

# Composition Portfolio Connection

Northeast Iowa Community College

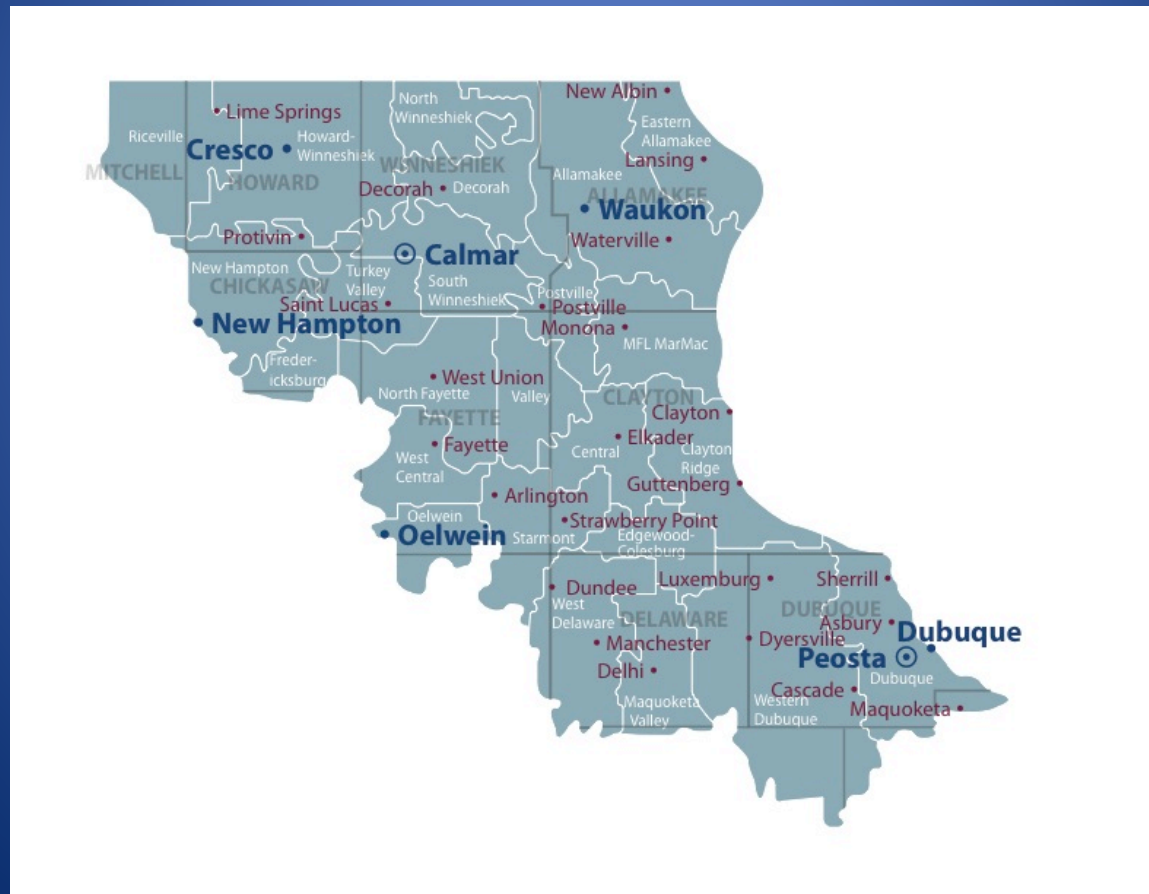
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# Northeast Iowa Community College

- 22 high school districts across 9 counties.







“The Diana Hacker TYCA Outstanding Programs in English Awards for Two-Year Colleges and Teachers is given annually and honors two-year teachers and their colleges for exemplary programs that enhance students’ language learning, helping them to achieve their college, career, and personal goals.”



- *Sponsored by the Two-Year College English Association (TYCA) of NCTE and Bedford/St. Martin's*

<http://www.ncte.org/tyca/awards/programs>

# Composition I & II Courses

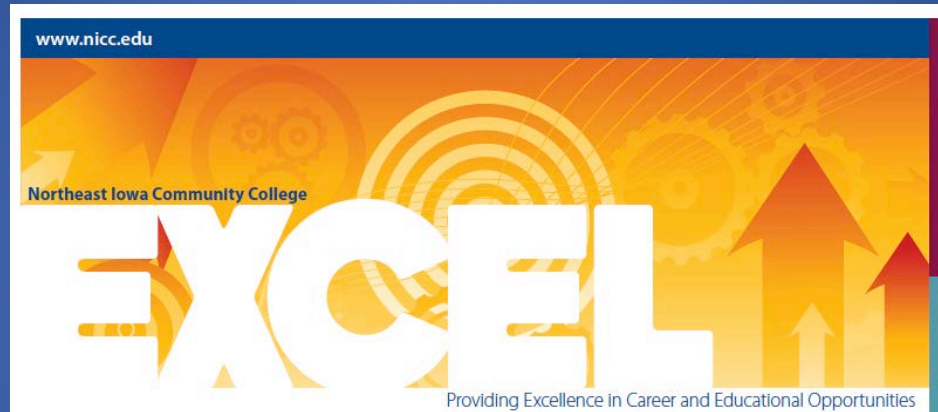
- 15 high school instructors contracted to instruct Composition I for NICC (10 for Composition II)
- 8 in Peosta's region ("South")
  - Beckman Catholic High School
  - Cascade High School
  - Clayton Ridge High School
  - Maquoketa Valley High School
  - Wahlert Catholic High School
  - West Delaware Valley High School
  - West Dubuque High School





