandemic-teaching circumstances, the fact remains that all instructors were asked to make this shift years ago, and many did. (These numbers were on the rise pre-pandemic due to our development in these areas as well as our shift to a totally digital outcomes assessment scoring process.) It is our hope that this circumstantial last “push” results in a permanent shift across the program.
- 100% of the syllabi reviewed showed at least one project that requires the use of secondary and/or primary research, a marked improvement from previous years.
- Approximately 96% of the syllabi assessed make explicit mention of at least 2-3 writing forms/genres (beyond traditional “papers”) assigned. This is a 15% increase from last assessment. Note: This news comes after a full year+ of targeted work in this area given low Rhetoric and Style 201 portfolio scores in recent assessments, which indicated that students were not asked to switch forms and genres as often as WAC best practices would recommend.
- Approximately 84% of the syllabi assessed make explicit mention of at least 2-3 writing academic disciplines (beyond traditional “English”). This is a 10% increase from last assessment.
- 73% of syllabi make explicit mention to reflective writing practices beyond the final required assignment. This is strongly encouraged in our first-year curriculum.
- More than 90% of syllabi assessed make explicit (or “somewhat” explicit) mention of rhetorical terms and/or refer to the concept of rhetoric as a major tenant of the course content. This shows a 6% increase from our previous assessment and incredible growth over the last 4 years in general, during which time we’ve focused on this 201 course component.
- Almost 100% of all syllabi assessed explicitly (or “somewhat” explicitly) list the instructor’s office hour modality and/or procedure. This is a 30% increase from the fall of this year.
- Over 91% of the syllabi assessed list the synchronous class meeting times, a 14% increase since the fall, 2020 semester.
- Over 90% of the syllabi assessed define the instructors’ use of synchronous sessions.

Weaknesses:

- Though 73% of syllabi make explicit mention to reflective writing practices beyond the final required assignment (a number that far exceeds many prior years' percentages) we do see an 11% decrease from last assessment. After quite a bit of targeted work (and marked improvement) on Reflection and Awareness, we further see a 31% decrease in explicit mention of reflective writing on 201 syllabi over the last three years of assessment, which indicates a steady decline.
- Only 41% of the syllabi assessed make explicit mention of an assignment requiring the use of the 101 portfolio (a required assignment). This is a 4% decrease from last assessment, an 8% decrease from the year before, and a 38% decrease from the year before that.
- Only 36% of 201 syllabi reviewed indicate that instructors assess a midterm portfolio.
- Only 65% of the syllabi assessed (vs. over 96% in fall) explicitly define that the course is a "mixed" pedagogy (a)synchronous course and offer definition/explanation of this mode. While many instructors may have presumed that students were already familiar with this mode given their recent 101 experience, it's still key that core course components such as this be explicitly detailed on all course syllabi during all semesters.
- Despite marked improvements in this area, the explicit mention of reflective writing practices beyond the final reflective cover letter should be higher than the current 73%.

Actions:

- Include in the curriculum memo that that the Writing Program's learning objectives must be listed explicitly on the syllabus. Note the 2019 and 2021 syllabi review improvement but also note that this category has reached 100% in past years.
- Include in the curriculum memo that midterm portfolios (though not required) should be collected and commented on as a FYW best practice.
- In the curriculum memo, commend faculty for improvements in the amount and types of reflective writing work assigned over the past several years. Continue to emphasize that reflective writing assignments should be happening all throughout the semester (as well as why and how) and not simply at the end of the semester for the required final portfolio reflection. Note the slight—but steady—decline in this category over the last two assessment periods despite the overall improvement in the last several years.
- In the curriculum memo, commend faculty for improvements in course design including various disciplines and at least 2-3 writing forms/genres (beyond traditional "papers"). Continue to emphasize the importance of varying genres as a means by which to teach rhetoric as course content.
- In the curriculum memo, commend faculty for improvements in explicit mention of rhetoric and/or rhetorical terms as 201 class content. Continue to emphasize the importance of varying genres as a means by which to teach rhetoric as course content.

- In the curriculum memo, emphasize the importance of following digital portfolio best practices. In a subsequent email, forward digital portfolio best practices, assignments, and eportfolio sample links from development workshops on this topic.
- Include in the curriculum memo that all 201 instructors must assign work that requires the use of the 101 portfolio. Note that this assignment should be explicitly listed on all 201 course syllabi.
- In the curriculum memo, commend faculty for their work in “mixed” pedagogy since the onset of COVID-19. Stress that all synchronous dates/times and office hour times/procedures be listed on syllabi.
- Continue to run faculty development sessions on reflective writing in order to sustain and deepen the improvements made the assessment period before last, especially given the gradual—but steady—decline in this category.
- Continue to run faculty development sessions on teaching with digital portfolios (best practices) in order to sustain and deepen these improvements.
- Continue to run faculty development sessions on “mixed” pedagogy best practices such as ensuring the syllabus serves as a clarifying document with regard to sessions and office hours as well as “making the most” of synchronous time.
- If feasible, continue to run faculty development sessions on best cross-discipline and genre/form WAC practices in order to sustain and deepen recent improvements.

Portfolio Assessment Findings, Spring 2021, Eng 201

Method of Study

Three students from every section of ENG 201 were selected at random for our Spring 2021 student portfolio outcomes assessment. 97 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 again, all portfolio outcomes scoring was conducted via Digication eportfolio assessment tools and not via hard copy rubrics as in previous years.

The following data tables, charts, graphs etc. was prepared by Katlyn Lee Milles and Kaitlin Carson, John Jay College WAC Writing fellows.

Descriptive Statistics

97 portfolios were scored by primary readers. The portfolios were scored on four objectives, each out of 5 points: Awareness & Reflection, Claims & Evidence, Rhetoric & Style, and Conventions. The four objective scores were added to compute an Overall score out of 20 points.

Overall scores ranged from 5 to 20, with an average score of 12.68 ($SD = 3.63$). Overall scores were normally distributed, with a skewness of .274 ($SE = .25$).

Awareness & Reflection scores ranged from 0 to 5, with an average score of 2.94 ($SD = 1.19$). Awareness & Reflection scores were normally distributed, with a skewness of .122 ($SE = .25$).

Claims & Evidence scores ranged from 0 to 5, with an average score of 3.00 ($SD = 1.06$). Claims & Evidence scores were normally distributed, with a skewness of -.160 ($SE = .25$).

Rhetoric & Style scores ranged from 1 to 5, with an average score of 3.29 ($SD = 1.07$). Rhetoric & Style scores were normally distributed, with a skewness of -.031 ($SE = .25$).

Conventions scores ranged from 1 to 5, with an average score of 3.45 ($SD = 0.85$). Conventions scores were normally distributed, with a skewness of -.211 ($SE = .25$).

Descriptive Statistics & Frequencies

Descriptive Statistics

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic	Skewness Statistic	Std. Error
Overall Score	97	5	20	12.68	3.627	.274	.245
Awareness & Reflection	97	0	5	2.94	1.189	.122	.245
Claims & Evidence	97	0	5	3.00	1.061	-.160	.245
Rhetoric & Style	97	1	5	3.29	1.070	-.031	.245
Conventions	97	1	5	3.45	.854	-.211	.245
Valid N (listwise)	97						

Frequency Table

		Overall Score				
		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	5	2	1.6	2.1	2.1	
	6	2	1.6	2.1	4.1	
	7	3	2.3	3.1	7.2	
	8	2	1.6	2.1	9.3	
	9	6	4.7	6.2	15.5	
	10	11	8.5	11.3	26.8	
	11	15	11.6	15.5	42.3	
	12	13	10.1	13.4	55.7	
	13	11	8.5	11.3	67.0	
	14	3	2.3	3.1	70.1	
	15	5	3.9	5.2	75.3	
	16	8	6.2	8.2	83.5	
	17	3	2.3	3.1	86.6	
	18	5	3.9	5.2	91.8	
	19	3	2.3	3.1	94.8	
	20	5	3.9	5.2	100.0	
	Total	97	75.2	100.0		
	Missing	System	32	24.8		
	Total		129	100.0		

Awareness & Reflection

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	.8	1.0	1.0
	1	7	5.4	7.2	8.2
	2	33	25.6	34.0	42.3
	3	23	17.8	23.7	66.0
	4	22	17.1	22.7	88.7
	5	11	8.5	11.3	100.0
	Total	97	75.2	100.0	
Missing	System	32	24.8		
Total		129	100.0		

Claims & Evidence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	1.6	2.1	2.1
	1	3	2.3	3.1	5.2
	2	25	19.4	25.8	30.9
	3	38	29.5	39.2	70.1
	4	21	16.3	21.6	91.8
	5	8	6.2	8.2	100.0
	Total	97	75.2	100.0	
Missing	System	32	24.8		
Total		129	100.0		

