



Gauging the Journey:  
Using Reflective Writing Portfolios to Assess On-Campus and Concurrent  
Enrollment Program over the Course of One Term

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# Initial Study

- ✓ Comparison study conducted in partnership between Concurrent Enrollment Program and the Department of English in the summer of 2018.
- ✓ Investigation sought to ensure that Current Enrollment Program students develop equivalent composition skill sets to their on-campus cohorts and were well prepared to make the transition in communication skills from high school to the collegiate rhetorical environment.

# Data Analysis

Rubric of basic composition skills used to rate writing performance.

- Concurrent students performed as well or slightly better than the on-campus student in:
  - ✓ Content & Thesis
  - ✓ Organization & Coherence
  - ✓ Style & Mechanics
  - ✓ MLA Formatting

# New Curriculum

The pilot curriculum for Composition I and Composition II was implemented department wide for the Fall 2020-2021 academic year (which includes CEP classrooms).

An interim review was conducted by the Composition Department in Fall 2020 to gauge student writing performance under the new curriculum. The review indicated that concurrent students:

- performed similarly to on-campus student in basic composition skills
- performed below on-campus student in the revised curriculum areas of
  - ✓ Using drafting for rhetorical purpose
  - ✓ Identifying intellectual property & use of MLA formatting
  - ✓ Use of revision feedback in preparing the final draft
  - ✓ Metacognitive reflection in writing

# Now What?

- ✓ An additional professional development session conducted with concurrent faculty to address issues.
- ✓ Conducting new study – Summer 2021 – using revised curriculum and rubric.
- ✓ Results from new study will inform the agenda for the annual professional development session conducted in July of 2021.