

# Assessment Measures

- I created evaluation criteria by combining existing SUNY criteria with WPA Outcomes with L Dee Fink's Taxonomy
- WPA Outcomes (2019)
  - Develop **Rhetorical Knowledge** by negotiating purpose, audience, context, and conventions for a variety of texts/situations;
  - Develop **Critical Thinking** to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts;
  - Develop **Composing Processes** to build flexible composing processes for different contexts and occasions;
  - Develop **Conventions** to shape readers' and writers' perceptions of correctness or appropriateness.

# Conducting the Assessment\*

- 3 **artifacts** from each section (fall and spring) were randomly selected for assessment;
  - 17 sections (101) total with 8 sections of old curriculum; 9 sections of experimental curriculum
    - Divided between the same faculty: 1 full-time faculty member (3 fall/3 spring) and two contingent faculty members (5 fall/6 spring)
- **Coding:** Instructors, semesters, courses (101, 306, and 308), and modalities each received a special character, number, or letter;
- **Calibration:** Early implementation of exercises with “anchor essays” with 100% IRR;
- **Readers included:** Two Student Writing Consultants (SWCs), One full-time writing instructor, and a Chief Reader;
- Our **IRR Mean** was 85-90% on a 4-point evaluation criteria (measures) scale.

\*Assessment practice followed frameworks of Ed White (1994) and O’Neill, et al., (2009).

# A Study of Contrasts

- Fall '23
  - Current-Traditional Model
    - Modes and Themes
  - Hybrid format – F2F = One 2-hour session weekly
    - Online grammar quizzes
    - Discussion forums
    - Online exercises
    - Three essays
      - Remembered Event Narrative (400 words)
      - Rhetorical Analysis (400 words)
      - Thesis-Driven Essay (900)
    - Three 10-minute writing conferences with professor
      - 10 hours of consulting time for the professor
      - Students received 30 total minutes of consulting time with their professor
- Spring-Fall '24
  - WAW Laboratory Model
  - Fully 'in person' format = Two 2-hour sessions/week
    - 15 2-paragraph Argument Briefs
    - Three essays
      - Process Narrative
      - Literacy Narrative
      - Discourse Community Analysis (WID)
    - Portfolio with Reflection Letter
    - Three 2-hour reading group sessions & eight 2-hour writing workshops with embedded writing consultants
      - Students received 24 total hours of consulting time with embedded writing consultants

# Curricular Differences

- Fall '23

- No source synthesis until post-midterm;
- No emphasis placed on writing in the disciplines;
- C-T, Product-Oriented Curriculum;
- Never more than one draft;
- No constructivist designs
- Minimal intervention with instructor conferences;
- No consulting through in-session writing collaboration.

- Spring '24

- Source synthesis from the beginning;
- WTL/WTE/WID instruction from the beginning;
- Students' specific Disciplinary-focused writing by the midterm;
- Constructivist, Process-Oriented Curriculum;
- Emphasis on rhetorical proficiency;
- Multiple drafts and use of a modified portfolio;
- Frequent engagement with instructor and embedded writing consultants beginning during Week 2.

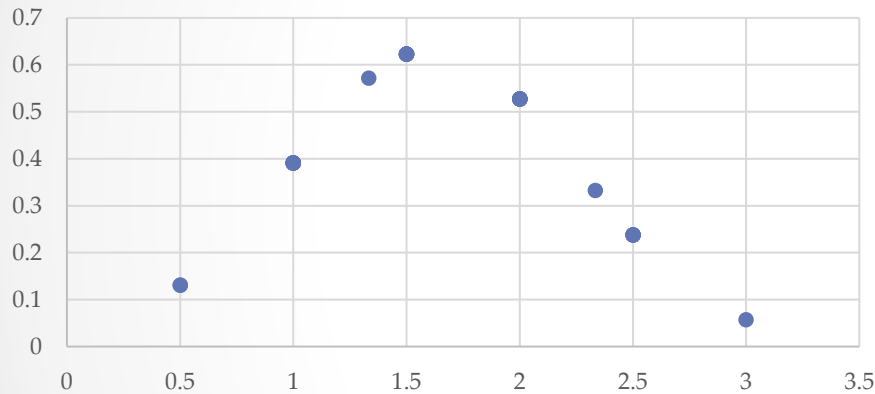
# I Hypothesized...

