

**PLANNING/OUTCOMES DOCUMENT**

<b>Name of person completing form:</b>		Barbara Putman		<b>Curriculum/Department:</b>		Developmental Education	
<b>Purpose/Mission Statement</b>					<b>Vision Statement (3-5 years)</b>		
To provide instruction in English, math, and college reading that will equip under-prepared students with the competencies needed for their areas of study and provide them with the writing, reading, math, and study strategies necessary to succeed in curriculum courses.					To have a unified Developmental Education program that includes the Learning Assistance Center to offer academic preparation and support to students from all college programs.		
Goal #	Values for Teaching	College Goals	2004-2005 Department Outcomes/Goals	Success Criteria (e.g. outcomes, enrollment increases)	Plan of Action (including resources needed)		
#1	1 4 6 9	1 2	Maintain rigorous and consistent academic standards in all developmental courses.	Meet or exceed state standard 70% pass rate in developmental courses and comparable pass rate (to non-DE students) in subsequent courses.	Facilitate interdepartmental meetings each semester to analyze and improve articulation between DE and curriculum courses/instructors. Analyze and share pass rate data from Office of Institutional Research.		
#2	2 4 6 7	1 2 3	Increase achievement of students who score below 15 <sup>th</sup> percentile on College Placement Test through an interdisciplinary learning community.	Exceed 70% pass rate in learning community courses. Demonstration of appropriate content-area reading and written response skills (as identified by instructors.)	Implement and monitor College Transitions learning community. Work with colleagues in student services and continuing education to develop and monitor alternate pathways for affected students. Collect and analyze student success data.		
#3	1 2 5 6 7	1 3	Utilize appropriate text, software, and web-based materials to build students' abilities to apply basic math and algebra skills.	Meet or exceed state standard 70% pass rate in developmental courses and comparable pass rate (to non-DE students) in subsequent courses.	Collaborate with curriculum math team through joint meetings at least once per semester. Create lab resource file for use by all developmental math instructors. Design and disseminate at least 5 lab application activities for MAT 060 and/or 070. Train instructors and students in TI-83 graphing calculator applications for MAT 070.		
#4	1 2 5 7	1 2	Increase completion rate of developmental reading and math courses by expanding hybrid course delivery options.	Administrative withdrawals and student-initiated withdrawals in hybrid courses should be lower than withdrawal rates in traditional courses. DE pass rates and subsequent course pass rates should be comparable to non-enhanced courses.	Three RED 090 instructors and two Math 060/070 instructors will use BlackBoard to web-enhance courses. Instructors will meet at least once per semester to share ideas and outcomes. Student course evaluations for these sections will be amended to seek comments about the role of technology and hybridization in course persistence.		

**Mid-point Review**

Signatures of Program Faculty Member(s):	Date:
Signature of Division Chair: Barb Putman	Date: 2/5/05
<p>Progress Notes: College Transitions learning community continues to be quite small, five students in the fall and three in the spring. Two from the fall have progressed and returned in the spring. Of the remaining three, one moved out of the area and the other two stopped attending and could not be contacted. The Dean of A&amp;S and the Director of SSS continue to work with Enrollment Services on a systematic, stable plan for properly placing, advising, and tracking these students. The Director of Enrollment Services has committed the Student Development Counselor as the advisor for these students. It is imperative for these students to have a single point of contact who can serve as the liaison between student, instructors, academic support services, career services, community services, job placements, etc.</p>	

### End of Cycle Review

Signatures of Program Faculty Member(s):	Date:
Signature of Division Chair: Barb Putman	Date: 10/1/05
<p>Comments: Exceeded state pass rate in developmental English, Reading, and Math. Met subsequent course performance standard in all three areas though English continues to be a concern. (Subsequent course performance in English is not as strong as for RED and MAT.) We expected that the text change for 090 to the Evergreen approach and our continued work with ENG 095 and ENG 085 would help increase our subsequent course performance, but there is still a gap between borderline performers in 090 and ENG 111. The department plans to address this by piloting a common writing assessment for ENG 090 and 095 in the 2005-2006 school year.</p> <p>MAT team continues to move forward with Mary Bradley as lead developmental math instructor. She created lab files, facilitated trainings/meetings about active approaches to teaching/learning math, and has been the catalyst behind the dept. piloting an innovative approach to mathematics instruction through the EDUCO system. Mary and two adjunct instructors piloted EDUCO in the spring with full implementation planned for the 2005-2006 school year.</p> <p>Web enhanced and hybrid course options have been successful. Withdrawal rates are lower and success rates are slightly higher in enhanced sections of RED. Students report high satisfaction with the web-enhanced elements of College Reading courses. Web enhancement using Bd in math was less effective. As the department moves toward the EDUCO system, Bd enhancement will not be necessary as EDUCO is a self-contained online instructional environment.</p> <p>With the college's loss of the Student Development Counselor, the College Transitions students are once again without a single point of contact/advising. Jan Smith will fill this role for the short term, but a long term solution needs further study.</p>	