



**DONNELLY
COLLEGE**
EST. 1949

Program Review

Success First, 2016-2017

Program Review Summary

A. Summary of Program Review

100% of students (Reading/Writing and English for Academic Purpose) who completed the Preparatory Education program, passed EN111 in the subsequent semester and 100% of students who took CCS101 in the subsequent semester passed with an A or B.

B. Key Findings

Students who persist to 100-level coursework are meeting with success and are prepared to read and write at the college level.

C. Suggested Changes

1. Recommend a program title change from *Preparatory Education* to *Success First* to decrease derogatory connotation of the program and to more closely align the content with national post-secondary institutions with similar programs.
2. Assessing student success in subsequent semesters through EN11 and EN112 provided data to change the current course text and Implement a custom text which is more culturally relevant and more closely resembles the curriculum of EN11 (reading essays and responding to them in essay form).
3. Create a 14 credit, Level 4-5 Intensive English program to meet the needs of under-prepared ESL high school graduates.

D. Implementation Plan

1. In spring, 2017, Division 3 & 4 approved the title change of the program to *Success First* and changes in course designations from EN (English) to CCS (College and Career Skills)
2. Both Instructors worked with Cengage Publishing to create: *Success First: Integrated Reading and Writing*, a custom text with culturally relevant essays.
3. Developed a 14 credit Intensive English program which would accept students at TOESL level 4 and 5 for a one semester integrated program.

Section 1 – Program Overview

A. 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.

Donnelly College prides itself on an “Open Door” policy which accepts all students who have graduated from an accredited high school. To decide placement into college level courses, all students are administered the *Accuplacer Placement Test*. Those students who fall below the cut-off of 100 level courses are referred to Success First for possible placement.

Once the Testing Center Coordinator has the student's scores, the student is sent to speak to the Director or a faculty member of Success First. There are two cohorts in the program: Reading and Writing cohort and an Intensive English cohort. The students meet 1:1 to discuss placement options, the credit hours required and the commitment involved. Both cohorts meet five days a week and require tutoring, lab, classroom time and some online interaction through our learning management system. Both cohorts are intended to last one-semester as preparation for college level courses. (Please see **Appendix A** for the full schedule of course.)

B. Institutional Learning Outcomes

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students' place in the world and their pursuit of truth. Therefore, the College's general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

The Donnelly College faculty has articulated seven student learning outcomes that constitute the foundation of the College's general education.

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

Program Learning Outcomes:

Success First Reading and Writing

In addition to the general education learning outcomes-communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic inquiry, and values-upon successful completion of the Success First program, the student should be able to demonstrate:

- 1.Effective communication; both in written and oral form
- 2.A literal comprehension of college level readings
- 3.A range of reading rates according to reading purpose
- 4.Prewriting techniques to develop ideas for paragraphs and essays
- 5.The ability to give and receive effective feedback to improve writing
- 6.The use of standard English grammar and effective sentence skills
- 7.The characteristics, habits and attitudes of an effective learner

Success First Intensive English

- 1.Understanding of phonemic awareness, word analysis, and high frequency word recognition
- 2.Expansion of their recognition and usage of vocabulary

3. Reading strategies that build comprehension

4. Improved oral fluency

5. Production of complex sentences and short essays

C. Student Learning Outcomes

Success First Program, Emphasis in Reading and Writing (12 credit hours)

1. The student will have the ability to write short essays by conceiving ideas about a topic and expressing them in written standard English
2. The student will have the ability to comprehend college-level texts.
3. The student will have the ability to develop sufficient vocabulary and language to allow for reading and written expression at a pre-collegiate level.
4. The student will have the ability to be an involved citizen in his or her community.
5. The student will have an ability to read at varying rates according to reading purpose: prose at 500 wpm or above, with 70% comprehension; study reading at 250 wpm with 90%-100% comprehension.

Success First Program, Emphasis in Intensive English (14 credit hours)

1. Students will have the ability to understand the main ideas and some details of most spoken discourse.
2. Students will have the ability to verbally respond in clear, understandable English.
3. Students will have the ability to formally present information and ideas.
4. Students will have the ability to identify purpose in a text.
5. Students will have the ability to use a variety of strategies to comprehend a grammatically complex text.
6. Students will have the ability to respond critically to a text.
7. Students will have the ability to write a cohesive essay.
8. Students will have the ability to revise and edit or organization and content.
9. Students will have the ability to use an adequate range of language including more complex forms.
10. Students will have the ability to perform basic research for an essay.
11. Students will engage in class.

12. Students will have the ability to work collaboratively with other students.
13. Students will have the ability to be highly self-directed and ask pertinent questions in class and when uncertain about assignments.

D. Curriculum

The faculty of the Success First department revised the curriculum used in the CCS096/097 courses in the fall of 2016. The text was redesigned to include essays which are culturally relevant. The use of culturally relevant literature is very important to the academic success of students. It is literature that draws on the cultural capital of students and engages the learner. Culturally Relevant Literature is literature that uses a student's culture and prior experiences to make learning relevant. Likewise, this pedagogy of reading and responding to essays mirrors the curriculum in EN111, which our students take in subsequent semesters.

Another important aspect of the Success First Curriculum is the Service Learning Project. Implemented in 2013, the Success First students spend the first eight weeks of the fall semester preparing their skills to read to elementary school students located in the neighboring schools closest to Donnelly College.

Lisa Stoothoff created Project LOUD (Literacy Outreach in Urban Districts) to increase the literacy rates in urban schools, while increasing her students' reading and writing skills while increasing their awareness of Catholic Social Justice Teaching. Five schools (both public and private) have been the recipients of this project. Donnelly College students enrolled in Success First prepare the first six weeks of the semester to increase their reading, writing, and public speaking and literacy skills. They bundle Donnelly College tote bags with new books and bilingual flyers for the elementary school students to take home. They read to the students and demonstrate that literacy is a life-long skill. By building a sense of community in the program, retention rates have increased past the eight-week mark of the semester. *(More information about this project and the Grant Funding can be found later in this review under "Grants.")*

Curriculum Mapping

The following mapping illustrates the commitment of the Success First curriculum to the Institution's Learning Outcomes.

Donnelly College Learning Outcomes (DCLOs)	CCS096	CCS 097	CCS098	CCS100	CCS040
1. Communication Skills	x	x		x	x
2. Technology and Information Literacy Skills			x	x	x
3. Symbolic Problem Solving					
4. Analytical Thinking	x	x	x	x	x
5. Personal and Interpersonal Skills	x	x		x	x
6. Academic Inquiry	x	x	x	x	x
7. Values	x	x		x	x
Program Learning Outcomes (PLOs) Reading and Writing	CCS096	CCS 097	CCS098	CCS100	CCS040
Students will demonstrate...					
1. ... effective communication skills; both in written and oral form	x	x	x	x	
2. ... a literal comprehension of college level readings	x	x	x	x	
3. ... a range of reading rates according to reading purpose	x	x	x	x	
4. ... prewriting techniques to develop ideas for paragraphs and essays	x			x	
5.... giving and receiving effective feedback to improve writing	x			x	
6.... the use of standard English grammar and effective sentence skills	x	x	x	x	
7....the characteristics, habits and attitudes of an effective learner	x	x	x	x	
Program Learning Outcomes (PLOs) Intensive English					
Students will demonstrate...					
1.... phonemic awareness, word analysis, and high frequency word recognition					x
2.... expanding their recognition and usage of vocabulary					x
3.... utilizing reading strategies that build comprehension					x
4... improving oral fluency					x
5... production of complex sentences and short essays					x

E. Program Accreditation

At this time, Success First is not accredited by the National Association for Developmental Education; however, we follow curriculum guidelines of NADE and have plans to research the accreditation process.

F. Collaboration/Agreements

Success First students have all the rights and privileges afforded to all Donnelly College students in terms of 2+2 agreements. Donnelly College holds articulation agreements with Avila University, Emporia State University, UMKC and University of St. Mary's.

G. Faculty and Staff Resources

Lisa Stoothoff

Director of Success First

Assistant Professor Success First

B.A. Communication Sciences and Disorders, Montclair State University

M.Ed. Education, Rutgers, The State University of New Jersey

Gretchen Meinhardt

Assistant Professor Success First

B.S. Journalism, University of Kansas

M.S. Adult Education, Kansas State University

Michelle Lundy

Adjunct Faculty Intensive English

B.A. Modern Languages, Ohio University

M.A. Linguistics/TESOL, Ohio University

Academic files, together with curriculum vitae for each faculty member, are kept in the Offices of the Dean of the College and are regularly reviewed.