## Students will:

- ✓ Develop new conceptions of self and others;
- ✓ Develop foundational knowledge toward gaining a fuller understanding of writing and the development of the student's writing process;
- ✓ Understand the purposes of composing in writing and the student's specific fields of study through integration and application i.e., synthesis;
- ✓ Develop rhetorical knowledge/proficiency and critical thinking skills necessary in writing and the students' fields of study;
- ✓ Adopt strategies for reading a range of texts to become a better student;
- ✓ Participate more effectively in collaborative writing processes;
- ✓ Develop strategies for reviewing and revising works-in-progress;
- ✓ Gain a better understanding of conventions of usage, specialized vocabulary, format, and citation systems in their fields of study.

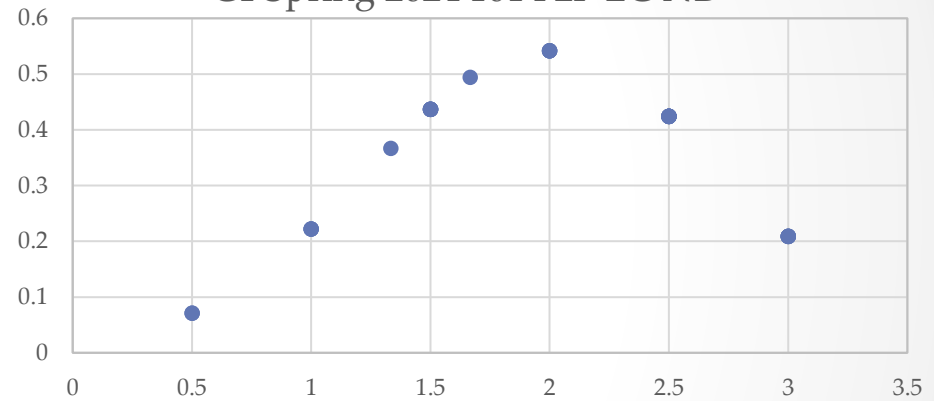
# Results for Criteria 1: Critical Thinking to ID, Analyze, and Evaluate Arguments

