

WRIGHT COLLEGE PROGRAM/DISCIPLINE ASSESSMENT FORM

Program/Discipline: English/Literature/Reading		Instructional Manager: Kevin Li
Semester/Year: Fall/2011	Assessment Coordinator: Prof. Phillip M. Virgen	Department Chair: Prof. Stephanie Battle
Plan Title:		
Part A: Initial Plan: due to your assessment coordinator for review before the Aug 26 Assessment Committee meeting Part B: Midsemester Update: due to your assessment coordinator for review before the Oct 21 Assessment Committee meeting Part C: Further Updates: due date will be determined		
The current submission is which of the following:		
<input checked="" type="checkbox"/> Initial Plan date: 8/26/11		
<input type="checkbox"/> Mid-year update date: _____ <input type="checkbox"/> "ALMOST" Final Report date: ___1/26/2012___		

College Mission: Wright College is a learning-centered, multi-campus institution of higher education offering students of diverse backgrounds, talents, and abilities a quality education leading to baccalaureate transfer, career advancement, and/or personal development.

Program/Discipline Mission: The English department seeks to provide an opportunity to understand that learning is a lifelong process which involves an individual's life experiences, motivation, and readiness to learn. The department hopes that studying English, Reading, and Literature will enable people to become more independent, think clearly, make sounder decisions, develop self-esteem, and have greater control of their lives.

A. Initial Assessment Plan	
Area of Focus: Your department efforts are to improve learning in what topic/area?	To what degree will the performance of at-risk students be increased by requiring out-of class meetings with instructors and visits to the Writing Center? How can these individual meetings with faculty and Writing Center staff help students improve their critical thinking skills?

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<p>Evidence:</p> <p>What past results have led your department to conclude that this is an area needing attention?</p>	<p>The hypothesis driving this project is that early, intrusive, required intervention—whereby students are required to meet with both faculty members and Writing Center tutors-- will increase the likelihood of success and retention for at-risk students. As this project is focused on improving students' writing,, which is itself a process of thinking clearly and critically, it also addresses the area of inquiry: critical thinking, for the Fall 2011AQUIP action process.</p>
<p>Course(s) of Interest:</p> <p>What courses will be involved in your plan?</p>	<p>Multiple sections of Composition classes (English 98, 100, and 101) will be selected for this assessment project.</p>
<p>Intended Program Student Learning Outcomes (SLOs)</p> <p>List each relevant SLO that this project pertains to.</p>	<ol style="list-style-type: none"> 1. Knowledge of basic English grammar; knowledge of basic structure and function of language 2. Ability to read critically and analyze texts 3. Ability to write effectively in a variety of genres/rhetorical modes
<p>Involved Faculty:</p> <p>List the instructor(s) participating in the assessment process for each outcome listed above.</p>	<p>Part-time and full-time English department instructors (all participants not finalized yet)</p>
<p>Assessment/Intervention Process</p> <p>Address the following questions:</p> <p>What approach will be used?</p> <p>Why was this process selected?</p> <p>How will student learning be measured?</p> <p>When will data collection be completed?</p> <p>Who will analyze the results?</p>	<p>What: Identifying students who are at risk for failing their courses and facilitating early intervention in order to best serve the needs of these students</p> <p>Why: Project initially proposed by a group pf instructors; approved by the department as this year's assessment project at recent department meeting.</p> <p>How:</p> <ol style="list-style-type: none"> 1. Multiple sections of composition selected for participation 2. At week 5, all instructors participating in the project will administer the same, required, in-class essay assignment. The assignment will take place during class time and will be scheduled in computer labs by the individual instructors. The essay assignment for each level of class will be similar to the types of prompts used for the departmental exit exams. The same prompts will be used for Monday/Wednesday classes and the same prompts will be used for Tuesday/Thursday classes. 3. The essay assignment will be graded pass/fail, using the same P, P-, and F grades as with the exit exam. The essays will be read by the individual instructor and another instructor. This will be done at a time that is convenient to the instructors.

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4. The results of the essay assignment should be viewed as a progress report for the students. Students who receive a failing grade (F) or a low-passing grade (P-) on this exam will be selected for early, intrusive intervention.

5. These students will be required to attend faculty office hours weekly, either individually, or in groups, and to meet with a Writing Center tutor at least once a week. These visits will be logged and verified for the purposes of this study. Consequences of non-compliance will be determined by the individual instructors. For example the instructor may choose to factor a student's non-compliance into a class participation grade. Whatever the policy, the instructor needs to state it in her syllabus, or in an addendum to it.

- It is important that the interventions (both faculty office hours and writing Center visits) focus on specific areas of writing improvement, as well as improving students' skills in analyzing, evaluating, and extending arguments which are central to critical thinking.

6. All students will take the English department's exit exam, as done in previous years.

7. See below

When: (7) At the end of the semester, instructors will tabulate the overall success (exit exam grade and final grade) of students who were identified in week 5 as needing early intervention in order to pass a class. Additionally, data will be collected on the number of times a student went to office hours and the Writing Center.

Who: Faculty, both those who participated in the project and other faculty volunteers. Evaluation of end of semester data should be completed and available for review in Early January 2012.

B. Midyear Update – due Oct 21

Completely describe all actions that have occurred since this past August with respect to your department's Assessment Plan.

Attach any relative documents (rubrics, surveys, other assessment tools).

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Are there any obstacles to the implementation of the plan that the Assessment Committee should know about or can assist with?

Part C – due TBD

Summary of Results and Analysis of Data Collected

What were the results of the assessment process?

See the attached SUMMARY

What was learned from the results?

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**Action Plan Based on
Results and Analysis**

Based on what was
learned, what additional
steps will be taken to
improve student learning?