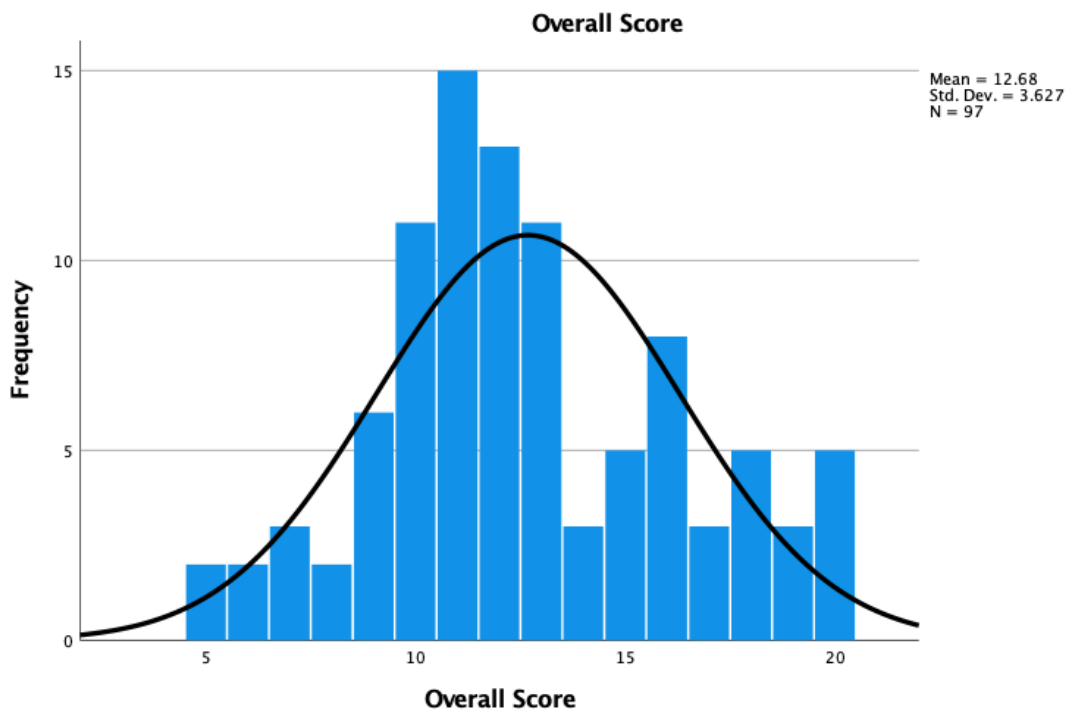
Rhetoric & Style

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	3.1	4.1	4.1
	2	18	14.0	18.6	22.7
	3	36	27.9	37.1	59.8
	4	24	18.6	24.7	84.5
	5	15	11.6	15.5	100.0
	Total	97	75.2	100.0	
Missing	System	32	24.8		
Total		129	100.0		

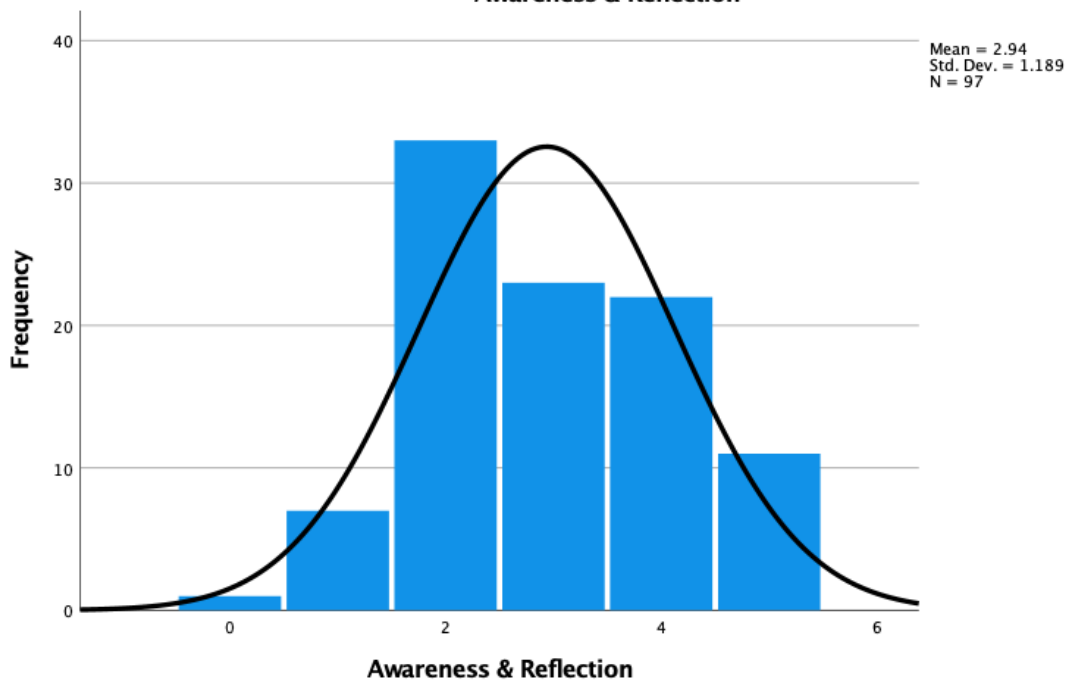
Conventions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1.6	2.1	2.1
	2	7	5.4	7.2	9.3
	3	43	33.3	44.3	53.6
	4	35	27.1	36.1	89.7
	5	10	7.8	10.3	100.0
	Total	97	75.2	100.0	
Missing	System	32	24.8		
Total		129	100.0		

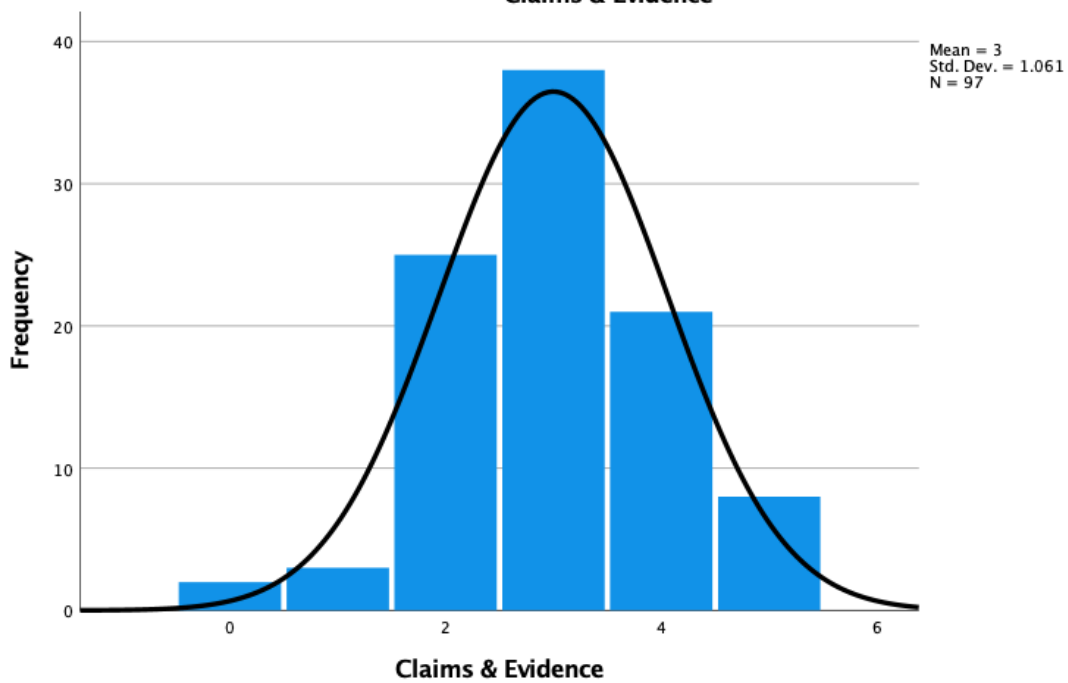
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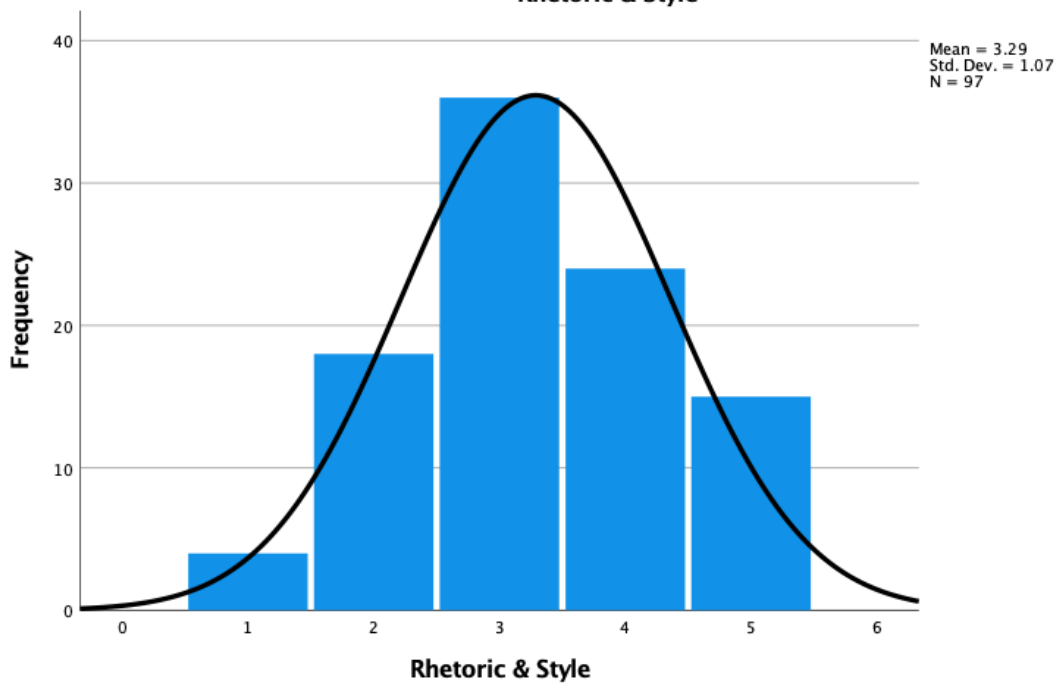
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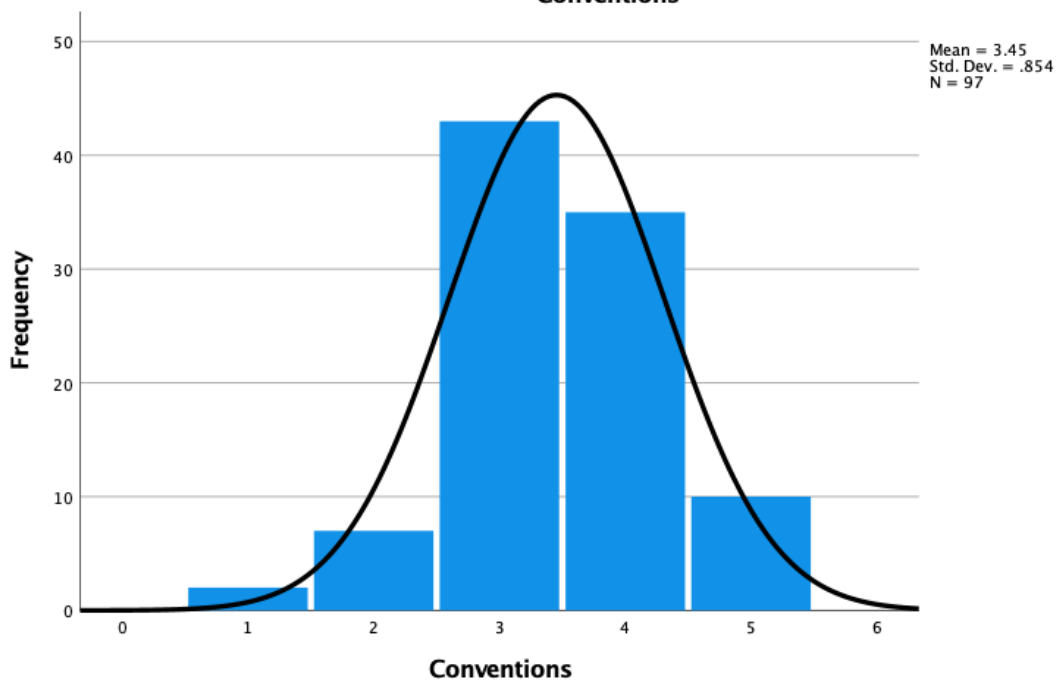
Claims & Evidence



