

ASSESSMENT PLAN – AY17-18

Program: Success First- Reading& Writing/Intensive English

Date Submitted: October, 2017

Program Mission Statement: The Mission of *Success First* is to help students attain proficiency in reading and writing so that they can succeed in college-level work.

Outcome 1 (*You need at a minimum one learning outcome*)

Outcome (CCS097)	The student will have the ability to use of pre-reading, reading and post-reading skills with college-level texts to increase comprehension.
Methods of Assessment	Students will complete weekly reading comprehension journals with an average score of 80% (Please see attached rubric)
Measures/Levels of Expectation	Students will complete the journals every week in class after reading, reviewing and writing the journal question. Expectations are that students will complete an office visit to review the content of the essay that they are responding to.
Assessment Results	Due to the small student population, aggregation of data is ongoing and will be reported once statistically viable sample sizes are gathered.” (15 students enrolled for the Fall, 2017 semester)
Use of Results for Program Improvement	The Success First Department recently redesigned the custom text so that it included more culturally relevant essays per our student population and so that it more closely emphasized the amount of reading and complexity of the essays offered in EN111, which our students will take in their subsequent semesters.

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Outcome (CCS096)	The student will have the ability to understand writing as a process.
Methods of Assessment	Students are required to write four essays in this course. Three drafts of each essay are required to receive a final grade for the writing assignment. The instructor provides written feedback on the first draft, conferences 1:1 with the student on the second draft and a rubric (attached) is used to grade the final paper. Students self-edit, peer edit and are required to meet with a tutor on all major essays at any time in the writing process.
Measures/Levels of Expectation	Students will follow the process of submitting drafts before the final essay is graded. Level of expectation is an 80% average of all scores.
Assessment Results	“Due to the small student population, aggregation of data is ongoing and will be reported once statistically viable sample sizes are gathered.” (15 students enrolled in Fall, 2017)
Use of Results for Program Improvement	The three draft process is being used to provide more relevant and personalized feedback for the student on the writing process. The instructors in the Success First program spend on average, two hours per week conferencing with students on the process of writing.

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Outcome 3 (*You need at a minimum one learning outcome*)

Outcome (CCS040)

Students will have the ability to verbally respond in clear, understandable English.

Methods of Assessment

At the beginning of the semester students record a self-introduction and the answer to a spontaneous question which is then graded according to the rubric (see attached). Students are then post recorded the self-introduction and a second spontaneous question at the end of the semester.

Measures/Levels of Expectation

Students must receive a score between 5-6 ,which will indicate proficiency in the spoken word.

Assessment Results

“Due to the small student population, aggregation of data is ongoing and will be reported once statistically viable sample sizes are gathered. (12 students enrolled for Fall, 2017)

Use of Results for Program Improvement

Since the Intensive English program is new to Donnelly College, results of this assessment will be used to make curricular changes for the 2018-2019 academic year.