Course #	Course Title	Minimum Qualifications
CCS 040	Success First Intensive English	Master's degree in TEOSL with at least 18 graduate credit hours in any combination of the following qualifying fields: <ul style="list-style-type: none"> • Adult Education • Higher Education • Linguistics • Secondary Education
CCS 096 CCS 097 CCS 098 CCS 100 CCS 101	Writing Essentials Reading Essentials Success First Lab College and Career Success First Year Experience	Master's degree in Education with at least 18 graduate credit hours in any combination of the following qualifying fields: <ul style="list-style-type: none"> • Adult Education • Special Education • Higher Education • Secondary Education

H. Teaching Loads

All full-time instructors are required to teach 15 credit hours/ 15 contact hours a semester; adjunct instructors are required to teach their contracted hours which are limited to 9 credit hours.

The Director of Success First has a modified teaching load each semester due to administrative responsibilities. The teaching load is 12 credits for the fall semester and 9 credits for the spring semester.

I. Scholarly Activities

The two-full time Assistant Professors in Success First are engaged in scholarly activities. Both Lisa Stoothoff and Gretchen Meinhardt hold memberships in the College Reading and Learning Association and the National Association for Developmental Education. In addition, Gretchen Meinhardt and Michelle Lundy (Adjunct-Intensive English) hold memberships in TESOL International.

In academic years 2016-2017 both Assistant Professors in Success First presented at the local and national level in their field. In September 2016, Lisa Stoothoff presented at the Catholic University of America on the topic of *Catholic Social Justice Teaching*. In October 2016, Lisa presented at the Michael Tilford Conference held at Pittsburg State University on the topic of *Student Persistence in First Generation College Students through Service Learning*. She again presented this topic in April 2017 at the Kansas ACT State Symposium at Wichita State University. In March 2017 she presented a three-hour pre-conference institute on *Using Culturally Relevant Literature in the Developmental Reading Class* at the National Association for Developmental Education in Oklahoma City, OK. Gretchen Meinhardt also presented at the National Association for Developmental Education in March 2017 on the topic *Langston Hughes to Tupac: Bridging Cultures and Inspiring Student Success*. Both assistant professors are also committee members of both faculty and college advisory groups. Lisa and Gretchen served as President and Secretary respectfully of the Faculty Senate during the 2016-2017 academic years.

Lisa Stoothoff, Director of Success First also attended the Assessment Academy Round Table-Chicago, 2017 as a member of the Assessment Council of Donnelly College. This Academy prepared the Council to provide programmatic changes in Assessment, Program Learning Outcomes and Student Learning Outcomes.

Section 2 – Student Success

A. Enrollment and Recruitment Data

Indicators	Academic Year						Trend
	16-17	17-18	18-19	19-20	20-21	21-22	
Recruitment							
Goal	80	80					
Actual	67	45					
Enrollment							
Goal	52	52					
Actual	39	30					

In fall, 2016, a total of 39 students were enrolled in Preparatory Education—25 in the regular Prep Ed program and 14 in Success First for ESL. Of the 25 students in the regular Success First program, five were Gateway to College students who had successfully completed their foundation semester and the other 20 were traditional college students.

In the spring, 2017 semester, there were 28 students enrolled in Preparatory Education—eight repeat students and twenty new students. Of the eight repeaters, five are from the fall 2016 ESL Prep Ed class and three are from the fall 2016 regular Prep Ed class. The twenty new students include 12 Gateway to College students that transitioned into the program following their foundation semester and eight traditional students that are new to the College this semester. By the end of this semester, a total of 59 unduplicated students will have benefitted from Preparatory Education during 2016-17. These students have the following characteristics:

- 17 (29%) are male and 42 (71%) are female
- 38 (64.4%) are Hispanic; 15 (25.4%) are African American; 3 (5.1%) are Asian or Pacific Islander; 2 (3.4%) are Caucasian and 1 (1.7%) is multi-racial
- 47 of 59 (80%) are first-generation college students
- All 59 (100%) would have been unable to benefit from postsecondary education without the intensive instruction they received in Prep Ed

B. Graduation

Since fall 2012, 209 students have enrolled in EN09 Preparatory Education courses. Seventeen of those students previously enrolled in EN09 courses have graduated Donnelly College with their Associates Degree. This calculates to an 8% graduation rate for full time, first time Preparatory Education students within a four-year period. The graduation rate for first time enrolling, full time students at Donnelly College, within the same time period is 23%. (The 23% contains the Prep Ed students as well.) Of those Prep Ed students who graduate, ten of these students are Bloch Scholars and are continuing their education at UMKC, four of these students have remained at Donnelly and are pursuing their bachelor's degree in Organizational Leadership, one student is pursuing his Bachelor's Degree at Emporia State, one is attending The University of Kansas for his bachelor degree and one is in the work force. Again, the 8% graduation rate is on par with national data according to NADE.

C. Placement

Students who have graduated from the Success First program have mostly chosen to complete their bachelor's degrees and have transferred to four year colleges. One student has entered the work force with his Associate Degree.

Section 3 – Satisfaction Surveys

A. Students

Students complete a faculty and course evaluation at the end of each semester. The responses are listed in **Appendix A**.

B. Alumni

Once students have progressed to college-level courses they are tracked for progress in subsequent semesters, but we do not consider them alumni of our program.

C. Advisory Board

Although this is not a technical program and there is no advisory board, both assistant professors collaborate with other instructors of developmental education at the state and national level.

D. Employers

Employment information is not available from our students.

Section 4 – Financial Information

A. Financial Data

Donnelly College		
2016-17 Preparatory Education/Success First		
Program Budget		
Budget Item	Amount Budgeted	
	2016-2017	2017-2018
INCOME		
30 students per semester x 2 semesters x 12 hours x \$275/credit hour (42 students in 2017-2018)	\$198,000	\$277,200
Wells Fargo Foundation (pending)	\$25,000	N/A
Ray & Kay Eckstein Foundation (pending)	\$20,000	N/A
R.A. Long Foundation (pending)	\$7,000	N/A
Wish You Well Foundation (pending)	\$2,000	N/A
Royals Charities	N/A	\$2000
Other foundations (to be determined)	\$14,352	\$14,352
Total Income	\$266,352	\$293,552
EXPENSES- Personnel Expenses		
1 Adjunct Instructor Intensive English	\$8,092	\$8,092

1 FTE Preparatory Education (Success First) Program Director	\$55,000	\$55,000
1 FTE Instructor	\$40,000	\$40,000
Academic Advisor (.125 FTE)	\$4,000	\$4,000
Administrative Personnel (.20 FTE of Registrar, Financial Aid Administrator and Dean of the College)	\$30,000	\$30,000
Total Salaries	\$129,000	\$129,000
Benefits @ 28%	\$36,120	\$36,120
Total Personnel Expenses	\$173,212	\$173,212
Non-Personnel		
Books & Instructional Materials	\$4,390	\$4,390
Testing	\$5,600	\$5,600
Faculty Professional Development	\$3,000	\$1,500
Service Learning Activities	\$2,000	\$2,000
Scholarships (30 students per semester = 60 students x \$850 avg. award)	\$51,000	\$51,000
Classroom supplies	\$500	\$250
Total Non-Personnel Expenses	\$66,490	\$64,490

Total Direct Costs (Personnel + Non-Personnel)	\$239,702	\$237,952
Indirect Expenses – Facility costs (@ 15%)	\$34,742	\$34,742
Total Program Costs	\$274,444	\$272,694

B. Grants

a. Grants

- Ray and Kay Eckstein Foundation - \$20,000 (16-17)
- R.A. Long Foundation Grant, \$5000.00 (16-17)
- Royals Charities Grant, \$2000 (17-18)

As the only federally-designated Hispanic-Serving and Minority-Serving Institution of Higher Education in the Kansas City region, Donnelly College intentionally targets services to students who face significant barriers to college completion: Eighty-four percent of Donnelly students are racial/ethnic minorities, 81 percent are the first in their families to attend college, 78 percent need at least one remedial class in reading, writing or mathematics and 68 percent come from families earning less than \$18,000/year. Donnelly's mission is to expand college access and promote postsecondary success for these students by *“providing higher education with personal concern for the needs and abilities of each student, especially those who might not otherwise be served.”*

Our project, **Project LOUD** (Literacy Outreach in Urban Districts) establishes a reading partnership between Preparatory Education students at Donnelly College and at-risk elementary students at public and Catholic schools in the urban core. To prepare for the project, Donnelly Success First students spend six weeks reading a wide range of poetry—from published poets to contemporary

rappers—and then using these examples to compose their own original poetry. Each Donnelly student then select a variety of published and original works to read to and with the two or three elementary school students with whom they are paired. Project LOUD benefits Donnelly's Success First students by helping them gain confidence in their ability to read and decode a variety of texts and by empowering them to serve as culturally-responsive role models and reading tutors for at-risk elementary students. Similarly, the elementary students benefit from being introduced to culturally-relevant reading materials and by the opportunity to interact with college students who look like them and live in their neighborhoods. In this way Project LOUD reinforces the idea that reading is a lifelong skill and that going to college is a goal within reach for these elementary school students. At the end of the project, each elementary student goes home with a sack that contains a free age-appropriate book and a bilingual list of literacy resources they can share with their parents. These resources can include library addresses, websites for reading reinforcement, and suggestions for using flashcards, vocabulary packs, board games and writing instruments for skill development. During the 2017-18 academic year, we expect Project LOUD to impact 30-35 Success First students and approximately 100 elementary school students in grades one through five.