C1 Fall 2023 101 F2F C-T ND



**Figure One:** Standard Deviation for Criteria 1 in Fall C-T F2F sections of 101.

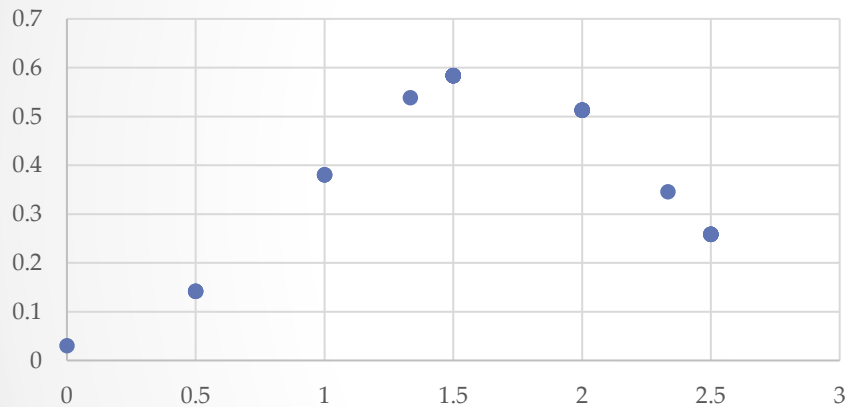
C1 Spring 2024 101 F2F EC ND



**Figure Two:** Standard Deviation for Criteria 1 in Spring Experimental F2F sections of 101.

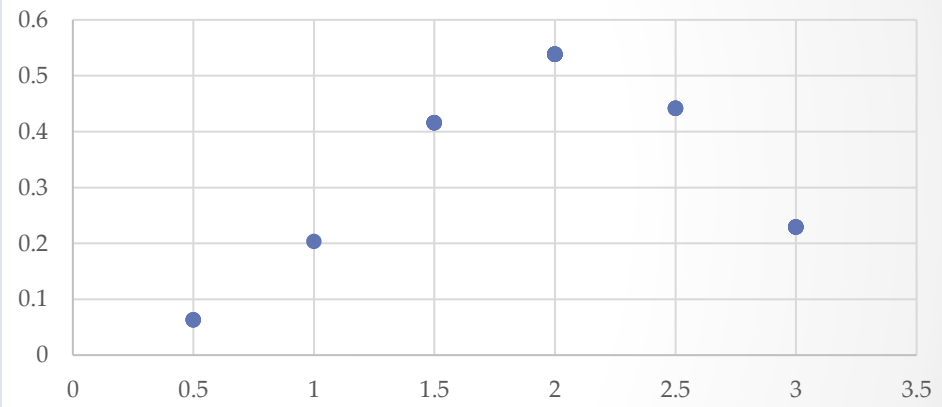
# Results for Criteria 2: Critical Thinking in Developing Well-reasoned Arguments

