



Unit Planning

Unit Number	Unit Name	Person Responsible
15000	Transitional Reading & English	Jane Blankenship

Outcome Number:	1
Year:	2013-2014
Outcome Type:	Student Learning Outcome
Outcome:	Seventy-five percent of students enrolled in reading will pass Skills test 1.2.3 by using the test-taking strategies taught in the Test-Taking Strategies Module with 70% accuracy.
Institutional Goal:	Goal 2 - Assist students in overcoming deficiencies and acquiring skills fundamental to further academic and career achievement.
Initial Assessment:	In spring 2013, only 44% of reading students passed SKILLS Test 1,2,or 3 with 70% accuracy. The faculty members teaching reading assessed the students in reading had poor test-taking skills as noted through student reflection and teacher observation.
Scheduled Completion Date:	Fall 2013
Budget Amount:	0
Action Plan:	The order of the modules in myreadinglab will be adjusted to allow test-taking strategies to be addressed earlier in the semester so that students can apply them sooner.
Outcome Measure:	Outcome will be measured by SKILLS tests 1-4 scores.

OVERALL RESULTS

Results:	In spring 2014, 35% of students passed Skills Tests 1-4 with a 70% accuracy. This is a decrease from 44% in spring 2013.
Use of Results:	The faculty member will develop additional teaching strategies. The faculty will change the class from a lab based course to a classroom to ensure more classroom teaching occurs.
Program Improvement:	Since the outcome was not met and the scores decreased nine points from the initial assessment, the faculty are moving to a more teacher and less computer-assisted teaching platform.

DISTANCE EDUCATION RESULTS

(if applicable to outcome)

Results:	
Use of Results:	
Program Improvement:	
No Supporting File	

Outcome Number:	2
Year:	2013-2014
Outcome Type:	Student Learning Outcome
Outcome:	Seventy percent of the students enrolled in reading will be able to distinguish between patterns of organization on SKILLS Test 3 with 70% accuracy.
Institutional Goal:	Goal 2 - Assist students in overcoming deficiencies and acquiring skills fundamental to further academic and career achievement.
Initial Assessment:	In spring 2013, 62% of students passed the SKILLS Test on patterns of organization with 70% accuracy.
Scheduled Completion Date:	Fall 2013
Budget Amount:	0
Action Plan:	Instructors will add classroom lectures on patterns of organization to reading class in addition to the myreadinglab modules.
Outcome Measure:	Outcome will be measured with SKILLS Test 3.

OVERALL RESULTS

Results:	In Spring 2014, 30% of the students who took Skills Test 3 passed with 70% accuracy.
Use of Results:	The faculty will redesign the course to use faculty interaction. The Faculty will be move the content from the lab to the classroom to ensure more classroom teaching occurs.
Program Improvement:	The students did not improve the scores from the initial assessment. In fact, they were much lower. This cohort of students was much smaller than the spring 2013 and had many attendance issues, which may have had some significance in the scores.

**DISTANCE EDUCATION RESULTS
(if applicable to outcome)**

Results:	
Use of Results:	

Program Improvement:	
No Supporting File	

Outcome Number:	3
Year:	2013-2014
Outcome Type:	Student Learning Outcome
Outcome:	Sixty percent of students enrolled in reading will be able to distinguish between stated and implied main idea on skills tests at 70% accuracy.
Institutional Goal:	Goal 2 - Assist students in overcoming deficiencies and acquiring skills fundamental to further academic and career achievement.
Initial Assessment:	In 2012-2013, 30% of students passed the SKILLS Test on main idea with 70% accuracy.
Scheduled Completion Date:	Fall 2013
Budget Amount:	0
Action Plan:	Instructors will add classroom lectures on stated and implied main ideas to RDG 085 in addition to the myreadinglab modules.
Outcome Measure:	Outcome will be measured with SKILLS Test 2.