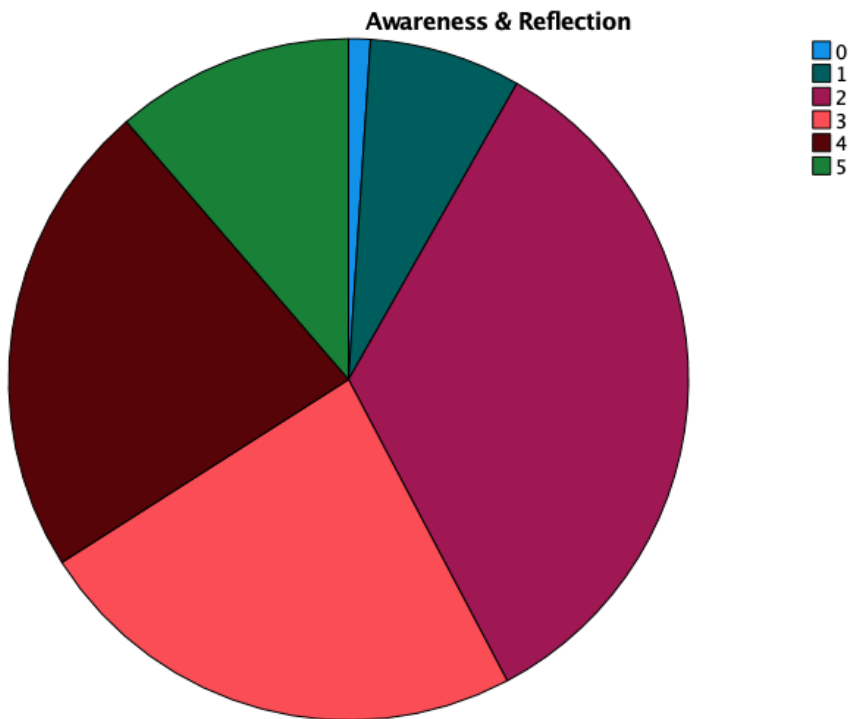
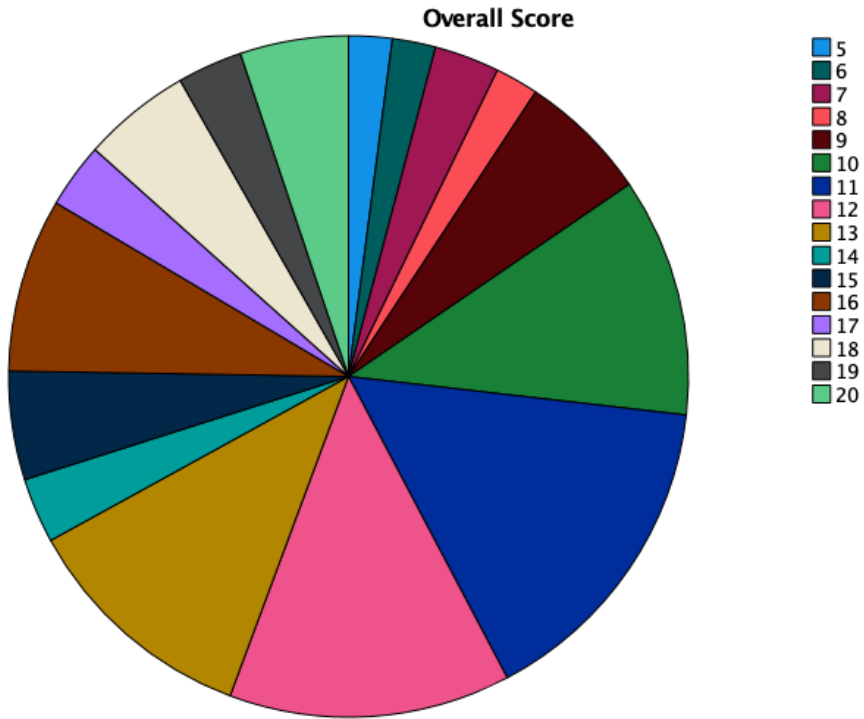
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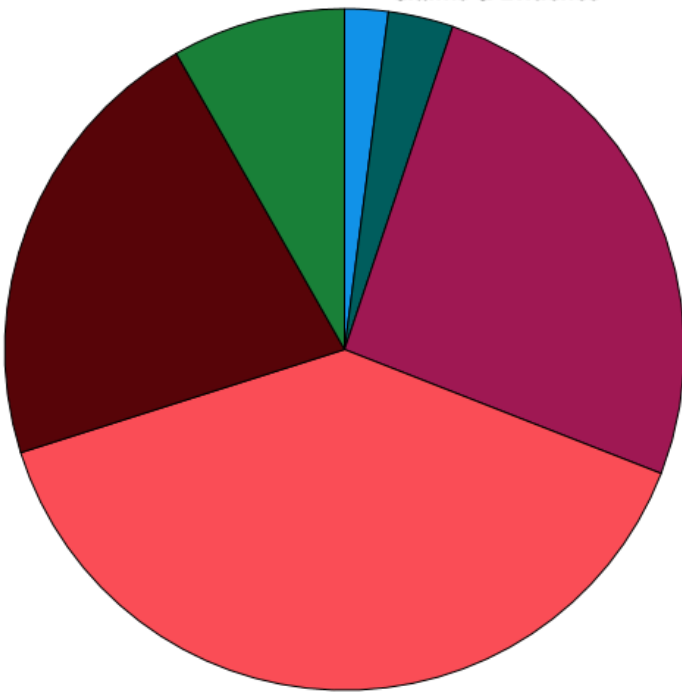
Conventions



