Assessment of Student Learning Outcomes

Goal	Student Learning Outcome	Indicator	Measure	Baseline Data	Expected/Successful Results
1. Students will improve their writing skills	SLO 1.1: Students will be able to identify and to write complete, grammatically correct, appropriately punctuated sentences.	Diagnostic essay and end-of-term essay written by each student attempting to exit the course.	Error types noted on the Exit Essay checklist	Success rates determined in Spring 2016	Student success on this measure will increase by 5% by the end of the program.
	SLO 1.2: Students will be able to write paragraphs with at least one appropriate concrete example.	Diagnostic essay and end-of-term essay written by each student attempting to exit the course.	Scoring on the Exit Essay Evaluation checklist	Success rates determined in Spring 2016	Student success on this measure will increase by 5% by the end of the program.
	SLO 1.3: Students will be able to write essays with clear theses, including an introductory paragraph body paragraph, and conclusions.	Diagnostic essay and end-of-term essay written by each student attempting to exit the course.	Scoring on the Exit Essay Evaluation checklist	Success rates determined in Spring 2016	Student success on this measure will increase by 5% by the end of the program.
	SLO 1.4: Students meet the minimum criteria for the PLO in writing.	PLO Writing Assessment	PLO Writing assignment	Success rates determined in Spring 2016	Student success on this measure will increase by 5% by the end of the

					program.
2. Students will improve their reading skills	SLO 2.1: Students will demonstrate improvement in comprehension of academic reading material.	1. Administer Accuplacer Reading Comprehension Test 2. Compare cohort success rates in sequential coursework in reading (EDU081, EDU091, ENG111, ENG112).	1. Accuplacer Reading Comprehension test scores 2. Success rates by course over time	1. Success rates determined in Spring 2016 2. Success rates by course in Spring 2016	1. Student scores will increase by 5% between pre and post testing 2. Cohort success rates will increase by 5% by the end of the program.
	SLO 2.2: Students will demonstrate improvement in academic vocabulary knowledge.	Locally created vocabulary lists will be assessed in each learning support course (math, reading, and English)	Success rate on locally created vocabulary lists	Success rates determined in Spring 2016	1. Student scores will increase by 5% between pre and post testing 2. Cohort success rates will increase by 5% by the end of the program.
	SLO 2.3: Students will demonstrate an increased level of awareness and self-reported use of reading strategies.	MARSI 2.0 survey	Percent of students indicating improved reading skills	Attitudinal rates determined in Spring 2016 (Course Evaluations)	Percent of students indicating improved reading skills will increase by 5% by the end of the program

	SLO 2.4: Students will demonstrate improvement in reading skills.	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	Improvement rates determined in Spring 2016	Percent of students indicating improved reading skills will increase by 5%
3. Students will become stronger self-directed learners.	SLO 3.1: Students will exhibit the characteristics of self-directed learners.	1. Students will use an automated writing evaluation service (Turnitin) to work with drafts of their own writing.	1. Number of students utilizing Turnitin; time spent utilizing the service	All baseline data will be collected in Spring 2016	Student success on these measures will increase by 5% by the end of the program.
		2. Students will use tutoring services (Lab, Upswing, IWRC) for targeted help. Note – require 5 visits, instructors will create referrals online.	2. Number of referrals submitted by faculty; number of visits to the lab by students		
		3. Students will exhibit the characteristics of self-directed learners by achieving three or more of the following:			
		• Regular class attendance	Attendance Records		

		• Use Turnitin.com	Number of students utilizing Turnitin; time spent utilizing the service	
		• Use Upswing	Number of students utilizing Upswing; time spent utilizing the service	
		• Use tutoring services	Number of students utilizing tutoring services; time spent utilizing the service	
		• Use IRWC	Number of students utilizing IWRC; time spent utilizing the service	
		• Exhibit persistence by moving on to the next course (retention)	Passing rate per course	
		• Exhibit persistence by graduating or transferring to a 4 year institution	Graduation and transfer rates	

Assessment of Supporting Strategies

Goal	Supporting Strategy	Indicator	Measure	Baseline Data	Expected/Successful Results
1, 2, 3	IWRC	Student use Faculty Referrals Student survey after use	Count Count Survey	Baseline rates determined in Spring 2016	TBD after baseline data is established
1, 2, 3	Accelerated Course (ENG092/ENG111)	Student success rates	Number of students moving out of learning support courses	Baseline rates determined in Spring 2016	TBD after baseline data is established
1, 2, 3	Boot Camp	Student success rates	Number of students moving out of learning support courses	Baseline rates determined in Spring 2016	TBD after baseline data is established
1, 2, 3	Faculty Professional Development	Implementation of material presented in PD sessions	Survey at end of PD Implementation survey at end of term	Baseline rates determined in Spring 2016	TBD after baseline data is established