Kansas Humanities Council Grant Project

The goals of the KHC Grant Project:

1. Connect Kansans with ideas, people, and places from across time and generations.
2. Engage citizens in discussions about a humanities theme or topic.
3. Offer multiple points of view for the public to consider.
4. Strengthen sense of community

Lisa Stoothoff, Director of Success First, wrote two grant appeals during the 2016-2017 year to bring noted speakers to the Donnelly College campus. In October 2016, Marwa Ghazali, spoke to Donnelly students on the topic of *Migration Stories: Africans in Midwestern Communities*, a project of the Kansas African Studies Center at the University of Kansas. In March 2017, Dr. Eric McHenry, Poet Laureate of Kansas, spoke to the students about poetry and writing.

Section 5 – Recruitment and Retention

Retention	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22	Trend
Goal	70%	70%					
Actual	92%	100%					

A. Recruitment and Retention Plan

In the fall of 2016, the program was known as *Preparatory Education*. There were two cohorts of students: Cohort 1 was comprised of traditional students and Cohort 2 was comprised of ESL students. Both cohorts tested into the program based on Accuplacer scores but were separated to address their specific language needs.

Cohort 1- there were 25 students enrolled at the beginning of the semester. Eleven students were either administratively dropped or failed the coursework. **(44% fail rate)** Fourteen of these students persisted to the end of the semester and took the Post Accuplacer test **(56% completion rate)**.

Of the fourteen students who persisted to the end of the semester, one student chose to repeat the program in the spring term. The other thirteen students enrolled in college level classes for the spring, 2017 semester. **(92% retention rate)**

Accuplacer Post Reading- **68%** of students increased their reading scores on the Accuplacer at the end of the semester.

Accuplacer Post Writing- **65%** of students increased their writing scores on the Accuplacer at the end of the semester.

Progress in subsequent semesters-All thirteen students passed EN111 in the spring of 2017. **(100% pass rate)**

Cohort 2- There were fourteen students enrolled in this cohort at the beginning of the semester. This cohort was comprised of students who were all ESL students in high school who needed extra support in language development at the post-secondary level. One student was administratively withdrawn due to excessive

absences. **(1% fail rate)** Thirteen of these students persisted to the end of the semester. **(92% completion rate)** Of the thirteen students who persisted to the end of the semester, five students were recommended to repeat this coursework, four students passed into college level coursework, three students were placed in an intensive ESL course and one student chose not to return to classes. Twelve of these students enrolled in courses here at Donnelly in the spring, 2017 **(92% retention rate)**

Progress in subsequent Semesters- Of the four students who enrolled in college-level coursework in the spring of 2017, all students received a grade of A in CCS101-College and Career Success Skills all received a grade of B or better in EN111- English Composition I. **(100% pass rate)** Of the five students who repeated the Preparatory Education program, two were passed into college courses and three did not **(40% pass rate)**.

In the fall, 2017 there were 18 students in the Success First reading and writing track. Five students persisted to the end of the semester **(40% pass rate)**. Four of those students passed into college-level courses and one was retained for an additional semester **(100% retention rate for those who completed the course.)**

Section 6 – Assessment of Student Learning Outcomes

The Donnelly College Success First Program is designed to achieve the following:

Improve student skills in reading and writing for academic purposes

- 1) Improve student skills in reading and comprehending college-level materials
- 2) Improve student study skills and college success skills
- 3) Help students improve time management skills
- 4) Help students learn soft skills such as persistence, self-control and responsibility that will help them succeed in later college semesters

During the 2016-17 program years, Donnelly is committed to achieving the following outcomes:

- 80% of students that complete Reading and Writing Essentials (EN08) will pass into Reading and Writing Strategies (EN09)
- 50% of students that complete Reading and Writing Strategies (EN09) will pass into college level courses
- 80% of students that complete Reading and Writing Strategies (EN09) in Fall 2016 will pass both Freshman Seminar (EN 100) and English Composition I (EN 111) in Spring 2017.

With these goals in mind, we set the following short-term outcome targets for Preparatory Education for the 2016-17 academic year:

- Outcome #1: 70% of fall 2016 ESL Prep students will pass into regular Prep (EN09) for spring 2017. Note: In our application, Outcome#1 read: “80% of students that complete EN08 will pass into Reading and Writing Essentials (EN09),” but, as mentioned above, we did not have enough students at the EN08 level to offer EN08 in fall 2016. Instead, we offered an ESL Prep section and set this revised outcome goal.
- Outcome #2: 50% of students that complete Reading and Writing Strategies (EN09) will pass into college level courses.
- Outcome #3: 80% of students that pass Reading and Writing Strategies (EN09) in fall 2016 will pass both English Composition I (EN 111) and either

College and Career Success (CCS 100 – taken concurrently with EN09) or First Year Experience (CCS 101 – taken in spring 2017). Note: Outcome #3 originally read, “80% of students that complete Reading and Writing Strategies (EN09) in fall 2016 will pass both Freshman Seminar (EN 100) and English Composition I (EN 111) in spring 2017.” We had to modify this outcome as well because Prep students no longer take Freshman Seminar. Instead, they take College and Career Success (CCS 100) concurrently with EN 09 so they can get a head start on earning college credit. If they pass both EN09 and CCS 100 as Prep students they move into college classes and take Composition I (EN 111) as first-semester freshman. If they pass EN09 but not CCS 100, they move into college classes and take First Year Experience (CCS 101) along with

Target Outcome #1: 70% of fall 2016 ESL Prep students will pass into regular Prep Ed (EN09) for spring 2017.

- Actual achievement: Five of the 14 (36%) of the students who enrolled in ESL Prep in fall 2016 passed into regular Prep in spring 2017 and four additional students (28%) scored high enough to skip regular Prep and move directly into college-level classes. Combining both successful groups, we achieved an overall pass rate of 64% for our ESL Prep students. Although this result was slightly below our goal of 70%, it was a strong achievement for our first year of offering this specialized ESL Prep class.
- Explanation of results: Although we did not quite reach our goal of 70% for this outcome, we were both surprised and pleased that four of our ESL Prep students were able to pass directly into college-level classes after just one semester in the Intensive ESL Prep section. In addition, all four of these former ESL Prep students (100%) subsequently passed both CCS 101 First Year Experience and EN 111 Composition I in spring 2017. One of the biggest challenges in this new ESL Prep section was the wide range of language ability among the 14 students. For spring 2017, we moved the three students who entered at the lowest proficiency level into a self-contained ESL course (EAP 033). For future semesters, we have set a higher minimum proficiency level for the students we accept into the ESL Prep/Intensive English section. If students test at a lower level, we will refer them either to community ESL Adult Education programs or to our own English for Academic Purposes classes as appropriate.

Target Outcome #2: 50% of students that complete Reading and Writing Strategies (EN09) will pass into college level courses.

- Actual achievement: In fall 2016, 16 of 24 EN09 completers (67%) passed into college-level classes, and, in spring 2017, 13 of 21 EN09 completers (62%) passed into college level classes. Taken together, for the 2016-17 academic year, 29 of 45 EN09 completers (64%) and passed into college-level classes, above our goal of 50%.
- Explanation of results: Although we achieved our goal for this outcome, we continue to explore program changes that might help more of our Gateway to College students be successful once they move into the Prep Ed program. Gateway to College is a high school completion/dual credit program housed at Donnelly. This program provides high school dropouts and those who've fallen significantly behind in credits a second chance to earn their high school diplomas while simultaneously earning college credits. After these students complete a foundation semester in the self-contained Gateway program, they move into the Prep Ed program if they still need to improve their reading and writing skills before moving on to college-level classes. These students tend to be less motivated than traditional college students and they fail EN09 at a higher rate than their college-age peers.

Target Outcome #3: 80% of students that pass Reading and Writing Strategies (EN09) in fall 2016 will pass both English Composition I (EN 111) and either College and Career Success (CCS 100 – taken concurrently with EN09) or First Year Experience (CCS 101 – taken in spring 2017).