Pie Chart

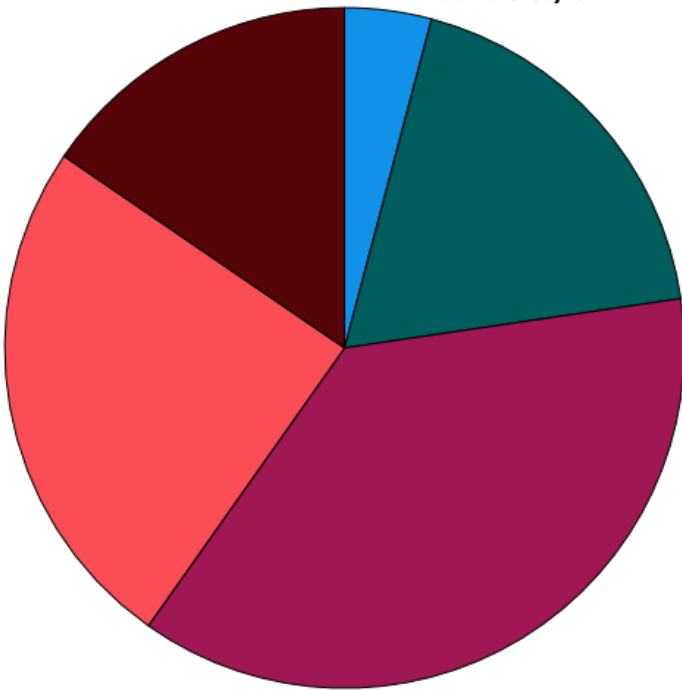


Claims & Evidence

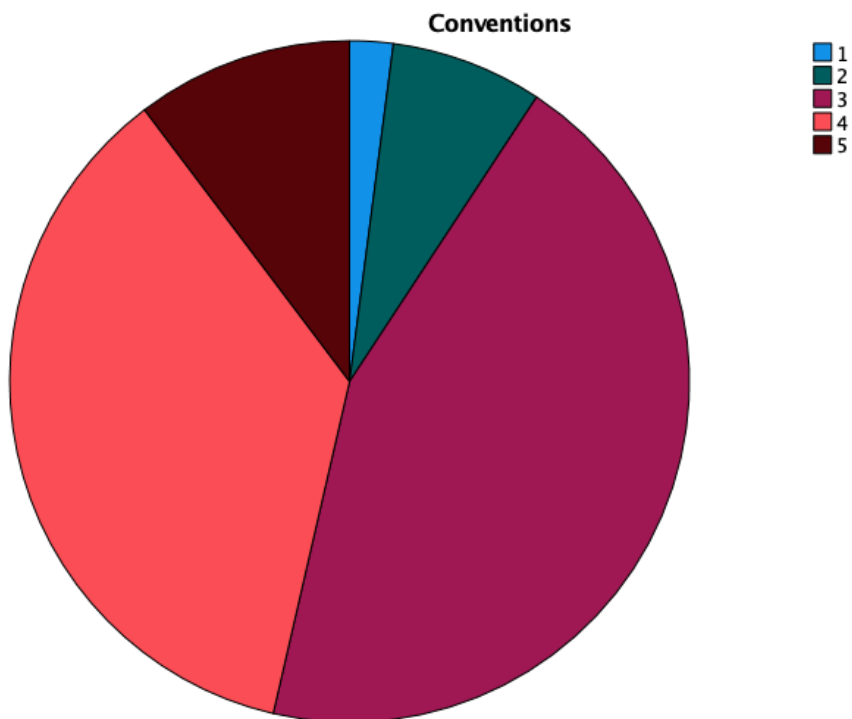


- 0
- 1
- 2
- 3
- 4
- 5

Rhetoric & Style



- 1
- 2
- 3
- 4
- 5



Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Overall Score	.135	97	.000	.964	97	.010
Awareness & Reflection	.208	97	.000	.914	97	.000
Claims & Evidence	.201	97	.000	.912	97	.000
Rhetoric & Style	.204	97	.000	.908	97	.000
Conventions	.238	97	.000	.871	97	.000

a. Lilliefors Significance Correction

Comparison of Scores by Objective

A one-way repeated measures ANOVA was conducted to compare the effects of objective on readers' scores. There was a significant effect of objective, Wilks Lambda = .68, $F(3, 94) = 14.45$, $p < .001$.

Bonferroni pairwise comparisons reveal that Convention scores ($M = 3.45$, $SD = .85$) are significantly higher than Awareness & Reflection scores ($M = 2.94$, $SD = 1.19$), $p < .001$ and Claims & Evidence scores ($M = 3.00$, $SD = 1.06$), $p < .001$. Rhetoric & Style ($M = 3.29$, $SD = 1.07$) scores are also significantly higher than Awareness & Reflection scores, $p = .005$ and Claims & Evidence scores, $p = .003$. Convention scores and Rhetoric & Style scores do not differ significantly, $p = .07$. Awareness & Reflection scores and Claims & Evidence scores do not differ significantly, $p = 1.00$.

General Linear Model

Within-Subjects Factors

Measure: MEASURE_1

objective	Dependent Variable
1	Awareness & Reflection
2	Claims & Evidence
3	Rhetoric & Style
4	Conventions

Descriptive Statistics

	Mean	Std. Deviation	N
Awareness & Reflection	2.94	1.189	97
Claims & Evidence	3.00	1.061	97
Rhetoric & Style	3.29	1.070	97
Conventions	3.45	.854	97

Multivariate Tests^a

Effect		Value	F	Hypothesis df	Error df	Sig.
Scores	Pillai's Trace	.316	14.445 ^b	3.000	94.000	.000
	Wilks' Lambda	.684	14.445 ^b	3.000	94.000	.000
	Hotelling's Trace	.461	14.445 ^b	3.000	94.000	.000
	Roy's Largest Root	.461	14.445 ^b	3.000	94.000	.000

a. Design: Intercept

Within Subjects Design: Scores

b. Exact statistic

Pairwise Comparisons

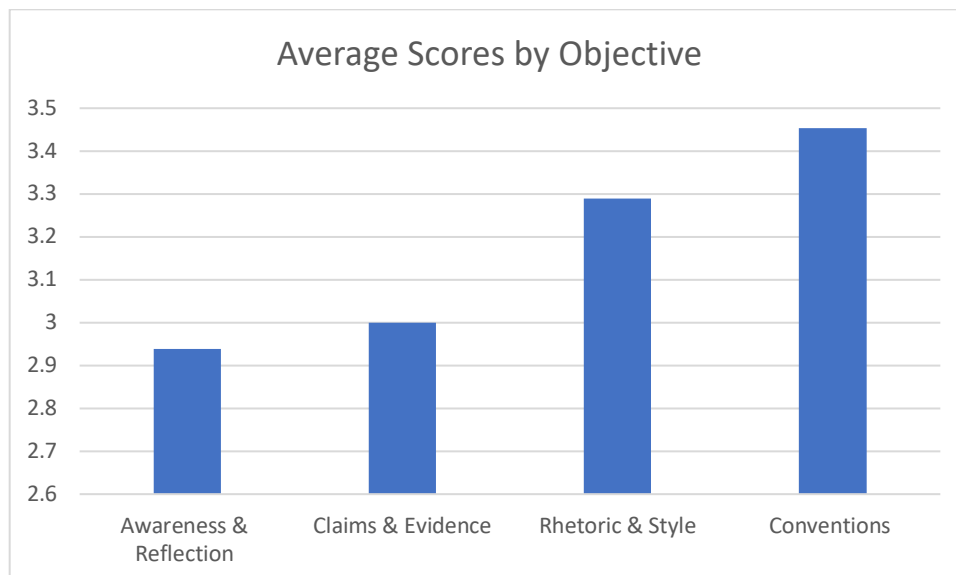
Measure: MEASURE_1

(I) Scores	(J) Scores	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
1	2	-.062	.098	1.000	-.326	.202
	3	-.351*	.102	.005	-.624	-.077
	4	-.515*	.098	.000	-.781	-.250
2	1	.062	.098	1.000	-.202	.326
	3	-.289*	.080	.003	-.505	-.073
	4	-.454*	.078	.000	-.663	-.245
3	1	.351*	.102	.005	.077	.624
	2	.289*	.080	.003	.073	.505
	4	-.165	.065	.077	-.340	.010
4	1	.515*	.098	.000	.250	.781
	2	.454*	.078	.000	.245	.663
	3	.165	.065	.077	-.010	.340

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

b. Adjustment for multiple comparisons: Bonferroni.



Portfolio Assessment Findings, Spring 2021

- The comparisons of average overall and objective scores and intraclass correlation coefficients indicate strong agreement between reader and checker scores for all scoring. Strong agreement indicates reliable scoring participants and methods.
- Overall scores ranged from 5 to 20, with an average score of 12.68 ($SD = 3.63$).
- The average objective score was 3.17. A score of 4 indicates full proficiency, whereas 5 is defined as “exceeds proficiency.”
- The lowest rubric score was a 5/20 while the highest was a 20/20.
- Overall and objective scores were normally distributed.
- The average Awareness and Reflection score was 2.9, with 2 being the most common (34%) and 0 being the least common (1%) score. One portfolio (1%) received a 0 for Awareness and Reflection.
- The average Claims and Evidence score was 3.0, with 3 being the most common (39%) and 0 being the least common (2.1%) score. Two portfolios (2.1%) received a 0 for Claims and Evidence
- The average Rhetoric and Style score was 3.3, with 3 being the most common (37.1%) and 1 being the least common (4.1%) score. No portfolios received a 0 for Rhetoric and Style
- The average Conventions score was 3.5, with 3 being the most common (44.3%) and 1 being the least common (2.1%) score. No portfolios received a 0 for Conventions.
- Awareness and Reflection rubric categories scored the most 0s and 1s. Conventions had the most 4s and 5s.
- The category scores differed significantly in their average scores:
 - The average Awareness & Reflection score was 2.9/5, which was significantly lower than the average scores for Rhetoric & Style and Conventions.
 - The average Claims & Evidence score was 3.0/5, which was significantly lower than the average scores for Rhetoric & Style and Conventions.
 - The average Rhetoric & Style score was 3.3/5, which was significantly higher than the average scores for Awareness & Reflection and Claims & Evidence.
 - The average Conventions score was 3.5/5, which was significantly higher than scores in the average scores for Awareness & Reflection and Claims & Evidence.
 - The average Awareness & Reflection scores did not differ from the average Claims & Evidence scores.
 - The average Rhetoric & Style scores did not differ from the average Conventions scores.

