

# Wilbur Wright College English Department

Spring 2010

## Portfolio Assessment of Student Achievement for Dept. Student Learning Outcomes

**Methodology:** Starting in Fall 2009, the Wright College English Department began assessing its students on a department-wide basis. The main question we addressed as a department is simply called 1R3: *What are your performance results for specific program learning objectives?* At Wright, we call our learning objectives Student Learning Outcomes, or SLOs. Therefore, to determine our performance results for our SLOs, we looked department-wide at all our students, developmental and credit, and at our literature courses, with a special emphasis on 98, 100, 101, 102. We used those SLOs that are visible in full on our webpage,

<http://wright.ccc.edu/department/ENGLISH/index.asp>.

Each professor for each course taught evaluated each student in that course. The instructor determined a score for each student on each of the five SLOs. To evaluate students, we recommended a portfolio similar to what is required by the Exit Exam Appeals process. But, if, instead of a select portfolio of writing pieces, the professor chose to use the entire coursework for scoring of the student, then that choice was acceptable.

**Key Correlation:** This semester's writing program was externally assessed by the written essay portion of the CAAP test administered by ACT. Wright's 101 students were an underrepresented sample, and they scored 2.75—below the national average of 3.0; 102 students constituted a valid sample, and they earned a 3.0—exactly the national average, and exactly a score of a “C”—thereby defining them as meeting college level expectations.

### Raw Numbers:

#### Comp 98

	Beginner	Accomplished	Exemplary
SLO #1	181	75	0
SLO #2	174	88	0
SLO #3	174	83	0
SLO #4	194	72	0
SLO #5	180	77	0

#### Comp 100

	Beginner	Accomplished	Exemplary
SLO #1	154	156	34
SLO #2	106	164	67
SLO #3	150	140	57
SLO #4	166	132	49
SLO #5	87	125	71

### Comp 101

	<b>Beginner</b>	<b>Accomplished</b>	<b>Exemplary</b>
<b>SLO #1</b>	<b>154</b>	<b>223</b>	<b>93</b>
<b>SLO #2</b>	<b>96</b>	<b>231</b>	<b>139</b>
<b>SLO #3</b>	<b>104</b>	<b>244</b>	<b>118</b>
<b>SLO #4</b>	<b>148</b>	<b>224</b>	<b>103</b>
<b>SLO #5</b>	<b>129</b>	<b>203</b>	<b>161</b>