- Actual achievement: Of the 16 students that passed EN09 in fall, 2016, 13 (81%) passed both EN111 and either CCS 100 or CCS101, above our goal of 80%. Of the three students that did not pass both EN111 and either CCS100 or CCS101, one failed CCS100 as a Prep student but went on to pass EN111 and is scheduled to take CCS101 next semester. The other two students passed CCS101 but failed EN111. In addition, as mentioned above, all four of the ESL Prep students (100%) who passed EN09 and EAP 165 as Prep students went on to pass both EN111 and CCS101 in spring, 2017.

Explanation of results: We believe that the high levels of success that former Preparatory Education students go on to achieve in freshman-level courses is a strong indicator of the effectiveness of our program. To ensure that Prep students are as prepared as possible for these subsequent courses, we have changed our assessment procedure to more closely resemble Comp I assessments—namely, having students read an essay and then write a reflective essay analyzing and responding to what they've read.

The success of the Preparatory Education program was measured through course grades and improvement in test scores between pre- and post-semester Accuplacer assessment tests. As noted above, in fall 2016, 21 of the 39 students in Preparatory Education (54%) passed into college-level courses. Donnelly will continue to monitor these students over their subsequent semesters at Donnelly, especially tracking their success in Composition I (EN111). Last year, for example, of the six students who finished Preparatory Education successfully in the fall and moved on to college-level classes in the spring, four (66%) subsequently passed EN111, while the other two withdrew from all their courses. Although our low-income students continue to struggle with financial or personal obstacles, the majority of students who successfully complete Preparatory Education have established the solid academic foundation they need to successfully complete college-level work.

The program's success was promoted by small class sizes and instruction provided by two full-time faculty members, an adjunct ESL instructor and an ESL tutor. This structure allows students to receive individualized attention in the classroom as well as to meet with faculty for consultations or individual assistance outside of class. Additionally, the intensive nature of the program leads to relationships forming between faculty and students that can continue to support and motivate students through subsequent semesters at Donnelly.

On a practical level, because many Donnelly students are employed part- or full-time, the class schedule—meeting five mornings a week with afternoons free—works well with their work schedules. This format also enables students to

take a math class in the afternoon, if desired. To ensure that students are technologically literate, Prep Ed students are required to participate in a one-credit computer lab that reinforces reading and writing skills taught in the classroom. This computer class is also designed to prepare students for the ways they will need to use technology in the college environment. Topics include internet research skills, MLA formatting and using Moodle—an online learning platform that Donnelly instructors use to post homework assignments and to interact with students online.

Finally, because 81% of Donnelly students are first generation college students, the program also requires students to participate in a wide-ranging study skills class that helps them to understand the culture of higher education as well as to develop habits, skills and attitudes that help them to succeed in that culture. Unlike other Prep Ed classes, this class—College and Career Success (CCS100)—counts for college credit. This can motivate students by allowing them to begin making progress toward an associate or bachelor's degree.

Our greatest challenge this past year involved integrating the ESL students into the program. Our initial class of 14 ESL Prep Ed students varied widely in reading and writing ability—making it difficult for the ESL instructor to adequately meet all their needs. To address this challenge going forward, we have established minimum required Accuplacer ESL and TOEFL scores for Prep ESL students so that we will only admit students who can reasonably be expected to advance either into regular Preparatory Education or into college-level classes after one semester in the Intensive Prep Ed ESL program. Students who test below this minimum level of proficiency will be referred to local ESL programs in the community for basic English language instruction and support.

Section 7 – External Demand

Not applicable as this is not a degree-seeking program.

Section 8 – Summary of Accomplishments and Future Challenges

In May 2016, 21% of the Donnelly College graduates began their coursework in Preparatory Education and in May, 2017, 17% of those graduating with either an Associate degree or a Bachelor degree began their college coursework in Preparatory Education. **(Appendix C)**

In addition, our students become active members of the campus community and are involved in the honor society, clubs, the Donnelly College soccer team, student senate and campus ministry. In 2016-2017, two of our former Success First students (Rebecca A. and Marika D.) were inducted into Phi Theta Kappa honor society.

Through personal contact and social media, we are able to follow some of our students after graduation. Sarai Cruz (2016) is continuing her studies at UMKC in dental hygiene. Jorge Dominguez (2016) attended The University of Kansas and then transferred back to Donnelly College to complete his bachelor's degree in organizational leadership. Taleah Berger (2017) is continuing studies at Kansas City Community College in Nursing. These are just a few of the many successful students who have passed through the program and persisted in their academic studies. One of our 2015 graduates, B. Carrete, recently interviewed at Donnelly for an Admissions Counselor position. She is a certified teacher who completed her B.A. from UMKC.

Future challenges include recruiting students who will benefit from the Success First program. Focusing on students who require a one semester experience and display a commitment to the process will help increase semester to semester retention. Another challenge is for full enrollment in both fall and spring semesters. Although our fall cohorts are ample, there needs to be a push in recruitment for the spring semester as well.

Our students grapple with so many life issues, that they have difficulty persisting for the duration of the 16-week semester.



**DONNELLY
COLLEGE**
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SUCCESS FIRST

Success First courses are designed for students who need to strengthen their academic skills before enrolling in college-level courses.

SUCCESS FIRST READING/WRITING- Meets Monday-Friday from 9am-12pm. Four courses are offered to strengthen reading, writing and college success skills (CCS096, CCS097, CCS098 and CCS100).

SUCCESS FIRST INTENSIVE ENGLISH- Meets Monday-Friday for a 14 credit course (CCS040) focusing on listening/speaking, grammar, reading and writing skills.

<u>Success First –Reading/Writing</u>	<u>Success First Intensive English</u>
<p>CCS096 Writing Strategies M,W,F 9am-10:20am (4 credits) CCS097 Reading Strategies M,W,F 10:30am-11:50am (4 credits) CCS098 Success First Lab T 10:40-11:40am (1 credit) CCS100 College Success Skills T,R 9:25-10:40am (Power Hour R 10:40-11:40am)</p> <p>=12 hours/Full Time + Math Course</p>	<p>CCS040 M,W,F 9:00am-10:50am T,R 9:00am-11:50am</p> <p>**2 hours of additional mandatory tutoring scheduled at discretion of teacher/student.</p> <p>=14 hours/Full Time (no other courses allowed)</p>

- Students must meet with success first in these courses before enrolling in college-level courses. Courses numbered below 100 do not count toward a degree or diploma, but the credits do count toward full-time status for students. Courses at 100 level and higher do count towards degree requirements.
- Math Option- Students who place into **Success First Reading/Writing** are highly encouraged to take a math course. Placement in a math course is based on previous high school or college coursework and their scores on entrance tests.
- Student completing the Success First sequence with an A or B will be eligible to retake the entrance test and be admitted to 100 level classes based on their scores. Admission into college level classes is based on a combination of tests scores and achievement in Success First classes.

Lisa Stoothoff, Director of Success First Programs
913-621-8726
lstoothoff@donnelly.edu

Appendix B

Fall, 2016 Lisa Stoothoff, EN097A, EN097C, CCS101C, EN098C

Spring, 2017 Lisa Stoothoff, EN097A, EN097C

Course Evaluation Analysis

Course Name: EN 097/LECT/A-2016/FALL/MAIN - Reading Essentials

Question	Responses	Count	Response percentage
1. Held the attention of the class.			
	Always	12	63.16%
	Usually	4	21.05%
	Sometimes	1	5.26%
	Rarely	2	10.53%
	Never	0	0%
	Cannot Judge	0	0%
2. Was well-prepared for each class session.			
	Always	15	78.95%
	Usually	3	15.79%
	Sometimes	1	5.26%
	Rarely	0	0%
	Never	0	0%
	Cannot Judge	0	0%
3. Used examples to explain difficult ideas.			
	Always	11	57.89%
	Usually	6	31.58%

Course Evaluation Analysis

Course Name: EN 097/LECT/C-2016/FALL/MAIN - Reading Essentials

Question	Responses	Count	Response percentage
1. Held the attention of the class.			
	Always	8	61.54%
	Usually	2	15.38%
	Sometimes	1	7.69%
	Rarely	0	0%
	Never	1	7.69%
	Cannot Judge	1	7.69%
2. Was well-prepared for each class session.			
	Always	9	69.23%
	Usually	3	23.08%
	Sometimes	0	0%
	Rarely	0	0%
	Never	0	0%
	Cannot Judge	1	7.69%
3. Used examples to explain difficult ideas.			
	Always	11	84.62%

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1

Tue, 26 Sep 17 18:10:28 +0100

Course Evaluation Analysis

Course Name: CCS 101/LECT/C-2016/FALL/MAIN - First Year Experience

Question	Responses	Count	Response percentage
1. Held the attention of the class.			
	Always	10	100%
	Usually	0	0%
	Sometimes	0	0%
	Rarely	0	0%
	Never	0	0%
	Cannot Judge	0	0%
2. Was well-prepared for each class session.			
	Always	10	100%
	Usually	0	0%
	Sometimes	0	0%
	Rarely	0	0%
	Never	0	0%
	Cannot Judge	0	0%
3. Used examples to explain difficult ideas.			
	Always	8	80%