Strengths

- Inter-rater reader reliability was high, which shows that our rubric is conducive for assessment and/or that our readers are reading "similarly."
- Despite the circumstances surrounding the COVID-19 pandemic and its effects on teaching and learning, the assessed students' holistic average score (an approximate 12.68/20) has improved in comparison to our last (pre-pandemic) assessment's holistic average 201 portfolio score, which was a 10.9. This difference is significant.
- Despite the circumstances surrounding the COVID-19 pandemic and its effects on teaching and learning, this year's assessed students showed an improvement in every single rubric category (Claims & Evidence, Rhetoric & Style, Conventions and Rhetoric & Style).
- The average Conventions score was 3.45/5, which was significantly higher than scores in the other three categories.
 - Only 8.23% of portfolios assessed scored a 0 or 1 in the Reflection & Awareness category, which is a significant improvement of approximately 10%. (Last assessment, 18% of all 201 portfolios assessed scored a 0 or 1 in this rubric category.) This indicates that more instructors are emphasizing this type of work in their 201 classrooms. (0 indicates "no evidence" to assess at all. Since only one portfolio of 97 scored a one, we can assume that most instructors are now assigning enough reflective writing that our scorers could assess this content (vs. a 0, which indicates that here was nothing to assess).
 - Though not on the official Writing Program rubric yet, readers discussed anecdotal evidence indicating that eportfolios appear to be operating as a learning tool more than in previous years; it appears that fewer instructors are having students "dump" their work into portfolios at the end of the semester, not at all a best practice. This comes as a result of extensive development in this area.

Weaknesses

- Despite significant improvements over the last several years (and higher scores than the last 201 portfolio assessment) Reflection and Awareness is the lowest scored rubric category.
 - Though not on the official Writing Program rubric, readers discussed anecdotal evidence indicating that more portfolios than usual show work that does not adhere to our curriculum in full. This is perhaps linked to the pandemic circumstances that affected instructors' pedagogy.
 - Though not on the official FYW program rubric yet, scorers shared anecdotal evidence indicating that eportfolios are uneven in terms of their functioning as a composition in their own right. This should be addressed in all FYW classes but especially in English 201 given its emphasis on Rhetoric & Style across genres, modes, and disciplines.

Actions:

- The FYW program will continue its targeted Reflection & Awareness development action-plan from two years ago and implement similar actions in order to sustain and boost improvements:
 - The Fall 2021 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.
 - Faculty development sessions will be devoted to reflective writing assessment results; the practice rationale; assessment options; and other best practices in the field.
 - Follow up emails with student samples and other reflective writing development materials will be emailed to all FYW faculty directly.
 - Faculty support group leaders will be asked to pay particularly close attention to their group members' understanding and implementation of consistent and specific reflective writing assignments.

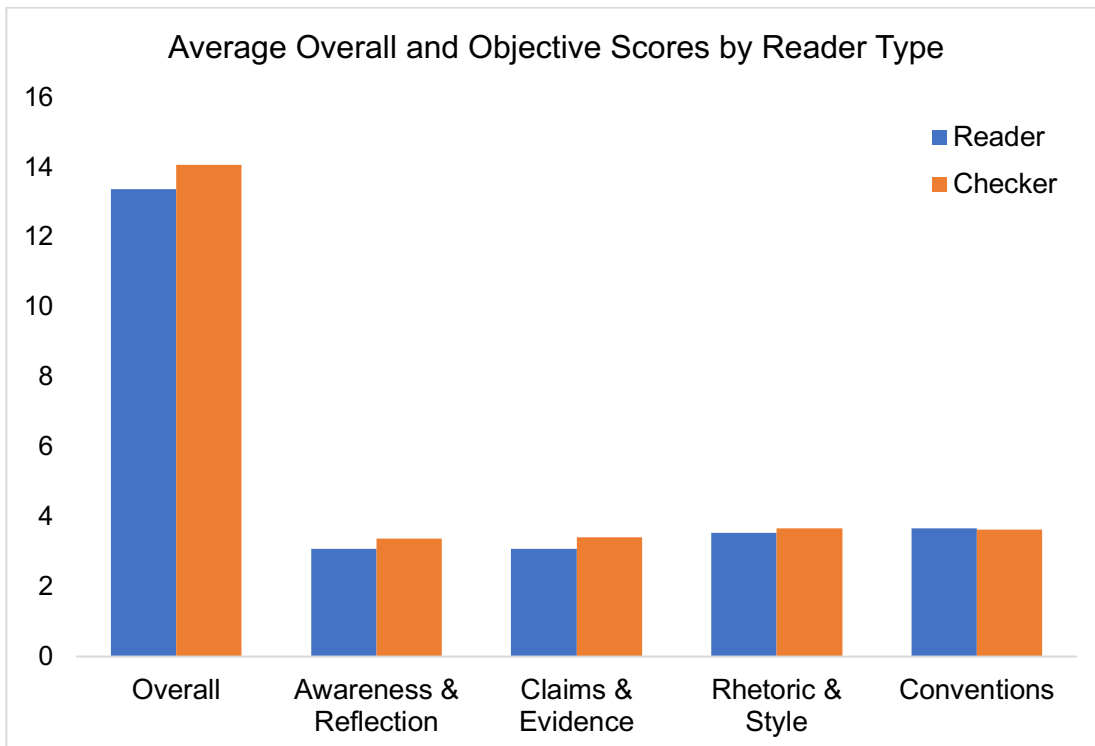
- The FYW program will continue to emphasize eportfolios as learning tools. Specifically, in Eng 201, instructors and students should be clear that the portfolio—in and of itself—is one of the genres/forms of writing explored in the course:
 - The 2021 faculty curriculum memo will prioritize best practices and rationale for rhetorically conscious eportfolio use in the first-year writing classroom.
 - Faculty development sessions will be devoted to eportfolio assessment results; the practice rationale; assessment options; and other best practices in the field.
 - Targeted email follow ups will go out to all faculty with development materials, including links to stellar student sample portfolios that demonstrate rhetorical consciousness.
 - Faculty support group leaders will be asked to pay particularly close attention to their mentees' understanding and implementation of consistent and specific eportfolio building.

Interrater Agreement for ENG 201 Portfolio Evaluation

Comparison of Average Scores

97 portfolios were scored by primary readers and 24 were checked by secondary readers. A series of paired t-tests revealed that the average primary scores and secondary scores of the 24 checked portfolios did not differ significantly.

- On average, readers' overall scores ($M = 13.38$, $SD = 3.99$) were not significantly different from the checkers' overall scores ($M = 14.08$, $SD = 3.32$), $t(23) = -1.27$, $p = .218$.
- On average, readers' awareness and reflection scores ($M = 3.08$, $SD = 1.28$) were not significant different from the checkers' awareness and reflection scores ($M = 3.38$, $SD = 1.10$), $t(23) = -1.332$, $p = .200$.
- On average, readers' claims and evidence scores ($M = 3.54$, $SD = 1.14$) were not significantly different from the checkers' claims and evidence scores ($M = 3.42$, $SD = 0.830$), $t(23) = -1.88$, $p = .073$.
- On average, readers' rhetoric and style scores ($M = 3.54$, $SD = 1.14$) were not significantly different from the checkers' rhetoric and style scores ($M = 3.67$, $SD = 1.05$), $t(23) = -0.647$, $p = .524$.
- On average, readers' conventions scores ($M = 3.67$, $SD = 0.917$) were not significantly different from the checkers' conventions scores ($M = 3.63$, $SD = 0.824$), $t(23) = 0.296$, $p = .770$.



Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Reader Overall Score	13.38	24	3.987	.814
	Checker Overall Score	14.08	24	3.322	.678
Pair 2	Reader: Awareness & Reflection	3.08	24	1.283	.262
	Checker: Awareness & Reflection	3.38	24	1.096	.224
Pair 3	Reader: Claims & Evidence	3.08	24	1.176	.240
	Checker: Claims & Evidence	3.42	24	0.830	.169
Pair 4	Reader: Rhetoric & Style	3.54	24	1.141	.233
	Checker: Rhetoric & Style	3.67	24	1.049	.214
Pair 5	Reader: Conventions	3.67	24	.917	.187
	Checker: Conventions	3.63	24	.824	.168

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Reader Overall Score	24	.733	.000
	Checker Overall Score			
Pair 2	Reader: Awareness & Reflection	24	.595	.002
	Checker: Awareness & Reflection			
Pair 3	Reader: Claims & Evidence	24	.676	.000
	Checker: Claims & Evidence			
Pair 4	Reader: Rhetoric & Style	24	.629	.001
	Checker: Rhetoric & Style			
Pair 5	Reader: Conventions	24	.690	.000
	Checker: Conventions			

Paired Samples Test

	Paired Differences	t	df
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		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Sig. (2-tailed)		
					Lower	Upper			
Pair 1	Reader Overall Score - Checker Overall Score	-.292	1.083	.221	-.749	.165	-1.320	23	.200
Pair 2	Reader: Awareness & Reflection - Checker: Awareness & Reflection	-.333	.868	.177	-.700	.033	-1.881	23	.073
Pair 3	Reader: Claims & Evidence - Checker: Claims & Evidence	-.125	.947	.193	-.525	.275	-.647	23	.524
Pair 4	Reader: Rhetoric & Style - Checker: Rhetoric & Style	.042	.690	.141	-.250	.333	.296	23	.770
Pair 5	Reader: Conventions - Checker: Conventions	-.708	2.742	.560	-1.866	.450	-1.265	23	.218

Intraclass Correlation Coefficient

The intraclass correlation coefficient measures the reliability of ratings of two or more raters

A high degree of reliability was found between primary and secondary raters on the Overall scores. The average measures ICC was .838.