### Comp 102

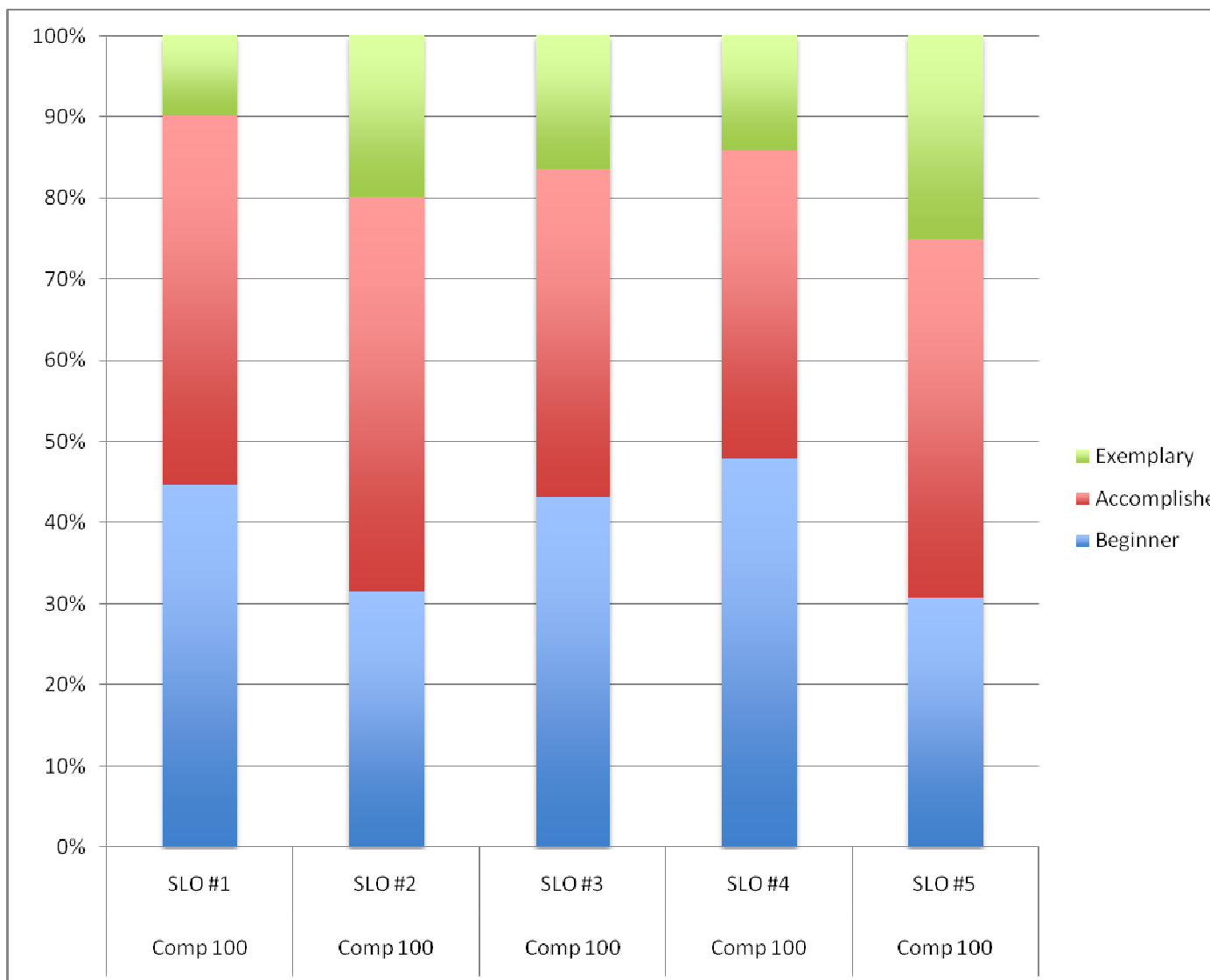
	<b>Beginner</b>	<b>Accomplished</b>	<b>Exemplary</b>
<b>SLO #1</b>	<b>93</b>	<b>166</b>	<b>95</b>
<b>SLO #2</b>	<b>87</b>	<b>135</b>	<b>122</b>
<b>SLO #3</b>	<b>89</b>	<b>155</b>	<b>101</b>
<b>SLO #4</b>	<b>106</b>	<b>126</b>	<b>108</b>
<b>SLO #5</b>	<b>88</b>	<b>143</b>	<b>122</b>

