Discipline Outcome
Communication/Critical Thinking-Writing Sample Pre and Post Writing

Measure 1 Type:
Direct

Juried evaluation of student products

Measure 1 Description:
Students will demonstrate the ability to write a multiparagraph essay using standard conventions (thesis, support, organization, and grammar) that responds to a reading prompt in a timed setting.

Measure 1 Sample Size:
400

Measure 1 Benchmark

1) Describe the benchmark for this measure.
We will compare pre and post writing sample scores of our ENG 060 and ENG 090 students to see if those scores have gone up. Our benchmark for the end of semester writing sample score is to have the average composite score increase by 2 or more points. The score from the 9-point scale from the beginning of semester writing sample essays will be compared to the end-of-semester writing sample scores of students. Scores are collected from all students in ENG 060 and ENG 090 who begin the course and are still present on the assessment day toward the end of the semester. Some ENG 121 sections also participate in the writing sample.

2) What is the rationale for choosing this benchmark?
We hope that our students’ basic skills at reading, summarizing, and essay-writing will improve by the end of each developmental English course. We hope that our courses will prepare students for...
Measure 2 Type:
Direct

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Missed benchmark

Measure 1 Results:
From the data we have accumulated at this time, we see that writing samples scores did increase but only by 1.3 points. We are below our benchmark of a 2 point increase.

Measure 2 Results:

writing sample scores fall 2013 combined.docx

1) How did unit/department performance compare to the benchmark?
Students reading, summarizing, and essay-writing skills are below the benchmark we hoped they'd reach.
2) How does the data compare to the previous year, if applicable?

In past years, we have met the benchmark. We think the scores look lower this year because we've made the change from adding the two scores from two scorers together to averaging the scores together. We felt the scores were clearer to students when averaged together, and we also felt students weren't given an inflated view of their scores when we averaged rather than added them, but it does make our results appear lower than the benchmark.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Missed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

I'll share the results with the new CCR assessment team as they develop a new assessment measure and procedure.

We'll set realistic benchmarks for our students' progress. We'll continue to teach the skills that help students become stronger writers especially in the areas of summary, thesis, support, and coherence.

Further Action:
Further Action Planned

Describe the action plan:

The CCR assessment team will create a new measure and procedure for assessing students' skills in developmental courses.

Person/ Group responsible for action

CCR Assessment Team

Target Date for implementation of the action

08/19/2014
Priority
High

Describe any additional resources needed (Leave blank if no additional resources are needed.)
We will need funds to pay instructors who score pre- and post-writing essays.

Discipline Outcome
Reading Proficiency-REA 060 & 090 – Pre and Post Assessments

Measure 1 Type:
Direct

Pre-Post tests

Measure 1 Description:
Students in all levels of reading classes are tested in the beginning (pre) and at the end (post) of the semester via a standardized reading diagnostic that breaks reading skills into categories related on the reading level per section.

Measure 1 Sample Size:
300

Measure 1 Benchmark

1) Describe the benchmark for this measure.
Students should reach a benchmark of 70% or above in each skill area, at the end of the semester.

2) What is the rationale for choosing this benchmark?
Scores reveal that most students enter the semester at or below 70% proficiency – this is the reason they test into the class. If students test at an average of 70% or more, this will demonstrate appropriate student academic growth.

Measure 2 Type:
Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met

Surpassed benchmark

Measure 1 Results:

REA060
1.) Students in REA060 showed minimal growth. The scores passed the set benchmark of 70%.
2.) The data shows that the post test scores (72) were not higher than the previous year (75).

1.) Students in REA090 showed average growth. These scores strongly surpassed the set benchmark of 70%.
2.) The data shows that the pre and post test scores were slightly higher (64/78) than the previous year (61/77). Reading 090 – 284 students reported from fall 2013 average test scores

Reading 090 – 284 students reported from fall 2013 average test scores
Pre 64 Post 78

Reading 060 – 73 students reported from fall 2013 average test scores
Pre 58 Post 72

Measure 2 Results:

Reading 090 & Reading 060 Assessment Results.docx
1) How did unit/department performance compare to the benchmark?

REA060
Students in REA060 showed minimal growth. The scores passed the set benchmark of 70%.

REA090
1.) Students in REA090 showed average growth. These scores strongly surpassed the set benchmark of 70%.

2) How does the data compare to the previous year, if applicable?

REA060
The data shows that the post test scores (72) were not higher than the previous year (75). 2.

REA090
The data shows that the pre and post test scores were slightly higher (64/78) than the previous year (61/77).

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

We plan to change the assessment because of the CCCS developmental course redesign. Because the new developmental courses are integrated reading and writing, the reading course assessment will now merge with the English department’s writing sample assessment. A new rubric will be created by the CCR assessment team. Additionally, the reading text used and subsequent writing task for pre and post assessment will be slightly more difficult. There will be two reading SLOs measured (Reading comprehension via summary, and critical reading via analysis) along with 2 Writing SLOs. The reading skills will continue to be measured on the pre and post-test, and they will be assessed throughout the semester through formative and summative classroom assessments.

Further Action:
Further Action Planned

Describe the action plan:
We will continue to hold department planning & training as well as faculty-led teaching communities for each CCR course prefix. These workshops will help inform progress and keep all instructors on the same track with progress. We will focus on an identified weakness in reading skills as measured in the assessment. Critical reading remains on the lower end of REA060 and REA090 assessments. Since this is an identified skill that students need for transfer level courses, the emphasis will take place through faculty training.