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27. Please add other comments which you feel will either help the instructor improve this course or help an administrator evaluate the instructor's effectiveness.			
Overall I feel that Mrs. Stoothoff was a great beacon of knowledge this whole semester. She taught well and efficiently. She seemed to care for her students and keep it all professional at the same time.			
Throughout this course i have learned so many things had learned in high school. and just keeping that positive energy were teaching is such a great way for students to know that they feel connected to the class and to the instructor.			
Mrs.Stoothoff is an amazing teacher, very enthusiastic, humorous, and in general a great instructor. I would definitely recommend future students to take this course specifically with Lisa, and I hope she teaches another course that I can take. Lisa is definitely my favorite instructor.			
I had an amazing semester with Lisa. She is an amazing professor and I love the way she teaches the class. I love how we always share as a class our ideas and projects and help one another when we don't understand something. The only thing I struggled with was the journals due date because we would have to turn it in on Sunday or Monday and I kept on getting confused when it was due. Other than that, I really enjoyed this class and truly going to miss it.			
When I first was enrolled into this course I was not sure what the whole sole purpose of it would be I did not know how this course would benefit me in the future or if it would even make a difference in my years of college. I was wrong this course covered the basics of how to basically survive college. Mrs. Stoothoff was a great teacher. She always made sure ever student was at least one bit involved in the course. She genuinely seemed to care about her students and how successful they would be in college. I enjoyed her way of teaching, very bubbly personality. Even though the class was at 9:25 a.m. it was never boring. A great course!			
Lisa was a joy to be around every day we had class. I learned a lot from the material we worked on and from the lectures. I hope to maybe have her as my teacher in another class.			
Ms Lisa was always enthusiastic and happy to teach. It is easy to till the teaching is her passion. She enjoy her students and we enjoy. I am grateful to have had a teacher like her my first year in college. Though the Journals where kinda hard at first I appreciate them. :)			
I love Professor Stoothoff she is a remarkable tutor. She always dress professional great at giving presentations and figuring out how can she teach students so they can succeed in college, She will walk the extra mile with you. I would love to take all the courses with her because i learn more in her class than my other three classes combine.			
the instructor did well on teaching but the projects were most difficult to me and i think she should of done the projects as groups because doing big projects in groups gives you a better grade than just by yourself. other than that she was great.			
Your are a wonderful teacher. You take care of us and always want the best outcome for us. I would like to take other classes from you. In the beginning, I felt this course was not necessary for me because I can not transfer it later, but I satisfied what I have learned in this class and from you. I was really enjoy this class. Thank you!			

Course Evaluation Analysis

Course Name: EN 098/LECT/C-2017/SPRING/MAIN - Preparatory Education Lab

Question	Responses	Count	Response percentage
1. Held the attention of the class.			
	Always	2	40%
	Usually	1	20%
	Sometimes	0	0%
	Rarely	0	0%
	Never	0	0%
	Cannot Judge	2	40%
2. Was well-prepared for each class session.			
	Always	3	60%
	Usually	2	40%
	Sometimes	0	0%
	Rarely	0	0%
	Never	0	0%
	Cannot Judge	0	0%
3. Used examples to explain difficult ideas.			
	Always	3	60%
	Usually	0	0%

Course Evaluation Analysis

Course Name: EN 097/LECT/A-2017/SPRING/MAIN - Reading Essentials

Question	Responses	Count	Response percentage
1. Held the attention of the class.			
	Always	9	60%
	Usually	2	13.33%
	Sometimes	2	13.33%
	Rarely	0	0%
	Never	1	6.67%
	Cannot Judge	1	6.67%
2. Was well-prepared for each class session.			
	Always	11	73.33%
	Usually	1	6.67%
	Sometimes	1	6.67%
	Rarely	2	13.33%
	Never	0	0%
	Cannot Judge	0	0%
3. Used examples to explain difficult ideas.			
	Always	9	60%

Course Evaluation Analysis

Course Name: EN 097/LECT/C-2017/SPRING/MAIN - Reading Essentials

Question	Responses	Count	Response percentage
1. Held the attention of the class.			
	Always	5	83.33%
	Usually	1	16.67%
	Sometimes	0	0%
	Rarely	0	0%
	Never	0	0%
	Cannot Judge	0	0%
2. Was well-prepared for each class session.			
	Always	4	66.67%
	Usually	2	33.33%
	Sometimes	0	0%
	Rarely	0	0%
	Never	0	0%
	Cannot Judge	0	0%
3. Used examples to explain difficult ideas.			
	Always	4	66.67%
	Usually	1	16.67%

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Fall, 2016 Gretchen Meinhardt, EN096A, EN096C, CCS100A

Spring, 2017 Gretchen Meinhardt, EN096A, EN097C, CCS100A

Course Name: EN 096/LECT/A-2016/FALL/MAIN - Writing Essentials

Question	Responses	Count	Response percentage
1. Held the attention of the class.			
	Always	9	47.37%
	Usually	8	42.11%
	Sometimes	0	0%
	Rarely	1	5.26%
	Never	1	5.26%
	Cannot Judge	0	0%
2. Was well-prepared for each class session.			
	Always	14	73.68%
	Usually	4	21.05%
	Sometimes	1	5.26%
	Rarely	0	0%
	Never	0	0%
	Cannot Judge	0	0%
3. Used examples to explain difficult ideas.			
	Always	10	52.63%
	Usually	7	36.84%

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Thu, 30 Nov 17 15:10:10 +0000

Course Evaluation Analysis

Course Name: EN 096/LECT/C-2016/FALL/MAIN - Writing Essentials

Question	Responses	Count	Response percentage
1. Held the attention of the class.			
	Always	11	84.62%
	Usually	2	15.38%
	Sometimes	0	0%
	Rarely	0	0%
	Never	0	0%
	Cannot Judge	0	0%
2. Was well-prepared for each class session.			
	Always	9	69.23%
	Usually	3	23.08%
	Sometimes	1	7.69%
	Rarely	0	0%
	Never	0	0%
	Cannot Judge	0	0%
3. Used examples to explain difficult ideas.			
	Always	8	61.54%
	Usually	2	15.38%

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Thu, 30 Nov 17 15:12:20 +0000

UPDATED: APRIL 2018

Course Evaluation Analysis

Course Name: CCS 100/LECT/A-2016/FALL/MAIN - College and Career Success

Question	Responses	Count	Response percentage
1. Held the attention of the class.			
	Always	13	65%
	Usually	2	10%
	Sometimes	3	15%
	Rarely	1	5%
	Never	1	5%
	Cannot Judge	0	0%
2. Was well-prepared for each class session.			
	Always	15	75%
	Usually	3	15%
	Sometimes	2	10%
	Rarely	0	0%
	Never	0	0%
	Cannot Judge	0	0%
3. Used examples to explain difficult ideas.			
	Always	12	60%
	Usually	5	25%

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Thu, 30 Nov 17 15:20:42 +0000

Course Evaluation Analysis

Course Name: EN 096/LECT/A-2017/SPRING/MAIN - Writing Essentials

Question	Responses	Count	Response percentage
1. Held the attention of the class.			
	Always	8	53.33%
	Usually	6	40%
	Sometimes	0	0%
	Rarely	1	6.67%
	Never	0	0%
	Cannot Judge	0	0%
2. Was well-prepared for each class session.			
	Always	9	60%
	Usually	6	40%
	Sometimes	0	0%
	Rarely	0	0%
	Never	0	0%
	Cannot Judge	0	0%
3. Used examples to explain difficult ideas.			
	Always	8	53.33%
	Usually	4	26.67%

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Thu, 30 Nov 17 15:23:19 +0000

UPDATED: APRIL 2018

Course Evaluation Analysis

Course Name: EN 096/LECT/C-2017/SPRING/MAIN - Writing Essentials

Question	Responses	Count	Response percentage
1. Held the attention of the class.			
	Always	2	33.33%
	Usually	3	50%
	Sometimes	1	16.67%
	Rarely	0	0%
	Never	0	0%
	Cannot Judge	0	0%
2. Was well-prepared for each class session.			
	Always	4	66.67%
	Usually	2	33.33%
	Sometimes	0	0%
	Rarely	0	0%
	Never	0	0%
	Cannot Judge	0	0%
3. Used examples to explain difficult ideas.			
	Always	3	50%
	Usually	3	50%

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Thu, 30 Nov 17 15:25:05 +0000