OVERALL RESULTS

Results:	In the spring of 2014, 25% of students scored 70% or above on Skills Test 2.
Use of Results:	The faculty will assess the curriculum and content of the courses. The faculty will move content from computer assisted instruction to the classroom to ensure more classroom teaching.
Program Improvement:	The percentage of students passing Skills Test 2 decreased from the initial assessment by five percent. However, the degree of accuracy was met by the students passing the test.

DISTANCE EDUCATION RESULTS (if applicable to outcome)

Results:	
Use of Results:	
Program Improvement:	
No Supporting File	

Outcome Number:	4
Year:	2013-2014
Outcome Type:	Student Learning Outcome
Outcome:	Sixty percent of students enrolled in reading will be able to evaluate valid inferences in reading passages on a quiz with 70% accuracy.
Institutional Goal:	Goal 2 - Assist students in overcoming deficiencies and acquiring skills fundamental to further academic and career achievement.
Initial Assessment:	Reading 084 is a new course that has been implemented in the transitional courses. The course is the first course in a reading sequence.
Scheduled Completion Date:	Fall 2013
Budget Amount:	0
Action Plan:	Students will work in pairs to read articles and complete VALID steps to decide whether the inferences they make from an informational text are valid. Class will discuss results. Faculty will use activities to engage the students.
Outcome Measure:	Outcome will be measured by a quiz on chapter 11.
OVERALL RESULTS	
Results:	Seventy-two percent of students passed Chapter 11 quiz with at least 70% accuracy.
Use of Results:	The faculty will continue the action plan for the up coming assessment cycle. The faculty will research best practices to teach reading.
Program Improvement:	The outcome goal of 60 % was met. However, since this was a new class, the faculty have no initial data to use as a point of comparison; meanwhile, the success of the paired learning will continue to be used to increase student success in utilizing reading strategies.
DISTANCE EDUCATION RESULTS (if applicable to outcome)	
Results:	
Use of Results:	
Program Improvement:	
No Supporting File	

Outcome Number:	5
Year:	2013-2014
Outcome Type:	Student Learning Outcome

Outcome:	Sixty percent of students enrolled in reading will be able to apply textual evidence to support reading questions on 70 % of the reading logs for the independent reading.
Institutional Goal:	Goal 2 - Assist students in overcoming deficiencies and acquiring skills fundamental to further academic and career achievement.
Initial Assessment:	The Faculty members assessed the need to improve textual evidence in reading. The Concept will be measured in the a new reading course that was offered Fall Semester 2013 as the first of a two part sequence.
Scheduled Completion Date:	Fall 2013
Budget Amount:	0
Action Plan:	Students will complete reading log discussions on Dungy's Uncommon. Students will answer text dependent questions by citing material from the book.
Outcome Measure:	The outcome will be measured by the evaluation of the reading logs on CANVAS by the instructor.

OVERALL RESULTS

Results:	The results was that 55% students who turned in Reading Logs successfully answered questions with support from text with 70% accuracy.
Use of Results:	The faculty will continue to use reading logs and active learning strategies in the classroom. The Faculty will review the course outcomes .
Program Improvement:	Since this was a new class, the faculty members have no initial data to use as a point of comparison; however, the passing rate did not reach the goal of 60%.

DISTANCE EDUCATION RESULTS (if applicable to outcome)

Results:	
Use of Results:	
Program Improvement:	
No Supporting File	

Outcome Number:	6
Year:	2013-2014
Outcome Type:	Student Learning Outcome
Outcome:	Sixty percent of students enrolled in reading will be able to identify the main idea of a text by analyzing its supporting details with 70% accuracy on a quiz on main ideas.
Institutional Goal:	Goal 2 - Assist students in overcoming deficiencies and acquiring skills fundamental to further academic and career achievement.
Initial Assessment:	The faculty developed a new reading course for Fall Semester 2013. Since this was a new class, the faculty members have no initial data to use as a point of comparison.

Scheduled Completion Date:	Fall 2013
Budget Amount:	0
Action Plan:	Students will work in pairs to re-order the information from a passage whose sentences have been separated. Students will distinguish main idea, and major and minor supporting details. Students will re-order the text into a comprehensive whole. Then each partnership will meet with the other partnership that had the same article to compare answers. The group of four will present the article to the class and point out the main idea and major and minor supporting details. Class will discuss the results.
Outcome Measure:	Outcome will be measured by a quiz on main ideas.

