

**WRIGHT COLLEGE
PROGRAM/DISCIPLINE ASSESSMENT FORM**

Program/Discipline:	Instructional Manager: Marilyn Young
Semester: Fall	Year: 2007
	Department Chair: Prof. Arlene Weaver

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: (edited) “The English Department believes that education should stimulate creative, productive participation, foster an awareness of diverse cultures; instill the abilities to read critically and write effectively; lead to change in attitude and behavior; encourage exploration and instill desire to seek further knowledge; and foster a commitment to improving the quality of life in the community.”	
A. Departmental Concerns - Complete During Inservice Week	
Evidence:	<i>The Wright College English Department conducted a survey of students in English classes that asked them to respond to 12 questions about their classroom preparation strategies (a copy of the survey is attached). The results of the survey revealed that students were prepared for class only 50-55% of the time. The survey also showed that only 28% of students always read and responded to the course materials ahead of time. Needless to say, the English Department sees this lack of student preparation as one of its most serious concerns.</i>
Area of Focus:	The department has chosen to focus on improving the percentage of students who are always prepared for class.
B. Program/Discipline Assessment Plan – Complete During Inservice Week	
Course(s) of Interest	The department has chosen to focus on English 101 classes taught by full-time instructors. English 101 is a Gen Ed course which links to the following cross-curricular: abilities: 1.) Think and read critically so that they can solve problems using appropriate information resources and reasoning processes 2.) Read, write, speak, and listen effectively so that the expectations of appropriate audiences in the academic, public, and private sectors are met.
Intended Program Student Learning Outcomes	English department Student Learning Outcome #2: Students will read critically in a broad range of texts, both

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<p>List and number each outcome to be measured during this cycle.</p>	<p>Which they have encountered before, and those which are new to them. They will analyze these texts in light of their historical and cultural contexts.</p> <p>(revised) The complete number of assigned texts will be determined and students will write critical responses for at least 80% of the assigned texts. A checklist/grade book will document completion of the assigned responses. A portfolio will collect the responses at semester's end.</p>
<p>Departmental Assessment Coordinator(s):</p> <p>List the instructor(s) leading the assessment process for each outcome listed above.</p>	<p>Assistant Professor Phillip M. Virgen will coordinate the English Department's assessment of the outcome listed above: (DSLO#2).</p>
<p>Assessment 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: Portfolios of critical responses to texts assigned for class that were completed before class discussions or/or analysis.</p> <p>Why: The portfolios of critical responses facilitate and enhance subsequent discussion and analysis of the text (as well as providing a foundation for writing about the text).</p> <p>How: The complete number of assigned texts will be determined by individual faculty; students will write critical responses for at least 80% of these texts. A checklist/grade book will document completion of the assigned responses. A portfolio will collect the responses at semester's end.</p> <p>When: Student responses to texts will begin as soon as the first texts are assigned. Individual student progress will be recorded in the faculty member's grade book as the semester progresses. A midterm evaluation will check progress and record student percentages (completion) to date. All data will be collected and analyzed at the end of the semester.</p> <p>Who: Prof. Virgen; Dept Assessment Coordinator and full-time English 101 faculty members will review the results.</p> <p>Only students who are passing the course will be included in the final portfolio collection</p>

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<p>Criteria for Success For the outcomes listed above, identify the criteria used to determine success.</p>	<p>100% of the students who successfully complete the course will have a completion rate of 80% or higher on the critical response portfolio used to measure department student learning outcome #2.</p> <p>(revised) A follow-up survey will ask students about any personal improvement in preparedness for class discussions as a result of this (preparedness) intervention.</p>
C. Assessment Results and Action Plan – Complete in Spring 2008	

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<p>Summary of Results and Analysis of Data Collected</p> <p>What were the results of the assessment process?</p> <p>What was learned from the results?</p>	
<p>Action Plan Based on Results and Analysis</p> <p>Based on what was learned, what steps will be taken to improve student learning?</p>	