Course Evaluation Analysis

Course Name: CCS 100/LECT/A-2017/SPRING/MAIN - College and Career Success

Question	Responses	Count	Response percentage
1. Held the attention of the class.			
	Always	9	69.23%
	Usually	1	7.69%
	Sometimes	1	7.69%
	Rarely	1	7.69%
	Never	0	0%
	Cannot Judge	1	7.69%
2. Was well-prepared for each class session.			
	Always	10	76.92%
	Usually	2	15.38%
	Sometimes	1	7.69%
	Rarely	0	0%
	Never	0	0%
	Cannot Judge	0	0%
3. Used examples to explain difficult ideas.			
	Always	10	76.92%
	Usually	3	23.08%

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Thu, 30 Nov 17 15:26:32 +0000

27. Please add other comments which you feel will either help the instructor improve this course or help an administrator evaluate the instructor's effectiveness.			
;)			
keep doing what you doing you awesome			
Keep working with students and help them be successful			
You are great teacher and help me a lot with everything I need. You used example of something if I did not understand.			
I felt great with my instructor in this semester because she always working hard for students to understand what she want to teach. She used technology and show some video to made us more understand.			
I really liked the instructor way of teaching and I wouldn't mind having her again next semester as an instructor.			
N/A			
This course has helped me to be ready for the next level classes. I would highly command other students to take this class. The teacher was really good with all students, she helped us where we need help.			
The instuctor for this course was very helpful. She always was around when you needed help. She was fair on grading and had great compassion for teaching the coourse. She helped out a lot of students to do their best. I give her an A.			
Thank you so much instructors for helped me. They prepared good knowledge through the semester. I am willing this course. I would like to study with them.			
i feel she a good teacher she keeps the class going. she is very motivational as a teacher			
Keep helping other and thanks for encouraging us to try our best in class and outside the class.			
always helpfull			
.			
The teacher made me feel unintelligent.			

Donnelly graduates, students and invited guests:

The Office of Campus Ministry invites you to a reception following the prayer service in the Event Center.

Donnelly's graduation celebration continues tomorrow with:

Commencement

Saturday, May 13, 2017, 4:00 p.m.

(Graduates must arrive dressed in cap & gown by 3:00 p.m.)

Savior Pastoral Center | 12601 Parallel Parkway | Kansas City, KS 66109

CONGRATULATIONS!

Gateway to College
Cecilia Gandara
Devonte Hines
Yvonne Martinez
Miriam Mendez
Perla Perez
Melanie Quinones*
Selena Quiroz
Daniel Sachin
Ronzaia Simmons
Morgan Thoele
Shauntee Willis

Practical Nursing Certificate

Mann Mohamed Akil +
Victoria Amoako-Boateng
Rachel Boahemah Adjei +
Trimond Epps +
Eunora W. Griddine
Constantine Jeptoo +
D'Eisha Johnson +
Ruth Kabue +
Line M. Kamtio-Tchouchi-
djoum +
Sophie Grace Kilonzo* +
Kimwele Constasia Wangari +
Bernard Ikaba Kingori +
Francis Katui Kioko +
Philister Jebet Kitur +
Magdaline Muthoni +
Ndungu James Biringi +
Esther Wangari Njoroge +
Stephen Nnyumba +
Ifeoma Okolo +
Zainab Shemsu Semane +
Ashley Lynn Slater +
Luke Kankam Subin
Mebrat Atanaw Tiruneh +

Alaina Danielle VanderVoort +
Elana Viveros +

Associate of Arts

Timonthy DeGraffenreid
Marika Diyali*
Laura A. Dominguez Holguin
+
Samuel Jack Holton +
Gabriela Gandara* +
Isaiah Garcia*
Andres Alejandro Garcia
Lopez* +
Kierra Laché Harper
Niesha Deanna King
Aviram Alexis Lopez Esteves
Jose Marquez +
Adriana Moreno +
April Renee Nevils +
Rosa Pacheco
Jesus Valenzuela +
Kent P. VanDerveen

Associate of Applied Science

Eliseo Medina, Jr. +

Associate of Science

Juan Manuel Atilano +
Taleah Nichole Berger +
Marisela Flores-Martinez +
Luis Garcia
Fátima Jocelyn Ramirez +
Dania Isabel Rios +
Emily Selena Rodriguez +
Juliana I. Marcos +
Myo Thai* +
Eduardo Vazquez Juarez +

Bachelor of Arts

Roger Allan Berg III
Danielle Sherie Dickinson
Monique L. Dyson +
Chitra Khadka +
Diego Marino Payan Torres
Roberta G. Wake-Rayton
Kwamea Jean Smith
Evelia DeHaro-Soto +
Phillimina Njau Tubei +

Bachelor of Applied Science

Allyson Ermoian
Arthur Gifford Johnson +

Bachelor of Science

Tina Lynn Allen +
Miriam Haro +
Aria Khosravi +
Manuella P. Moreno +
Frida Torres* +
Stefanie L. Wakes +

** Member of Phi Theta Kappa
honor society*

*+ First-generation college
student*

*We apologize for any program
omissions due to printing
deadlines.*

Appendix D-Assessment Results

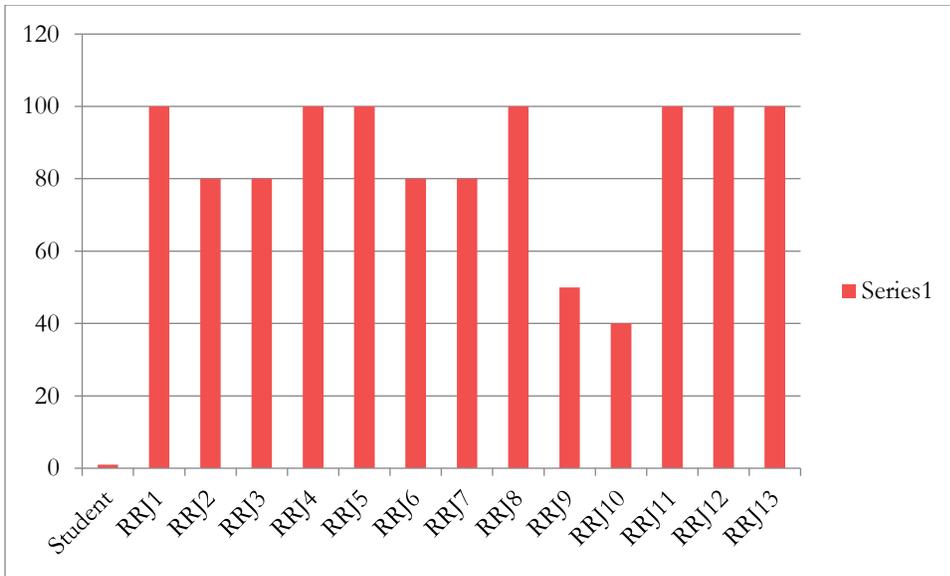
ASSESSMENT OF STUDENT LEARNING OUTCOMES

CCS097

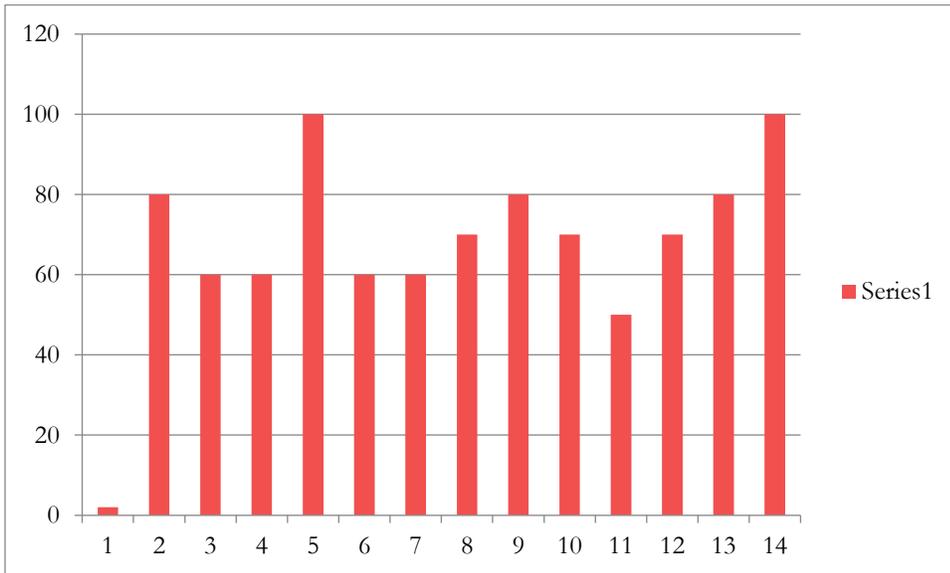
Donnelly College Learning Outcomes	Program Learning Outcomes	Student Learning Outcomes	Application and Assessment
Students will communicate effectively in writing and speaking.	Students will demonstrate the ability to read for comprehension at the college level.	<p>The student will have the ability to use of pre-reading, reading and post-reading skills with college-level texts to increase comprehension</p> <p>The student will be able to expand vocabulary by using various methods</p> <p>The student will be able to pre-write, draft, revise, edit and proofread college-level essays.</p>	Students will demonstrate reading comprehension in weekly reading journals.