OVERALL RESULTS

Results:	The results indicate that 63% of students passed the main idea quiz with at least 70% accuracy.
Use of Results:	The faculty will continue the action plan and make changes to the curriculum as needed.
Program Improvement:	The outcome was achieved. Students scored three percent above the defined goal. Since this class was new, there is no initial data to use as a point of comparison; however, the act of working with partners then moving to a small group encouraged collaboration and discussion of recognizing main ideas and supporting details.

DISTANCE EDUCATION RESULTS (if applicable to outcome)

Results:	
Use of Results:	
Program Improvement:	
No Supporting File	

Outcome Number:	7
Year:	2013-2014
Outcome Type:	Student Learning Outcome
Outcome:	Seventy percent of the students in Developmental English will recognize conjunctive adverbs and punctuate them correctly in compound sentences at 70 % accuracy.
Institutional Goal:	Goal 2 - Assist students in overcoming deficiencies and acquiring skills fundamental to further academic and career achievement.
Initial Assessment:	The 2012-2013 student assessment shows that 0% of students could recognize the incorrect punctuation of a conjunctive adverb in a compound sentence with 70% accuracy.

Scheduled Completion Date:	Summer 2014
Budget Amount:	NA
Action Plan:	1. Instructors will provide instruction for the correct use of semicolons and conjunctive adverbs in compound sentences. 2. Students will practice recognizing semicolons as a method for joining compound sentences in editing exercises. 3. Students will practice recognizing semicolons with conjunctive adverbs as a method for joining compound sentences in editing exercises. 4. Students will write compound sentences that correctly apply semicolons and conjunctive adverbs in compound sentences.
Outcome Measure:	A mastery test will measure that students recognize and use semicolons and conjunctive adverbs with 70% accuracy. The standard department rubric will measure the correct use of semicolons and conjunctive adverbs in student produced paragraphs with 70% accuracy.

OVERALL RESULTS

Results:	A mastery test showed that 68% of students used conjunctive adverbs with semicolons with 70% accuracy.
Use of Results:	The action plan will be continued.
Program Improvement:	Although the goal of 70% was not reached, there was an increase of 68% percent from the initial assessment.

DISTANCE EDUCATION RESULTS (if applicable to outcome)

Results:	
Use of Results:	
Program Improvement:	
No Supporting File	

Outcome Number:	8
Year:	2013-2014
Outcome Type:	Student Learning Outcome
Outcome:	Seventy percent of the students in developmental English will use correct pronoun-antecedent agreement with indefinite pronouns with 70% accuracy.
Institutional Goal:	Goal 2 - Assist students in overcoming deficiencies and acquiring skills fundamental to further academic and career achievement.
Initial Assessment:	The 2012-13 student assessment survey for English 093 shows that 40 % of the students could use correct pronoun-antecedent agreement with indefinite pronouns.
Scheduled Completion	Summer 2014

Date:	
Budget Amount:	NA
Action Plan:	1. Faculty will provide practices for students to identify indefinite pronouns. 2. Faculty will provide practice sentences for students to identify pronoun references that include indefinite pronouns. 3. Faculty will design writing assignments that require students to apply correct pronoun-antecedent agreement with indefinite pronouns.
Outcome Measure:	A mastery test and a standard rubric for written assignments will assess the outcome.
OVERALL RESULTS	
Results:	A mastery test shows that 37% of students could use correct pronoun-antecedent agreement with indefinite pronoun at 70% accuracy.
Use of Results:	Faculty will design more strategies for teaching and assessing students' understanding of pronoun-antecedent agreement with indefinite pronouns. Those strategies will include project based assignments and student-led instruction.
Program Improvement:	While the student outcome was not met, the student scores did improve from the Initial assessment by three percent.
DISTANCE EDUCATION RESULTS (if applicable to outcome)	
Results:	
Use of Results:	
Program Improvement:	
No Supporting File	

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