QEP Goals and Measures

Goal 1:   Students will improve their writing skills.

Objective 1.1: Students will exit Learning Support English courses ready for college-level writing.

SLO 1.1: Students will be able to identify and to write complete, grammatically correct, appropriately punctuated sentences.

Assessment – Student meets the minimum criteria of the Exit Essay checklist (see Appendix 2). The checklist is applied by the assessment team in a blind grading session for the end of term essay.

SLO 1.2: Students will be able to write paragraphs with at least one appropriate concrete example.

Assessment – Student meets the minimum criteria of the Exit Essay checklist (see Appendix 2). The checklist is applied by the assessment team in a blind grading session for the end of term essay.

SLO 1.3: Students will be able to write essays with clear theses, including an introductory paragraph body paragraph, and conclusions.

Assessment - Student meets the minimum criteria of the Exit Essay checklist (see Appendix 2). The checklist is applied by the full action team in a blind grading session for the end of term essay.

Objective 1.2: All students will demonstrate proficiency in writing skills.

SLO 1.4: Students meet the minimum criteria for the PLO in writing.

Assessment - Students meet the minimum criteria of the PLO in writing.

Supporting Strategies:

IWRC

Boot camp

Accelerated course

Faculty development in writing

Goal 2:   Students will improve their reading skills.

Objective 2.1: Student will exit Learning Support reading courses ready for college-level reading.

SLO 2.1: Students will demonstrate improvement in comprehension of academic reading material.

Assessment – Assess individual student progress using Accuplacer Reading Comprehension Test; compare cohort success rates in sequential coursework in reading (EDU081, EDU091, ENG111, ENG112).

SLO 2.2: Students will demonstrate improvement in academic vocabulary knowledge.

Assessment – Locally created vocabulary lists will be assessed in each Learning Support course (math, reading, and English)

SLO 2.3: Students will demonstrate an increased level of awareness and self-reported use of reading strategies.

Assessment - MARSI 2.0

Objective 2.2: All students will demonstrate proficiency in reading skills.

SLO 2.4: Students will demonstrate improvement in reading skills.

Assessment - All students will take the Accuplacer at the end of their third English course (ENG121, 122, 123, 127, or 128). Scores will be compared to placement test scores or ACT/SAT scores to determine growth

Supporting Strategies:

IWRC

Boot camp

Accelerated course

Faculty development in reading

Goal 3: Students will become stronger self-directed learners.

Objective 3.1: Students will take initiative and responsibility for learning.

SLO 3.1:   Students will exhibit the characteristics of self-directed learners.

Assessment 1 – Students will use an automated writing evaluation service (Turnitin) to work with drafts of their own writing.

Assessment 2 – Students will use tutoring services (Lab, Upswing, IWRC) for targeted help. Note – require 5 visits, instructors will create referrals online.

Assessment 3 – Students will exhibit the characteristics of self-directed learners by achieving three or more of the following:
- Regular class attendance
- Use Turnitin.com

- Use Upswing
- Use tutoring services (SSC)
- Use IRWC
- Exhibit persistence by moving on to the next course (retention)
- Exhibit persistence by graduating or transferring to a 4 year institution

Supporting Strategies:

IWRC

Boot camp

Accelerated course

Faculty development in self-directed learning skills

Tutoring Services (SSC)

Turnitin

Upswing