Intraclass Correlation Coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.721 ^a	.454	.869	6.163	23	23	.000
Average Measures	.838 ^c	.625	.930	6.163	23	23	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

a. The estimator is the same, whether the interaction effect is present or not.

b. Type C intraclass correlation coefficients using a consistency definition. The between-measure variance is excluded from the denominator variance.

c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

A moderate degree of reliability was found between primary and secondary raters on Awareness and Reflection scores. The average measures ICC was .741.

Intraclass Correlation Coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.588 ^a	.250	.798	3.856	23	23	.001
Average Measures	.741 ^c	.401	.888	3.856	23	23	.001

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. The estimator is the same, whether the interaction effect is present or not.
- b. Type C intraclass correlation coefficients using a consistency definition. The between-measure variance is excluded from the denominator variance.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

A moderate degree of reliability was found between primary and secondary raters on Claims and Evidence scores. The average measures of ICC was .778.

Intraclass Correlation Coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.636 ^a	.321	.825	4.500	23	23	.000
Average Measures	.778 ^c	.486	.904	4.500	23	23	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. The estimator is the same, whether the interaction effect is present or not.
- b. Type C intraclass correlation coefficients using a consistency definition. The between-measure variance is excluded from the denominator variance.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

A moderate degree of reliability was found between primary and secondary raters on Rhetoric and Style scores. The average measures of ICC was .771.

Intraclass Correlation Coefficient

	95% Confidence Interval	F Test with True Value 0
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	Intraclass Correlation ^b	Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.627 ^a	.307	.820	4.362	23	23	.000
Average Measures	.771 ^c	.470	.901	4.362	23	23	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- The estimator is the same, whether the interaction effect is present or not.
- Type C intraclass correlation coefficients using a consistency definition. The between-measure variance is excluded from the denominator variance.
- This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

A high degree of reliability was found between primary and secondary raters on Conventions scores. The average measure of ICC was .814.

Intraclass Correlation Coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.687 ^a	.399	.851	5.380	23	23	.000
Average Measures	.814 ^c	.570	.920	5.380	23	23	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- The estimator is the same, whether the interaction effect is present or not.
- Type C intraclass correlation coefficients using a consistency definition. The between-measure variance is excluded from the denominator variance.
- This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Difference Between Primary and Secondary Raters' Scores

The numbers presented in the tables below demonstrate the extent to which readers' scores differ from checkers' scores for each objective. On average, readers' and checkers' objective scores were less than one point different from each other. Their overall scores were on average less than one point different from each other.

Statistics

		Difference: Overall	Difference: Awareness & Reflection	Difference: Claims & Evidence	Difference: Rhetoric & Style	Difference: Conventions
N	Valid	24	24	24	24	24
	Missing	105	105	105	105	105

Mean		- .7083	- .2917	- .3333	- .1250	.0417
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Frequency Table

Difference: Overall

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-7.00	1	.8	4.2	4.2
	-6.00	1	.8	4.2	8.3
	-5.00	1	.8	4.2	12.5
	-4.00	1	.8	4.2	16.7
	-3.00	2	1.6	8.3	25.0
	-1.00	5	3.9	20.8	45.8
	.00	4	3.1	16.7	62.5
	1.00	4	3.1	16.7	79.2
	2.00	4	3.1	16.7	95.8
	4.00	1	.8	4.2	100.0
	Total		24	18.6	100.0
Missing System		105	81.4		
Total		129	100.0		

Difference: Awareness & Reflection

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-3.00	1	.8	4.2	4.2
	-2.00	3	2.3	12.5	16.7
	-1.00	3	2.3	12.5	29.2
	.00	12	9.3	50.0	79.2
	1.00	5	3.9	20.8	100.0
	Total		24	18.6	100.0
Missing System		105	81.4		
Total		129	100.0		

Difference: Claims & Evidence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-2.00	3	2.3	12.5	12.5

	-1.00	5	3.9	20.8	33.3
	.00	13	10.1	54.2	87.5
	1.00	3	2.3	12.5	100.0
	Total	24	18.6	100.0	
Missing	System	105	81.4		
Total		129	100.0		

Difference: Rhetoric & Style

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-2.00	2	1.6	8.3	8.3
	-1.00	6	4.7	25.0	33.3
	.00	9	7.0	37.5	70.8
	1.00	7	5.4	29.2	100.0
	Total	24	18.6	100.0	
Missing	System	105	81.4		
Total		129	100.0		

Difference: Conventions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	-1.00	5	3.9	20.8	20.8
	.00	13	10.1	54.2	75.0
	1.00	6	4.7	25.0	100.0
	Total	24	18.6	100.0	
Missing	System	105	81.4		
Total		129	100.0		

Report Process Summary:

Through ten years of extensive outcomes assessment of our first-year writing sequence (ENG 101 and ENG 201), the Vertical Writing Program at John Jay College has:

- Established learning objectives for both courses in the first-year sequence;
- Developed and regularly implemented an ongoing assessment and follow-up action plan from the assessment;
- Piloted (and regularly utilized) three key assessment methodologies, twice per academic year, for a total of six assessments each academic year:
 - Instructor syllabi review (conducted twice per academic year)
 - Student portfolio evaluation (conducted twice per academic year)
 - Faculty focus groups
- Continued to uncover key findings
- Continued to make curriculum changes based on those findings

Our outcomes assessment design includes steps of data collection and analysis but also the development of curricular guidelines and faculty mentorship. For example, those objectives with the lowest scores in a given year receive emphasis the following year. To introduce and sustain key pedagogical changes, improvements, and best practices we:

1. Send curriculum memos each semester with assessment overview results and actions suggested and required.
2. Offer targeted faculty development workshops based on our findings and action plan (10-16 sessions per academic year)
3. Have built, maintain, and update an e-rhetoric Digication eportfolio populated with model assignments, syllabi, lessons and more;
4. Run an ongoing peer faculty support group program for all part-time faculty (led by full-time faculty who also take part in the group)

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 first-year writing 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.

First-Year Writing Program Description:

First-Year Writing is a main program is located within the John Jay College Vertical Writing Program, which links Writing Across the Curriculum, the Writing and Rhetoric Minor, and First Year Writing to provide students with access to cohesive and consistent writing curriculum and pedagogy throughout their coursework at the college. 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.

ENG 101 NNES and ENG 201 NNES: These courses are exactly the same as the regular sequence, but the students are international and resident ESL students who are placed in these courses so they can receive additional writing instruction and support targeted for their needs. (No sections of this course were offered in 2020-2021)

ENG 195/ENG 101 Corequisite Course for ESL Students. Students in this course have not qualified for the NNES 101. The two courses are taken simultaneously, for six hours of instruction, though students only earn 3 credits. The course is a replacement for the EAP sequence listed below, and enables students to achieve the ESL exemption and ENG 101 credit simultaneously. (No sections of this course were offered in 2020-2021)

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. (No sections of this course were run in 2020/2021)

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. (No sections of this course were run in 2020-2021)

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

The first-year writing program runs approximately 100 sections of writing each semester with 70-80 sections of ENG 101 and 15-20 sections of ENG 201 offered each fall (see Appendix 1 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. (This year, we only ran 54 sections of 201 in the spring: see Appendix 1.) The college is not currently running any sections of EAP courses.

In terms of the first-year writing sequence itself (Eng 101-201) in fall 2020, 57% of Eng 101 and 201 courses were taught by part-time adjunct faculty. In spring 2021, 59% of Eng 101 and 201 courses were taught by part-time adjunct faculty. In turn, an average of 58% part-time faculty and 42% full-time faculty teach in the first-year writing sequence (Eng 101 and 201). (See Appendix 1.) In total, approximately 53% of the courses the writing program offers (101, 201, and other courses) are taught by part-time adjunct professors, while the remaining 47% are taught by tenured, tenure-track, and full-time lecturer faculty.

First Year student enrollment has been steadily rising from around 1,500 students in 2015 to around 1,900 in 2020. Student enrollment for ENG 101 and ENG 201 is limited to 26 with a secondary cap of 27 students; however, the secondary cap of 27 students has been used for all sections since about 2015. There are very few if any overalls in ENG 101/201. In any given semester, close to 75 percent of these ENG courses run within 1 student of the secondary cap. The sections with lower enrollment are often on off-hours, such as Friday evening and Saturday morning. The college is no longer offering EAP courses, but they remain on the books and are capped at 22.

All students admitted to the college as first-year students are placed in ENG 101, unless they have advanced placement credit (English Regents score of 3 or higher), and/or AP credit or transfer credit. About 150-200 students per year (Less than 5 percent) place out of ENG 101. Placement into EAP courses is completed by the Chief Reader of the college, according to CUNY guidelines.

First-Year Writing 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 ("closing the loop"). 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. Thus, all full-time writing program faculty actively participate in our outcomes assessment as part of their department and college-wide service.