# Composition I & II Instructors

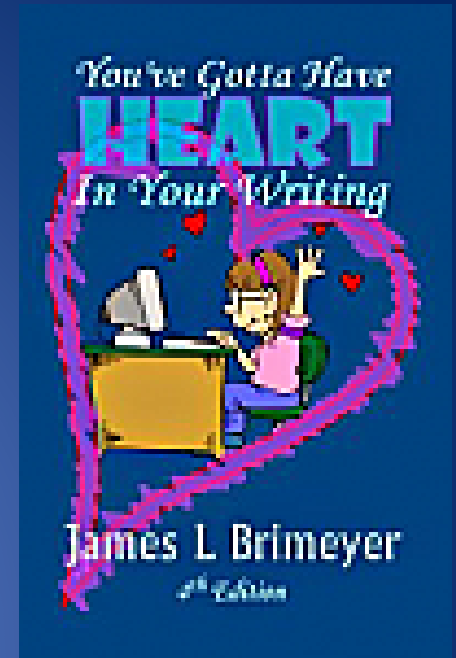
- Meet QFP (hiring) requirements to contract with:



- Receive orientation with department faculty
- Attend evening workshops to collaborate with faculty and peers.
- Host NICC faculty during class site visits.

# Orientation

- Course guides reviewed
- Textbooks provided
- Portfolios and Purpose Explained
- Portfolio Checklists provided
- Process of NICC collecting and reviewing portfolios reviewed.





# PORTFOLIO

- “Collection of work which demonstrates efforts, progress, and achievements in ENG 105 and ENG 106.”
- The portfolio enhances learning and “accommodates a wide variety of learning styles. A portfolio is not merely a collection device; it is a learning tool because it requires that students actively reflect on and judge their own work.”



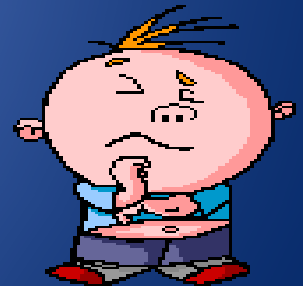
(Schmit & Appleman in Sunstein, *The Portfolio Standard*, 2000, 188. Print.)

# Student Portfolios will involve:

**COLLECTION** – collect all writings from this semester

**SELECTION** – create unifying theme & order of contents

**REFLECTION** – self-reflect on each piece of writing and on entire performance in each course



# ADVANTAGES OF PORTFOLIO ASSESSMENT

1. Develops students' higher order thinking skills  
– analysis, synthesis, evaluation.
2. Extends the writing process:

*Plan*

*Prewrite*

*Draft*

*Revise*

*Edit*

*Peer response*

*Revise (Track Changes)*

*Writing Center response*

*Revise (Track Changes)*

*Instructor response*

*Revise (Track Changes)*

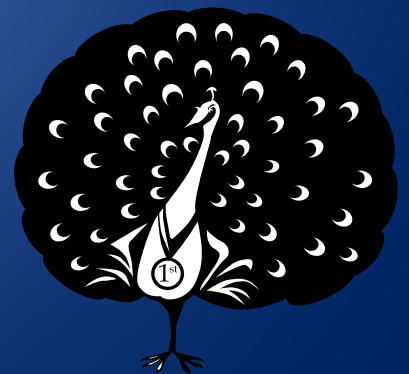


***Demonstration Portfolio***



3. Empowers students to make choices in content, organization, and presentation format.
4. Enhances student metacognition – self-evaluation of growth and progress.
5. Provides concrete evidence of students' improvement as writers, thinkers, learners.
6. Gives students a sense of pride and satisfaction in meeting the requirements and rigor of NICC college-level expectations.

***\*\*Portfolio Checklist -- handout***



OPTION:



# E-Portfolio



For those:

who like creative technology, and/or  
who want to “go green” (save paper).