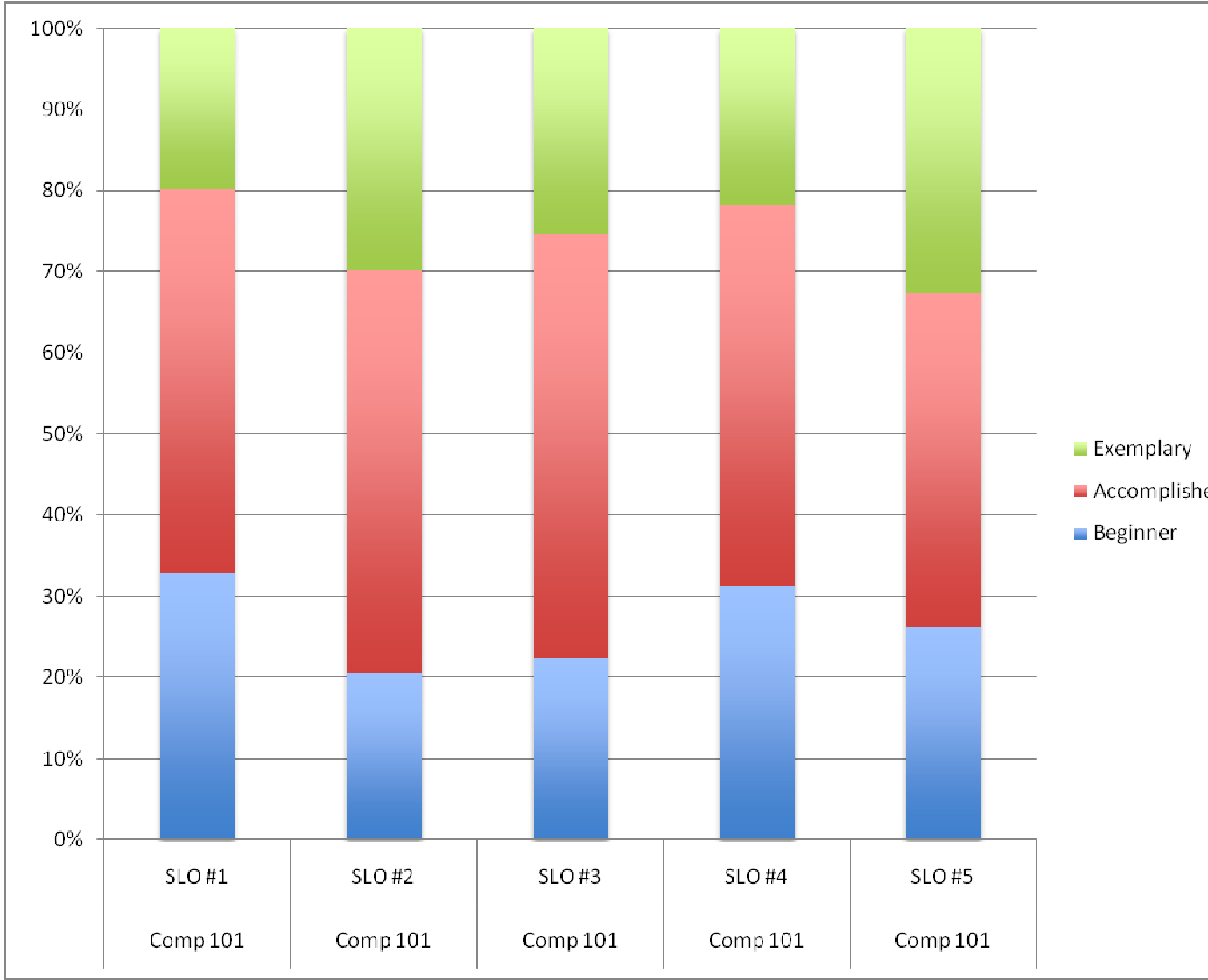
### Literature Courses

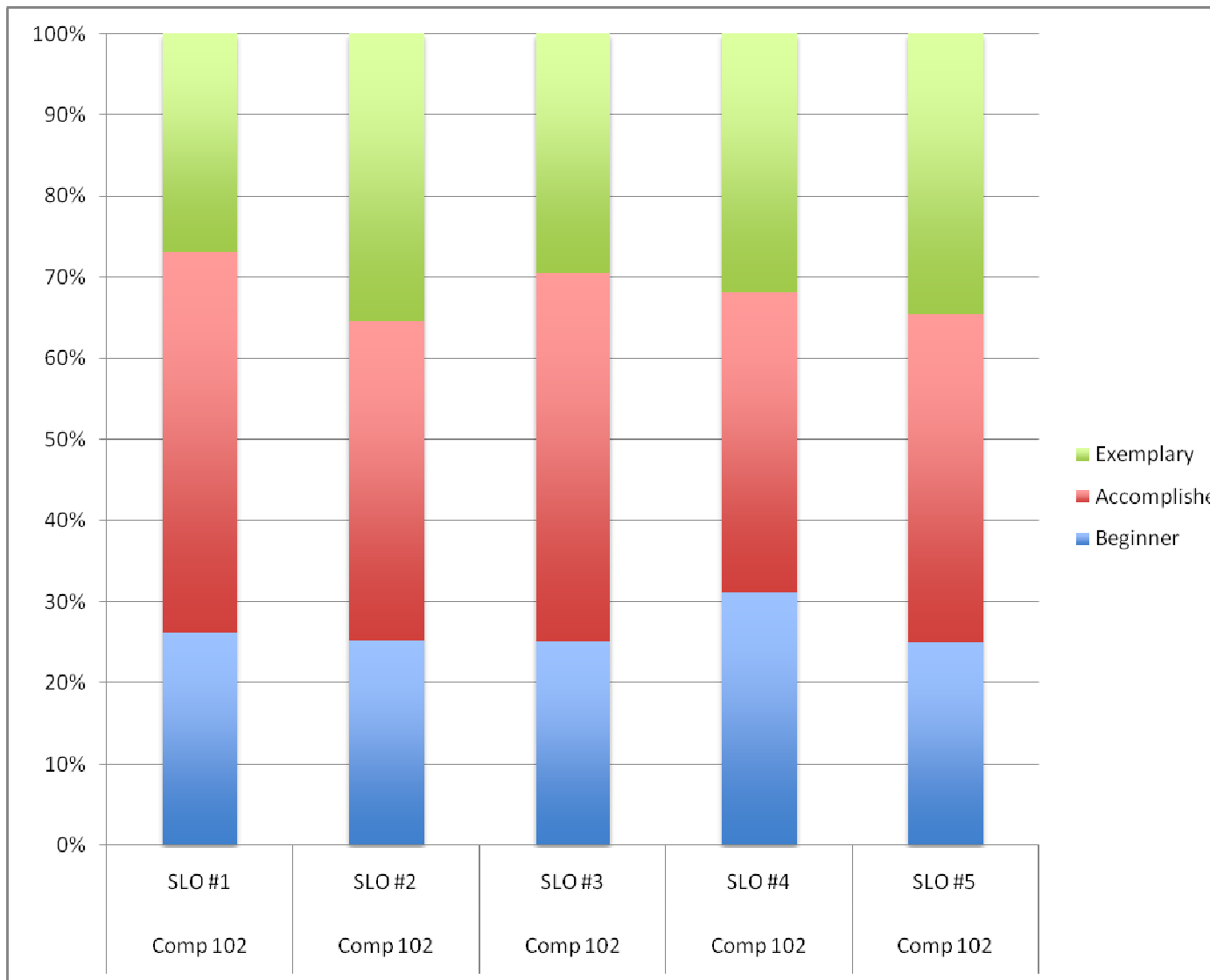
	<b>Beginner</b>	<b>Accomplished</b>	<b>Exemplary</b>
<b>SLO #1</b>	<b>14</b>	<b>31</b>	<b>25</b>
<b>SLO #2</b>	<b>14</b>	<b>26</b>	<b>30</b>
<b>SLO #3</b>	<b>15</b>	<b>24</b>	<b>31</b>
<b>SLO #4</b>	<b>14</b>	<b>21</b>	<b>35</b>
<b>SLO #5</b>	<b>16</b>	<b>22</b>	<b>32</b>

**Bar Graph Illustrations:**

**English Dept. Portfolio Assessment:  
Composition 100, 101, and 102 SLOs**







**Findings:** Wright College’s English Department evaluates its students in alignment with national standards. The 100-102 journey for Wright students, as evidenced by the visual red and blue lines in these graphs, challenges students severely. Even according to the less rigorous standards of 100 and 101, more students scored at or below expectations for the course. However, in 102, more students did meet expectations and exceeded them.

**Conclusions:** Wright College’s 102 students are working towards COMPLETION of their writing curriculum requirements for the Associates’ general education degree. Their achievement indicates that they have progressed dramatically compared to their peers in 100 and 101. If Wright’s 100 and 101 students are clearly below national expectations, and both the incomplete CAAP results for 101 and this report suggest they are, these 100 and 101 classrooms are instrumental development steps for Wright students to not only enroll in and pass 102, but to do so by meeting national expectations for writing at the college level.