Reading Response Journal Data: Fall, 2017 CCS097

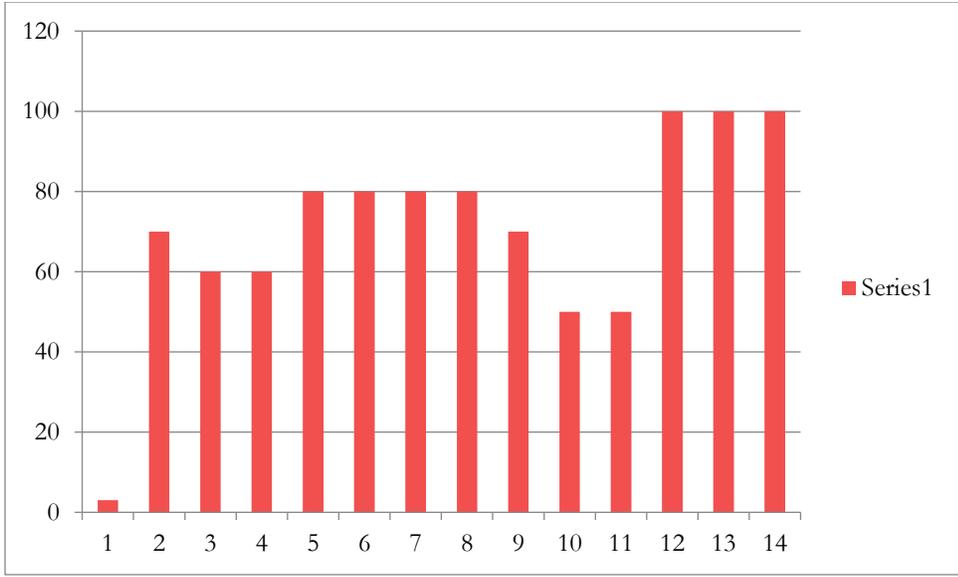
Student 1 Class Grade-B, Journal Average: 85.3



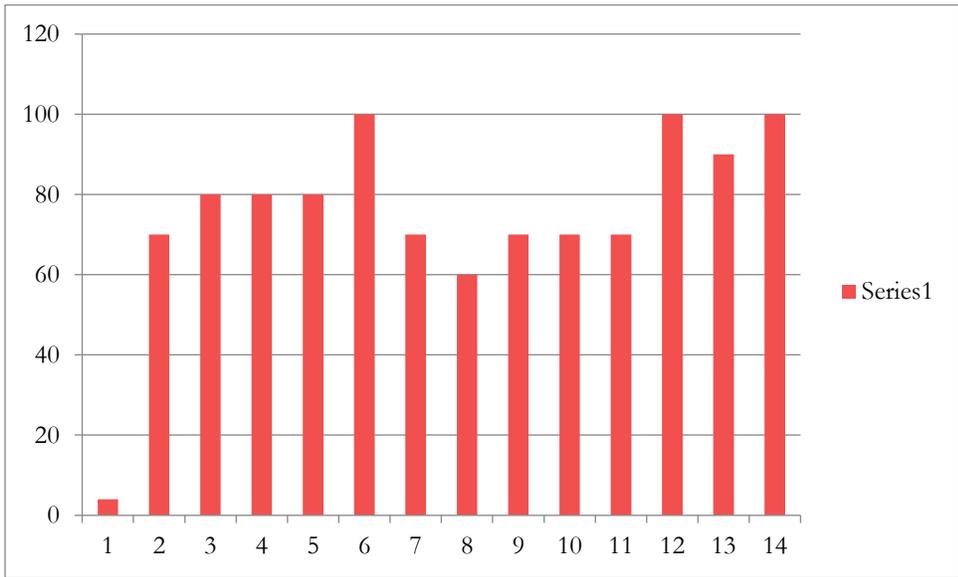
Student 2 Class Grade-B Journal Average: 72.3



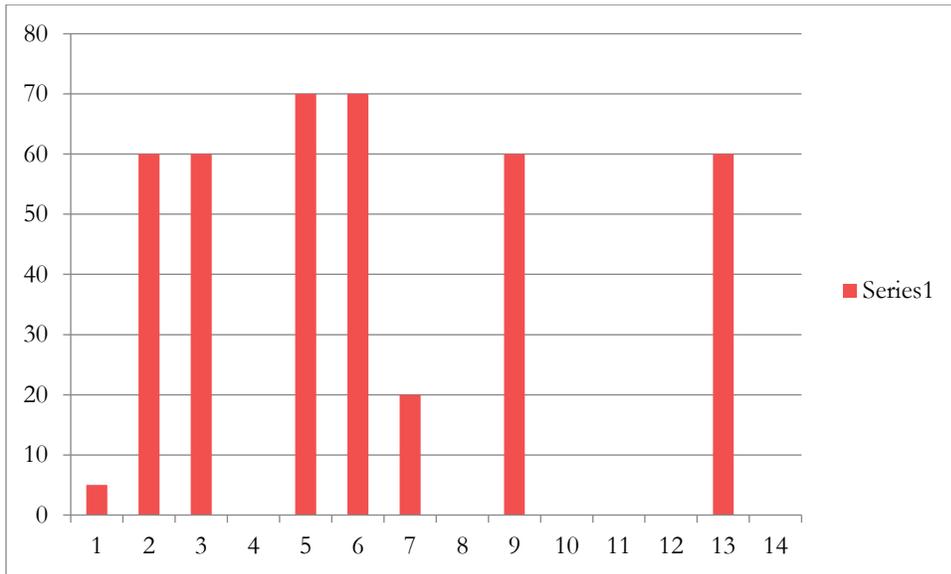
Student 3-Class Grade-B Journal Average: 75.3



Student 4 Class Grade-B Journal Average: 72.3



Student 5 Class Grade-F Journal Average: 30.7

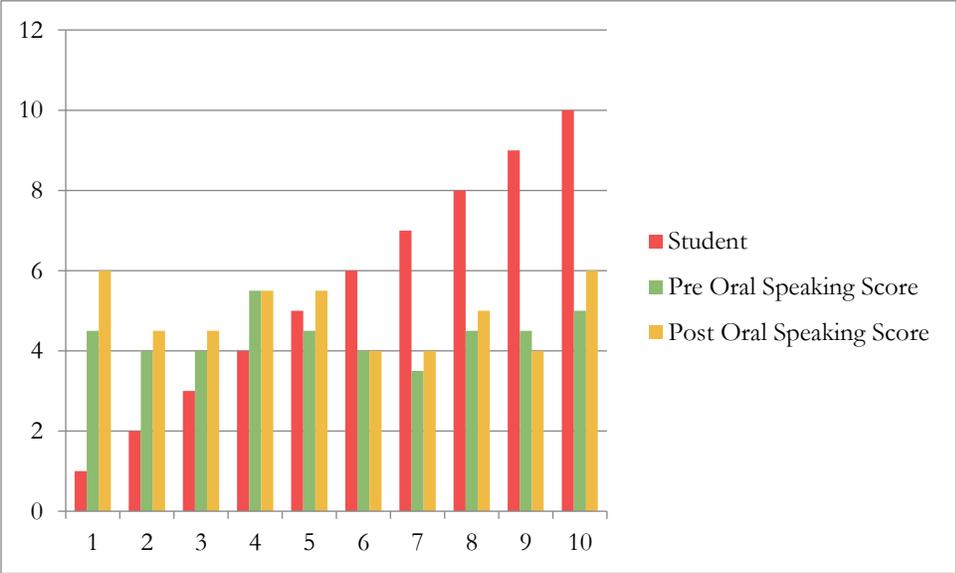


CCS 040 fall, 2017

Donnelly College Learning Outcomes	Program Learning Outcomes	Student Learning Outcomes	Application and Performance Indicators
Students will communicate effectively in writing and speaking.	<p>To demonstrate effective writing skills to fulfill writing tasks as workers, family members, community members, and/or lifelong learners.</p> <p>To effectively listen to and speak with people of diverse backgrounds to fulfill communication tasks as workers, family members, community members, and/or lifelong learners.</p>	<ul style="list-style-type: none"> • Students will be able to understand the main ideas and some details of most spoken discourse. • Students will be able to verbally respond in clear, understandable English. • Students will be able to formally present information and ideas. • Students will be able to respond critically to a text. 	<p>Students will apply skills in pre and post semester tests for reading and writing comprehension.</p> <p>Students will distinguish sounds, words and phrases in pre and post semester recorded speech assignments.</p>