**Create a portfolio on computer and submit it as  
an E-Portfolio rather than hard copy in a  
binder.**

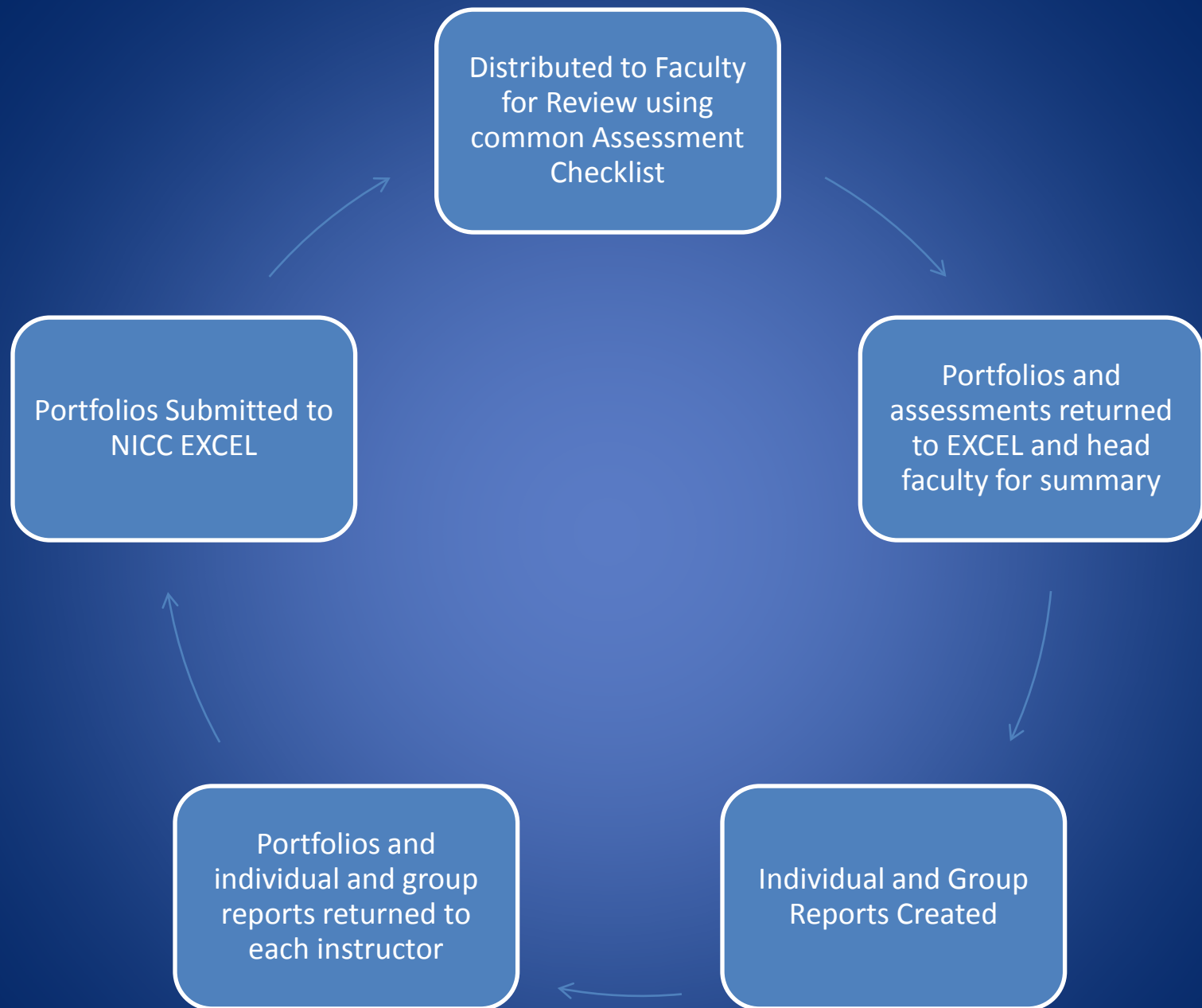
<http://www.facewebsites.com/chrisnoel/>

# Portfolio Review Assessment Process

- Fall: Composition I Rosters
- Spring: Composition II Rosters
- Student names are randomly selected from each instructor.
- Instructor also chooses one additional student portfolio for submission. (Two portfolios reviewed from each instructor, each semester.)







# Portfolio Review Assessment Process

- First Year: random portfolios requested from each section, plus instructor choice for each section.
  - Resulted in a LOT of portfolios!
  - Provided a baseline of data



# Portfolio Checklist

- Provided to instructors at Orientation
- Reviewed at semester meetings
- Sent with email at beginning of term to instructors.
- Sent with final report.





# Final Report

- Handout of final report / or review highlights
  - Purpose
  - Methodology
  - Findings
  - Further Findings and Improvement Opportunities
  - Conclusion
- Aggregate Report of all submitted portfolios

# Final Report: Individual Instructor

- In addition to receiving the culminated report, instructors receive individual reports on each of the portfolios collected.
- Any instructor consistently not meeting basic portfolio requirements (two years in a row,) are scheduled for a face to face meeting with the dean to discuss.

# Conclusion

- Reviewing Portfolios has enabled us:
  - Regular access to student and instructor work
  - Tool for assessment
  - Reports for evidence to multiple stakeholders
  - Ensures our students end up with a final product demonstrating their efforts, progress and achievements in writing.

# Questions / Discussion

- What are you doing in your program to verify your secondary students are meeting course guides and outcomes?
- What processes are your programs going through to document assessment in different content areas / disciplines?
- Are there other disciplines where a portfolio would be appropriate? What types of projects would be included?