Person/ Group responsible for action
CCR Assessment Team

Target Date for implementation of the action
08/19/2014

Priority
High

Describe any additional resources needed (Leave blank if no additional resources are needed.)
We need need funds to pay scorers of the reading and writing assessment essays.

Discipline Outcome
Grammar Diagnostic Pre- and Post- test

Measure 1 Type:
Direct

Pre-Post tests

Measure 1 Description:
Students enrolled in ENG 060 and ENG 090 take a pre- and post- multiple-choice Grammar Diagnostic Test automatically scored in D2L.
Measure 1 Sample Size:
400

Measure 1 Benchmark

1) Describe the benchmark for this measure.
We hope that students' Grammar Diagnostic scores will increase by 20% by the end of the semester.

2) What is the rationale for choosing this benchmark?
Students need basic grammar and mechanics skills to create a professional presence and succeed in college and in the workplace.

Measure 2 Type:
Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Missed benchmark

Measure 1 Results:
On average, students in both ENG 060 and ENG 090 increased their Grammar Diagnostic scores by about 1 and a half points or more on the 15-question diagnostic from the pre- to the post-test. They were very close to meeting the benchmark.

Measure 2 Results:
1) How did unit/department performance compare to the benchmark?
Students were just about half a point off in the improvement of their Grammar Diagnostic scores from the pre- to the post-test.

2) How does the data compare to the previous year, if applicable?
We did not require a Grammar Diagnostic in our Developmental/College Prep classes before this year.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Missed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
I'm hopeful that the Grammar Diagnostic will continue to be part of next year's assessment plans for the new Developmental courses CCR 092, CCR 093, and CCR 094. It is an objective measure and scores automatically through D2L, so it's easy to use and easy to collect results.

We'll continue to teach grammar and mechanics in these courses as well as in ENG 121 (and sometimes in ENG 122) to ensure that our students have strong writing skills when they move on to other disciplines and the workplace.

**Further Action:**
Further Action Planned

**Describe the action plan:**
I hope that the CCR task force will continue to include grammar and mechanics in their assessment plans.

**Person/ Group responsible for action**
CCR Task Force

**Target Date for implementation of the action**
08/19/2014

**Priority**
Medium

**Describe any additional resources needed (Leave blank if no additional resources are needed.)**

---

**Discipline Outcome**

**Student Success Rates: Personal Development and Responsibility**

**Measure 1 Type:**
Direct

**Institutional data**

**Measure 1 Description:**
Students demonstrate a growth in Personal Development and Responsibility by succeeding in ENG 060 and/or 090 AND/OR REA 060, and/be successful in any of these courses, students must be responsible and successful in College Preparatory Studies classes that they experience development.

"Success" for students in college preparatory classes is best determined by success in the next course in the sequence more so than the assessed reading course. This makes Reading students particularly difficult to track (there is no college-level course required in Reading).

**Measure 1 Sample Size:**

**Measure 1 Benchmark**
1) Describe the benchmark for this measure.
The English/Reading Department has set an overall success rate goal of 72% and is meeting this benchmark in both English and Reading. Targeted instructor professional development efforts are planned for April.

2) What is the rationale for choosing this benchmark?
As the College continues to adjust to the increased demand for college preparatory courses, faculty and administration remain concerned about rates and persistence to the next course in the sequence. College preparatory students in the CCCS hold an average success rate of 70%. At institutional average success rate is 74%. The issues have been addressed at the state level and are currently in redesign here at ACC for fall 2014. These changes will involve integrating reading and writing instruction into one prerequisite and one co-requisite course option.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met

Met benchmark

Measure 1 Results:
The English/Reading Department has set an overall success rate goal of 72%, and is meeting this benchmark in both English and Reading.

Measure 2 Results:
1) How did unit/department performance compare to the benchmark?

Students demonstrate a growth in Personal Development and Responsibility by succeeding in ENG 060 and/or 090 AND/OR REA 060, and/be successful in any of these courses, students must be responsible and successful in College Preparatory Studies classes that they experience development. The English/Reading Department has set an overall success rate goal of 72%, and is meeting this benchmark in both English and Reading. Targeted instructor professional development efforts are planned for April.

As the College continues to adjust to the increased demand for college preparatory courses, faculty and administration remain concerned about rates and persistence to the next course in the sequence. College preparatory students in the CCCS hold an average success rate of 70%. At institutional average success rate is 74%. The issues have been addressed at the state level and are currently in redesign here at ACC for fall 2014. These changes will involve integrating reading and writing instruction into one prerequisite and one co-requisite course option.

2) How does the data compare to the previous year, if applicable?

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Met benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support, unit planning, and assessment planning?

All college preparatory faculty, instructors, and instructional deans meet together each semester for facilitated meetings that focus on questions pertaining to the college preparatory student population, goal and progress review, and best classroom practices for teaching. The meetings are planned and facilitated by Reading/English faculty member Michelle Van de Sande.
**Further Action:**
Further Action Planned

**Describe the action plan:**
We continue this spring with a full-day of training in the new CCR courses with all faculty in college preparatory AAA, ENG, and REA faculty and instructors. Participants remunerated through the CCCS collaborative TAA grant. - The ENG and REA college prep faculty continue to make use of a faculty created last year. The Wiki serves as a storage place for shared assessments, assignments, and instructional tools.

**Person/ Group responsible for action**
CCR Assessment Team

**Target Date for implementation of the action**
08/19/2014

**Priority**
High

**Describe any additional resources needed (Leave blank if no additional resources are needed.)**