

## WRIGHT COLLEGE PROGRAM/DISCIPLINE ASSESSMENT FORM

<b>Program/Discipline:</b> English/Literature/Reading	<b>Instructional Manager:</b> Kevin Li
<b>Semester/Year:</b> Fall/2012	<b>Assessment Coordinator:</b> Prof. Phillip M. Virgen <b>Email:</b> pvirgen@ccc.edu
<b>Department Chair:</b> Prof. Stephanie Battle	
<b>Plan Title:</b> The English Portfolio Process: Using Final Portfolios for English 101, English 100/100ESL & English 98/98ESL	
<p>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</p>	
<b>The current submission is which of the following:</b>	
<input checked="" type="checkbox"/> <b>Initial Plan</b> <b>date: Fall 2012</b>	
<input type="checkbox"/> <b>Mid-year update</b> <b>date: _____</b>	
<input type="checkbox"/> <b>Final Report</b> <b>date: _____</b>	

**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.

	<b>A. Initial Assessment Plan</b>
<p><b>Area of Focus:</b></p> <p>Your department efforts are to improve learning in what topic/area?</p>	<p><i>The English Department of Wright College has voted to use portfolios with instructor cohorts to assess student performance in English courses: 101, 100/100ESL and 98/98ESL because this process allows for:</i></p> <ul style="list-style-type: none"> <li>• <i>The demonstration of our value of and respect for students' academic efforts and abilities as a whole</i></li> <li>• <i>The elimination of the pressure of one measure, or exit exam, determining the success or failure of a student</i></li> <li>• <i>Several types of academic writing experiences, including revised essays, in-class essays, and a final reflective/self-assessment paper, to be part of assessment</i></li> <li>• <i>More compatibility with the goals of a process oriented-writing course</i></li> <li>• <i>An opportunity for students to examine their writing holistically, to reflect upon their growth as writers, and to capture this work in a concrete way</i></li> <li>• <i>The incorporation of each instructor's knowledge of a student's work in determining readiness for advancement to the next level in the English sequence (because the instructor is present in the cohort), thereby eliminating the appeals process</i></li> <li>• <i>Greater communication and support among the members of instructor cohorts</i></li> </ul>

**WRIGHT COLLEGE  
PROGRAM/DISCIPLINE ASSESSMENT FORM**

**Evidence:**

What past results have led your department to conclude that this is an area needing attention?

- *Clearer alignment of departmental course objectives and SLOs*
- *The possibility of the use of course portfolios for program evaluation*

**For several years, the English Department has relied upon an Exit Exam to determine the final success or failure of students in English 101, 100, and 98 classes. Although the Exam includes an Appeals Process, this single measure of writing assessment is not consistent with current “best practices” in writing assessment.**

**The hypothesis driving this project is that multiple measures of writing assessment—a final portfolio of revised essays, in-class essays, an end of semester proficiency/exit exam, a final reflective/self-assessment paper, and the incorporation of each instructor’s knowledge of the student’s work—evaluated in a cohort reading context will eliminate the pressure of one measure or an exit exam in determining student success or failure and provide a better assessment of student performance in the course.**

**Course(s) of Interest:**

What courses will be involved in your plan?

All English 101, 100/100ESL and 98/98ESL classes in Fall 2012 semester

**Intended Program Student Learning Outcomes (SLOs)**

List each relevant SLO that this project pertains to.

- Thesis: Students should be able to formulate a thesis statement based in part on analysis and evaluation of appropriate source material
- Support: Students should be able to support a thesis by synthesizing their own ideas (reasons, evidence, and or arguments) with the ideas of others
- Organization: Students should be able to organize the support logically according to the demands of content
- Language: Students should be able to express their ideas in writing that is readable (clear, concise, and coherent) and correct (relatively free of distracting errors of grammar, punctuation, spelling, capitalization, and usage.
- Rhetorical Knowledge (Audience and Purpose): Students should demonstrate an awareness of the rhetorical situation—understanding how audience and purpose shape all of the above.

**Involved Faculty:**

List the instructor(s) participating in the assessment process for each outcome listed above.

Part-time and full-time English department instructors (approx. 55 faculty members)

## WRIGHT COLLEGE PROGRAM/DISCIPLINE ASSESSMENT FORM

### Assessment/Intervention Process

Address the following questions:

**What** approach will be used?

**Why** was this process selected?

**How** will student learning be measured?

**When** will data collection be completed?

**Who** will analyze the results?

**What:** Incorporating Final Portfolios of student writing in a cohort assessment/evaluation process for English 101, 100, 100ESL and 98, 98ESL courses.

**Why:** The department seeks to incorporate multiple measures of writing assessment as well as cohort reading/evaluation of final writing portfolios into English 101, 100/100ESL, 98 and 98?ESL courses for more accurate writing assessment.