		<ul style="list-style-type: none"> • Students will be able to write a cohesive essay. • Students will engage in class. • Students will work collaboratively with other students. 	
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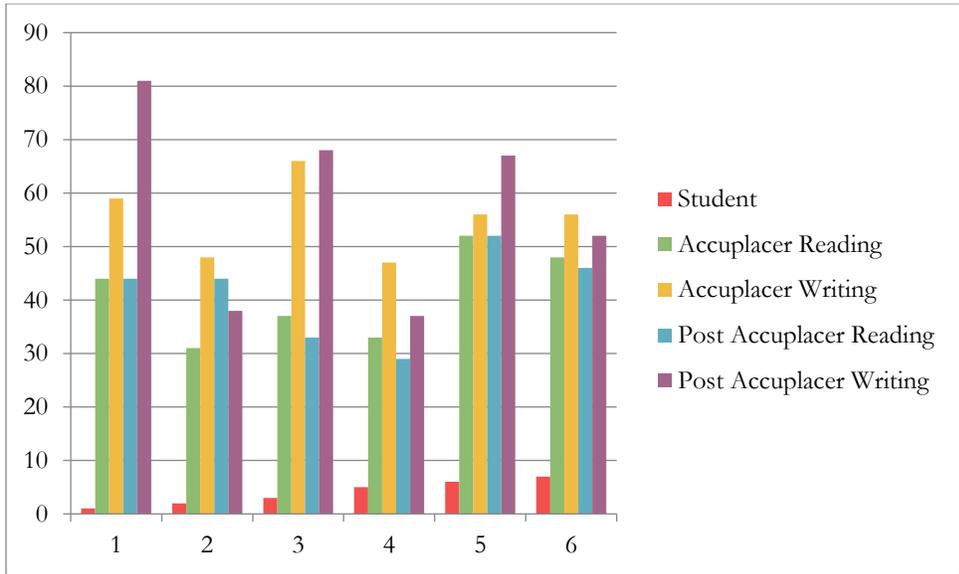
CCS040 Oral Reading Scores



12 students completed the assessment, however, two of the students failed to record their post scores.

Out of the ten students who had pre and post scores, **70% scored higher** on their posttest oral recordings, 20% stayed the same and 10% scored lower.

CCS040 Reading and Writing Scores



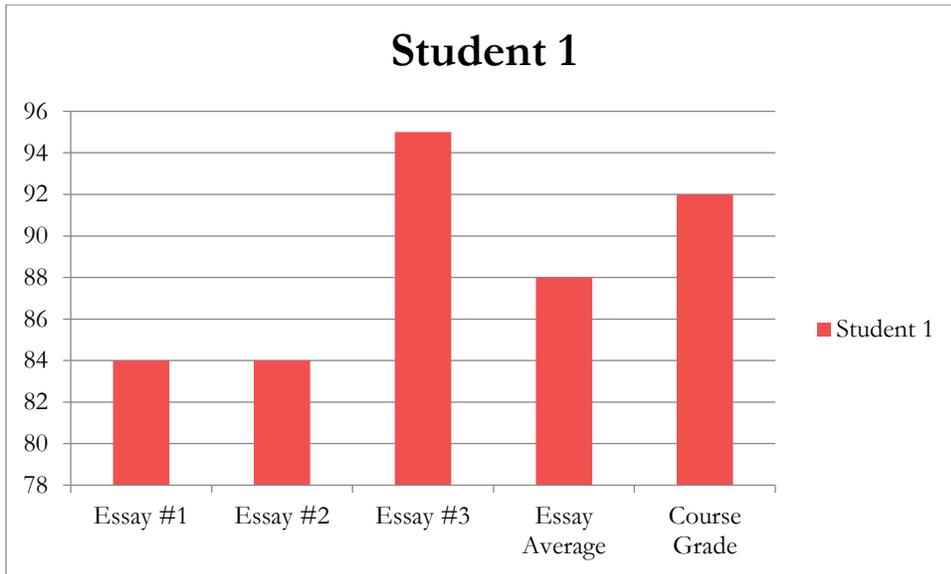
6 students took both the pre and post Accuplacer tests in reading and writing. Of those students, 16% scored higher in reading and 50% scored higher in writing on their posttests. The curriculum will be adapted to focus more on college level writing in subsequent semesters.

CCS096

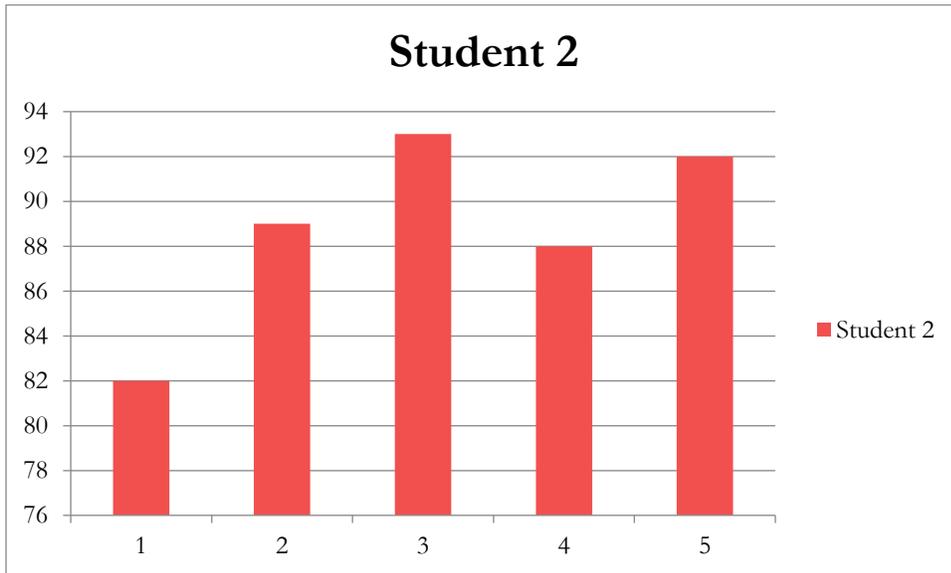
Donnelly College Learning Outcomes	Program Learning Outcomes	Student Learning Outcomes	Application and Assessment

<p>Students will communicate effectively in writing and speaking.</p>	<p>To understand and apply processes for writing and research</p> <p>To apply textual conventions appropriately to their writing tasks</p>	<p>The student will be able to write in several genres. The student will be able to use writing for inquiry and communicating The student will be able to understand writing as a process.</p>	<p>Students will apply constructive feedback to produce a well-developed academic essay.</p>
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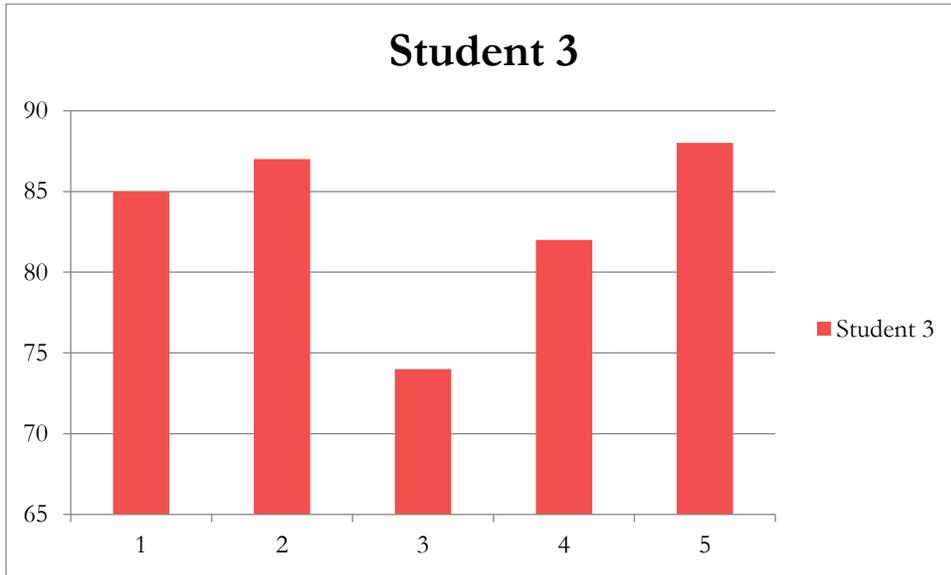
Student 1 Class Grade A- Essay Average-88.6



Student 2 Class Grade-A Essay Average-88.8



Student 3-Class Grade A Essay Average-83.2



Student 5 Class Grade-C Essay Average-70.6