C2 Fall 2023 101 F2F C-T ND



**Figure Three:** Standard Deviation for Criteria 2 in Fall C-T F2F sections of 101.

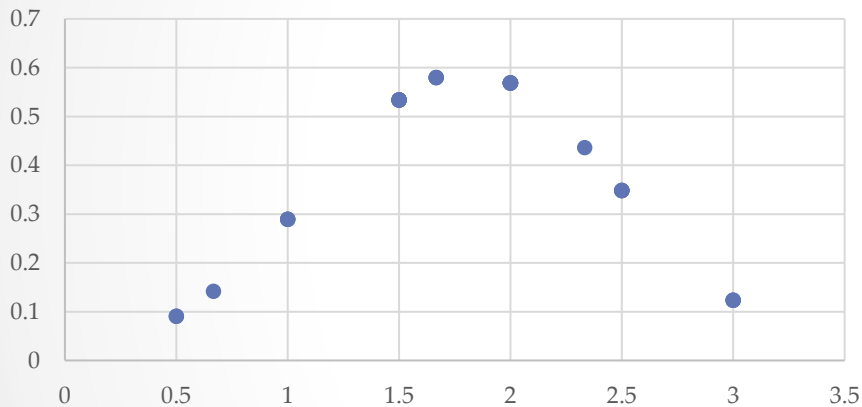
C2 Spring 2024 101 F2F EC ND



**Figure Four:** Standard Deviation for Criteria 2 in Spring Experimental F2F sections of 101.

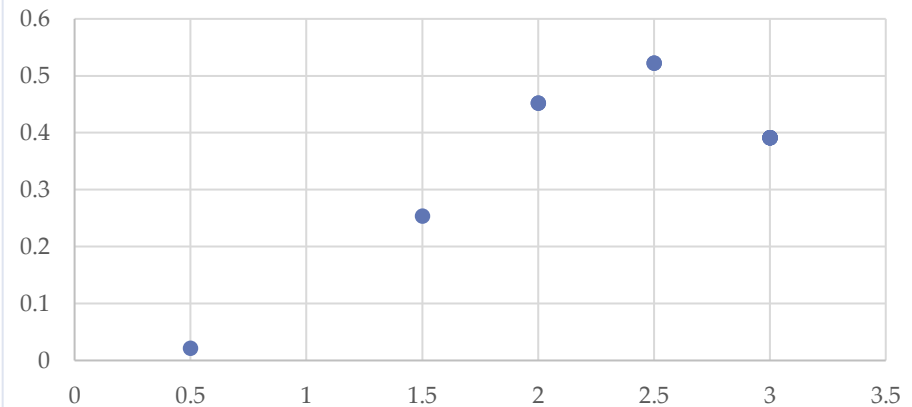
# Results for Criteria 3: Revision

C3 Fall 2023 101 F2F C-T ND



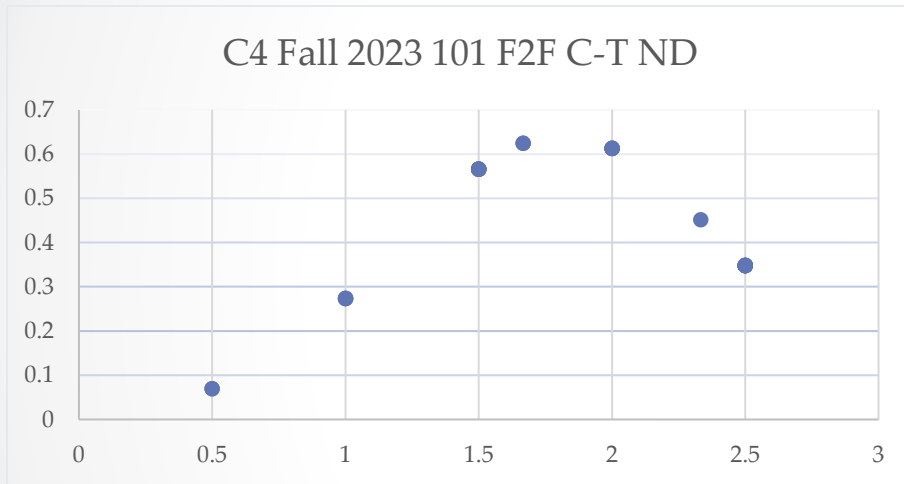
**Figure Five:** Standard Deviation for Criteria 3 in Fall F2F sections of 101.

C4 Spring 2024 101 F2F EC ND

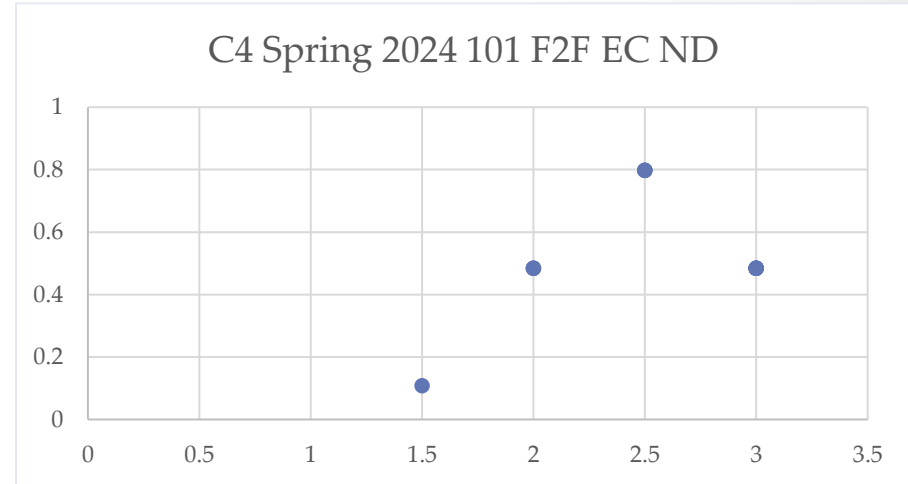


**Figure Six:** Standard Deviation for Criteria 3 in Spring Experimental F2F Sections of 101.

# Results for Criteria 4: Global Review to Produce College-level Texts



**Figure Seven:** Standard Deviation for Criteria 4 in Fal C-T sections of 101.



**Figure Eight:** Standard Deviation for Criteria 4 in Spring Experimental sections of 101.

# Findings

- ENG101 curriculum required a unified approach to teaching process over product.
- Convincingly, the experimental model offered a way forward in developing students' critical thinking, revision strategies, and global scores.
- It was projected that the new, experimental model would increase scores across the board should faculty receive adequate PD in presenting the new curricular model.
- **Professional Development**
  - Embedded Consultants learned more about Composition and laboratory teaching fundamentals.
  - Embedded Consultants became facilitators of workshops.
  - Faculty, as predicted, learned guiding principles of composition studies as a field of study.
  - Faculty also began facilitating CTLE workshops focused on teaching WAW while also assisted by Consultants.