Some key considerations of our methods:

- For a number of reasons, we decided to focus our OA work on the ENG 101 and ENG 201 courses. The Vertical 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 ongoing OA allows for ongoing development of our curriculum in support of student success.
- 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 that teach the courses that are being assessed, their close work with the curriculum transfers directly to their work in the classroom. In other words, outcomes assessment work is also faculty development work.
- 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.
- Program assessment is not limited to outcomes assessment. Though this report spends the majority of its space discussing our ENG 101/201 direct outcomes assessment measures (rubric evaluation of student work) and indirect outcomes assessment (syllabus review and faculty focus group), we also conduct formative assessments on new workshops, programs and strategies that we implement, so that our program is always evolving and assessing its decisions and applications.

General Practices

With these philosophical points in mind, past OA committees have agreed on the following general practice for outcomes assessment in ENG 101/201: 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.

Writing Program Outcomes Assessment Plan:

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

- **Syllabi Review (2X per academic year)**
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
- Students' research project is, in some way, based on a self-designed inquiry or question (not just a topic—prescribed or chosen)
- 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 academic disciplines
- Reading and writing assigned in at least 2-3 disparate genres/forms
- Rhetorical terms are mentioned by name and/or the concept of "rhetoric" is referred to in 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
- Reflective writing (beyond final prescribed assignment) assigned
- Explicit grammar instruction listed

- **Portfolio Evaluation (2X per academic year)**

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 Focus Group (2X per academic year)**

After each portfolio reading, all the faculty who did the assessment are asked a series of open-ended questions in a focus group format about the work they have completed reading student portfolios for a full day. These sessions are recorded and analyzed using social science data analysis protocols, and we look for patterns and anomalies that can be used to inform our future practice.

Data Analysis

The three methods of assessment produce both quantitative and qualitative data. The writing program director analyzes the data from all three assessment methods. It is especially revealing and crucially important to note when data from one assessment lines up with data from the other assessments. Such triangulated data becomes powerful evidence for what we change in succeeding semesters.

Faculty Development: “Closing the Loop”

After the completion of all four evaluations and the submission of the annual OA report to the department, the Vertical Writing Program administrators and members of the Vertical 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. 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, and faculty support group leaders are asked to focus on key areas in both their formal and informal pedagogical discussions. Thus, the OA work we do has a direct impact year-to-year on what we teach and how we teach.

Appendix I

Fall 2020

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:	66	minus 3 College Now and 1 P2CP: 62
Total enrollment:	1501	without College Now and P2CP: 1420
Full-time sections:	27	
Adjunct sections:	39	without College Now and P2CP: 35

ENG 131:

Total sections:	2
Total enrollment:	56
Full-time sections:	1
Adjunct sections:	1

ENG 133:

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

ENG 195:

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

ENG 201:

Total sections:	19
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Total enrollment: 516
Full-time sections: 9
Adjunct sections: 10

ENG electives:
Total sections: 20
Total enrollment: 445
Full-time sections: 14
Adjunct sections: 6

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

Spring 2021

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: 10 minus 1 College Now and 1 P2CP: 8
Total enrollment: 261 without College Now and P2CP:
219
Full-time sections: 4
Adjunct sections: 6 without College Now and P2CP: 4

ENG 131:
Total sections: 2
Total enrollment: 60
Full-time sections: 0
Adjunct sections: 2

ENG 133:
Total sections: 0

Appendix II

The following rubric was used as the scoring instrument for portfolio review in both fall, 2020 and spring, 2021. Only the four categories shaded in green were assessed this academic year. (Rubric sections are selected for assessment on a rotating basis.)

	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.						

	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 III WinterBridge Report

Assessment Report: ENG WinterBridge, January 2021

Submitted by Claudia Zuluaga, Assistant Writing Program Director/Chief Reader
3/4/21

Executive Summary: The Writing Program worked with Wynne Ferdinand, the general education Director, and Cristina DeMeo, LEAP program Coordinator to design and facilitate a 2-week (18-hour) winter session workshop for ENG 101 students who had earned a grade of C- or lower in the Fall 2020 semester. This workshop was led by ENG adjunct professors, who provided students with one-on-one guidance and support in successfully completing their missing or weak work. Students had in-session one-on-one access to Writing Center tutors, who were also integral to helping students generate new writing and revise weak work. The goal of the program was to convert C- or below grades to C or-better grades. The intervention enabled 25 students to raise their grades in ENG 101 to C or above (an increase of 8 students over last year using the same resources). Student and instructor feedback was also largely positive about the program's success.

Program Particulars:

- Student Cohort: 30 students, across two sections (at start of program)
- Coordinators: Claudia Zuluaga, Assistant Writing Program Director, Wynne Ferdinand, General Education Director, and Cristina Di Meo, LEAP Coordinator
- Instructors: Adjunct Professors Christopher Moore and Maria Grewe
- Schedule Jan 5-14 (Tuesday, Wednesday, Thursday), 10:00am-1pm (18 total classroom hours)
- Student Cohort: ENG 101 faculty-recommended students with grades of F, D-, D, or D+ in ENG 101 in the fall of 2020.

2021 WinterBridge Overall Outcomes: Fifty-four students were referred by their Fall 101 faculty, 34 registered, and 30 attended at least one session. Of the 30 students who attended at least one session, 25 students (83 percent) finished WinterBridge with a grade of C or above.

Comparison to 2020 WinterBridge Outcomes: Considering the impact of online learning during the Fall 2020 semester, last year's WinterBridge can't easily be compared to this year's. One startling consistency is the percentage of students who finished with a grade of C or above.

Year	Invited	Registered	Attended at least one session	% finished with grade above C
2020	32	24	18	83%
2021	54	34	30	83%

2021 Grade Breakdown for WinterBridge Students

The chart below demonstrates the dramatic grade gains our 2021 WinterBridge students made. Notice that **eleven** students who began the program with an **F grade** in ENG 101 **finished WinterBridge with an A**. Notice, also, the positive correlation between attendance and ending grades.

	Starting Grade	Ending Grade	Absences
1	F	A	0
2	F	A	0

3	F	C	0
4	F	C-	1
5	F	B-	0
6	F	A	0
7	F	A	0
8	F	C-	0
9	F	C	2
10	F	C-	0
11	D+	C-	0
12	F	C	0
13	F	B-	0
14	F	A	0
15	F	B-	0
16	F	A	0
17	F	B	1
18	F	A	0
19	F	A	0
20	F	A	0
21	D+	A	0
22	F	A	0
23	F	B-	0
24	F	A	0
25	D-	A	0
26	F	F	1
27	F	F	3
28	F	F	0
29	F	F	4
30	D	D	3

Assessment Procedures:

- Course Grade Data Analysis
- Instructor Interviews
- Student Surveys

General Comments (based on data from all three measures):

1. Student grades improved dramatically.
2. Technology issues limited some students. Some students reported technical problems that kept them from either logging in to synchronous sessions or turning in assignments.
3. Work responsibilities limited some students. While students called WinterBridge ‘convenient,’ they also reported their job responsibilities as an obstacle to their performance in WinterBridge.
4. Tutoring benefited students and faculty. Both students and faculty reported a positive experience in working with tutors from the Writing Center during the sessions.
5. Students need to be better prepared. Faculty felt students weren’t properly prepared for WinterBridge in that they didn’t understand their good fortune in being asked to participate. One student thought they had just been given an extension (by their original 101 professor) on their missing assignments.
6. Low-performing and non-attending students should be removed from the program. Faculty wanted students who missed sessions to be automatically unenrolled from the program. It was a considerable task to continue communicating with students who were either not attending or turning in work. Of course, the technical issues that students experienced did cause this to some degree.

7. Faculty did not feel being paid their NTA was fair. Faculty did not see their role as facilitating a workshop as much as teaching the material of ENG 101. They did not feel that the non-teaching rate was fair for their workload. These difficulties (gaps in student knowledge) may be because of the particular struggles that stemmed from online learning in Fall of 2021, but it may also be that students referred students weren't properly vetted by their original professors.
8. Faculty should be use their own grading criteria rather than 'fill in' the missing grades and work. Faculty agreed that using the student grade breakdown from their ENG 101 professors was confusing and not helpful.
9. Faculty felt the online modality was not ideal, though it may enable more students to participate.

Ideas and Recommendations based on Faculty Feedback:

1. Run the program again in fall of 2021, using the same general approach:
 - Keep enrollment low: 15 per section at the most.
 - Consider running a face-to-face and an online section concurrently.
 - Continue having Alicia Kelly, ENG coordinator, handle the Change of Grade forms.
2. In order to improve success rates, ensure students take a more active role:
 - Guide faculty on best practices for communicating the program requirements to students.
 - Consider having students 'apply' once they are referred, demonstrating willingness and summarizing their suitability for the program.
 - Students should take ownership of the tasks they need to complete in order to fulfill the WinterBridge expectations.
 - Faculty and LEAP should communicate about non-attending/non-participating students and remove them from the program.
3. Give Faculty more autonomy in grading decisions:
 - Grade breakdown from original 101 professor is only useful as it provides general information to WinterBridge faculty.
 - Faculty will assign a new grade based on the work students complete during WinterBridge rather than amending the students' original grades.