**How:**

1. Multiple sections of 101, 100, 100ESL and 98, 98ESL composition courses selected for participation
2. Each semester, there will be three meetings: 1) course orientation meeting (adjunct instructors only); 2) cohort midterm meeting to benchmark papers (both adjuncts and full-time faculty); and 3) cohort end-of-term meeting to evaluate portfolios (adjuncts and full-time faculty).

3. Specific components of the Portfolio for each course:  
English 101: a cover page; an in-class exit essay; one out-of-class revised essay with previous drafts; and a reflective/self-assessment essay.

English 100/100ESL: a cover page; an in-class exit essay; one in-class multi-paragraph essay; one out-of-class revised multi-paragraph essay with previous drafts; and a reflective/self-assessment essay.

English 98/98ESL: a cover page; an in-class exit paper (one paragraph); one out-of-class revised paper with previous drafts; and a reflective/self-assessment paper.

- Each course level will have an in-class exit essay as part of the portfolio. All in-class exit essays will be written during individual class sessions.
- Only students who are passing their English courses with a C or better are eligible to write the in-class exit essay/paper and to submit a final portfolio.
- The in-class exit essay/paper will occur during weeks 14 and 15 of the semester. English 101 and 100/100ESL students will have two days in which to write their in-class exit essays. The first day will include reading the article and planning and revising their essay. The second day will include revising and editing their essays in an assigned computer lab.

English 98/98ESL classes must write the in-class exit paper in the classroom.

- Prompts: The writing prompts for English 101 and English 100/100ESL will include a reading and two questions; the prompt for English 98/98ESL will include two questions, one narrative and one illustration. The creation of the prompts will be the work of individual department course committees. **Flame retardant sleepwear**

4. Students should use a small 3-ring binder or folder with prongs for submission of their writing portfolio. Labeled and tabbed divider sheets should identify each section.

## WRIGHT COLLEGE PROGRAM/DISCIPLINE ASSESSMENT FORM

- Final writing portfolios are due week 15 of the semester. All components, including the final reflective/self-assessment paper, must be completed at this time, as the portfolios will be read and evaluated by the cohorts at the end of this week.
- Scoring of in-class Exit Essay and Final Portfolio. As has been used in the past, a scoring system of P, P-, and F will be used. P represents a strong pass; P- represents a weak pass; F is failing. In order to pass English 9/98ESL, English 100, or English 101, a student's final portfolio must receive either a P or a P-.

**WHEN:** Flame retardant sleepwear All portfolios must be read by the Monday or Tuesday of the last week of the semester, week 16.

### 5. Cohort Reading Process:

- Again, if the portfolio is not complete, it will not be evaluated.
- Instructors should not read their own students' portfolios for the purposes of determining the final portfolio results
- The cohort should decide whether to read one class of portfolios at a time or to mix them up.
- Cohort members should begin by reading the in-class exit essay/paper. It should get 2 reads, and each reader should assign the paper a score, write down his reader's code, and give any feedback or comments that are appropriate.
- If the in-class exit essay receives two passing scores, then the reading of the portfolio is done. "Pass" is checked on the cover sheet.
- If the in-class exit essay receives a P/P- and an F, then the paper goes to a third reader. If the third reader passes the in-class exit essay/paper, then the reading of the portfolio is done, and the third reader should check "Pass" at the bottom of the cover sheet.
- If the in-class exit essay/paper fails with either two readers or three, then the reading of the portfolio continues. In order for the portfolio as a whole to pass, it must receive two passing scores. Once again, a third reader may be necessary. Difficult, borderline portfolios should be discussed with the student's instructor (who is there as part of the reading cohort), as there is no appeals process. The final portfolio determination is indeed final, consider each with care.

All portfolios will be returned to instructors.

**Who:** Full and Part-time Faculty in Reading Cohorts.

### **Data Collection:**

At the end of the term, each English 98/98ESL, English 100/100ESL, and English 101 instructor will collect data for departmental assessment data purposes. The data will include the number of failed and passed portfolios, the number of reads required in the evaluation of the portfolios, and final course grades. There are two documents to be completed by the end of the term: i) Copy of final grades with portfolio grade added on. 20 Data collection sheet

Evaluation of end of semester data should be completed and available for review in Early January 2013.

**WRIGHT COLLEGE  
PROGRAM/DISCIPLINE ASSESSMENT FORM**

\*\*\* The information recorded on this template is abstracted from the English Department's *The English Portfolio Process: A Comprehensive Guide to Using Final Portfolios for English 101, English 100/100ESL & English 98/98ESL*. This guide is the work of Wright College's English Department Portfolio Committee.

**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).**

**Are there any obstacles to**

**WRIGHT COLLEGE  
PROGRAM/DISCIPLINE ASSESSMENT FORM**

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?

What was learned from the results?

**WRIGHT COLLEGE  
PROGRAM/DISCIPLINE ASSESSMENT FORM**

**Action Plan Based on  
Results and Analysis**

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