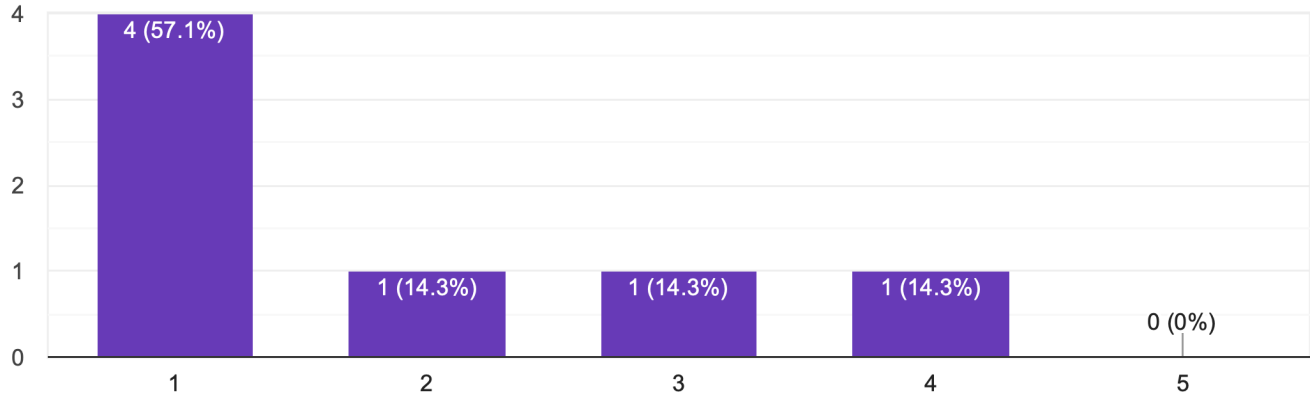
Student Survey Data:

Summary Responses (6 questions in total). Note: The low response rate is due to the fact that I neglected to create and distribute the Student Survey until after the WinterBridge workshop was finished.

- 57% of surveyed students found the WinterBridge schedule convenient.
- 57% of surveyed students claimed that they would have not preferred face-to-face workshops over virtual, if it had been possible for them to attend WinterBridge on campus.
- 85% of surveyed students claimed that the 'opportunity to complete work during workshop hours' was the most helpful aspect of the program.
- Students claimed that home technical issues and job responsibilities to be the most challenging aspect of attending WinterBridge.
- 57% of surveyed students claimed that WinterBridge made them feel 'very' prepared for ENG 201.

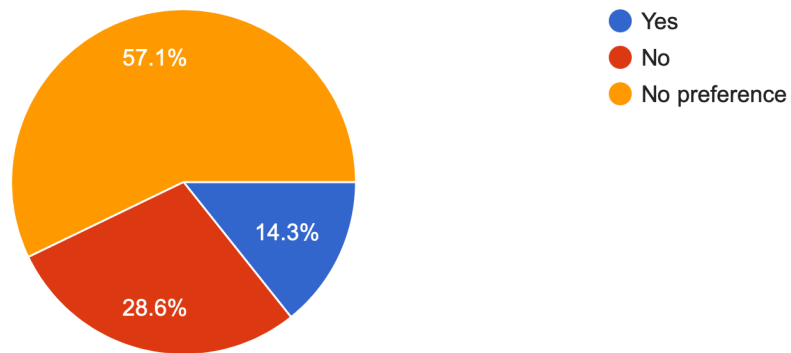
Was the WinterBridge schedule convenient for you?

7 responses



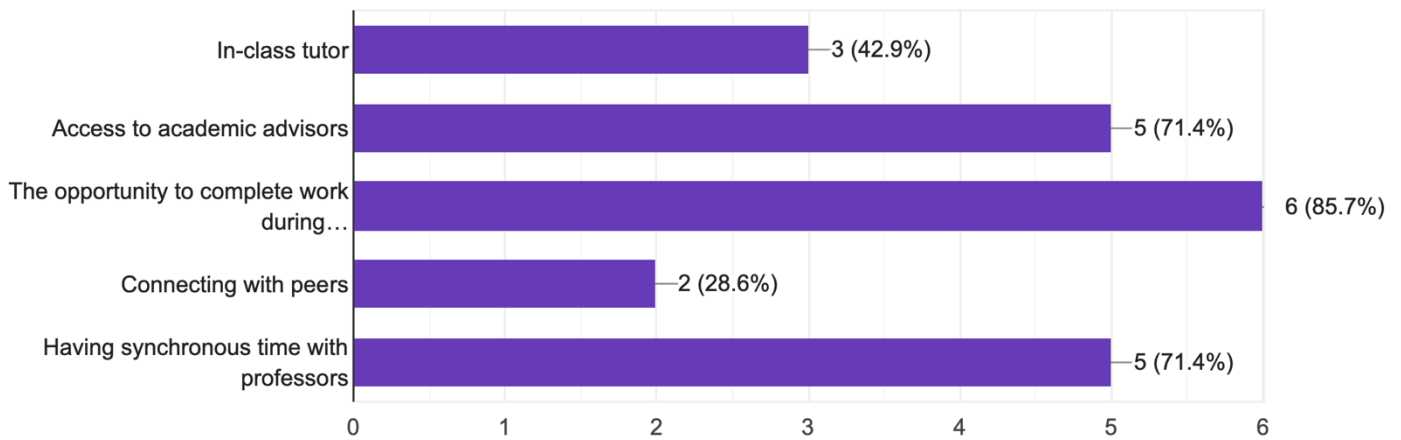
If it had been possible, would you have preferred coming to campus for WinterBridge?

7 responses



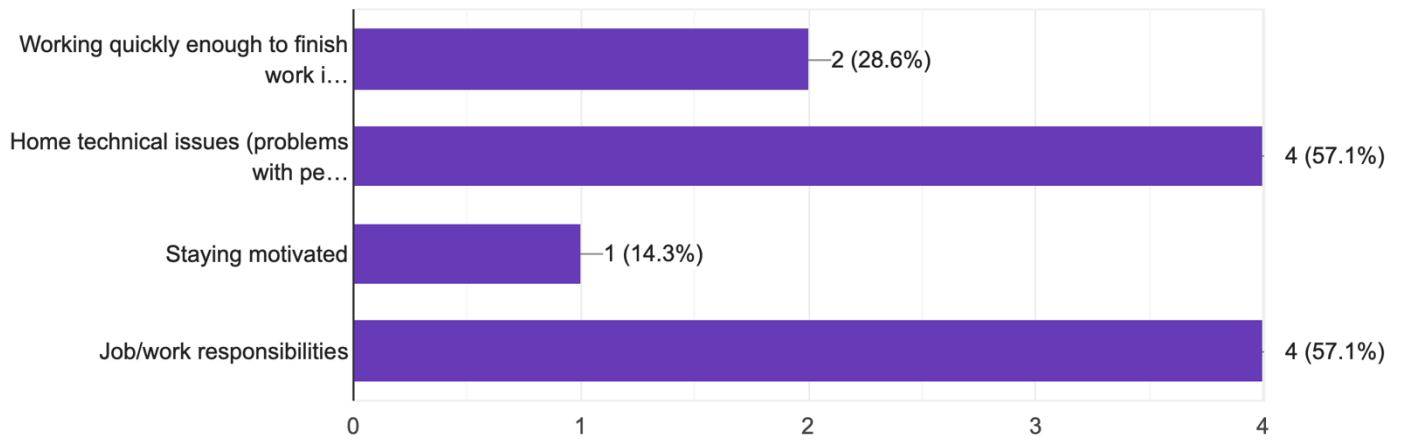
What did you find helpful (check all that apply)?

7 responses



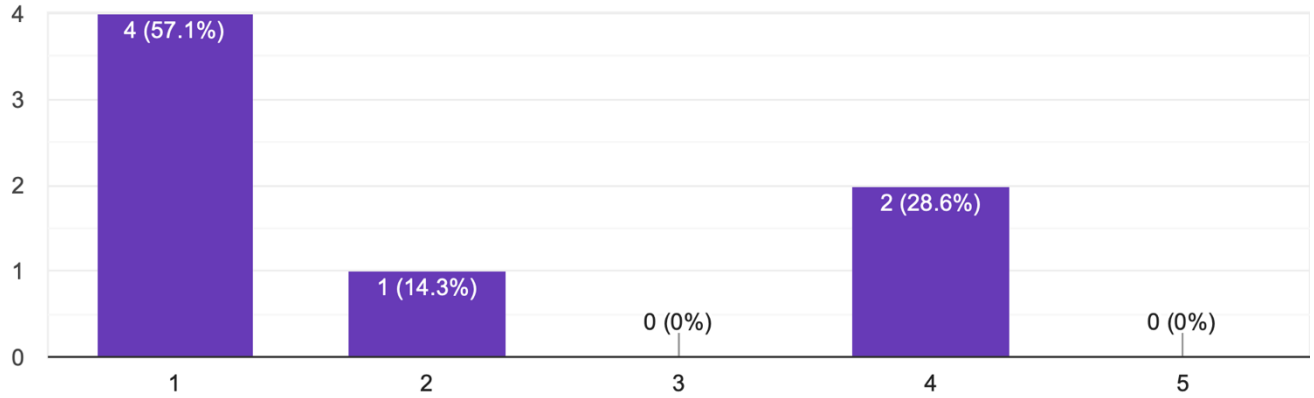
What did you find challenging (check all that apply)?

7 responses



Did taking WinterBridge make you feel more prepared for ENG 201?

7 responses



One word or phrase to describe your experience in WinterBridge (optional)

7 responses

