

PLANNING/OUTCOMES DOCUMENT

Name of person(s) completing form:		Barbara Putman		Curriculum/Department:		Developmental Education	
Purpose/Mission Statement:				Vision Statement: (3-5 years)			
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.			
Program Strengths:				Program Weaknesses:			
Highly qualified and dedicated faculty. Academic and student services of the college are supportive of developmental education.				Student retention.			
Program Opportunities:				Program Threats:			
Could expand with hybrid and online options to meet student demand.				Market demand for online courses. Demand is not not always consistent with students' abilities to be successful with the content.			
Goal #	Values for Teaching	College Goals	2005-2006 Department Outcomes/Goals	Success Criteria (Method for measuring extent to which outcomes are achieved)	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 and Planning.		
#2	2 4 6 7	1 2 3	Increase achievement of students who score below 15 th 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 EDUCO system for all levels of MAT and in		

					TI-83 graphing calculator applications for MAT 070 and 080.
#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 five Math 060/070 instructors will 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.

Budget Item Description: (Budget items requested from college funds)	Current Year Budget:	Ongoing Operational Budget:	Expansion Budget:
Supplies-	\$125	\$125	
Equipment-			
Travel-	\$600	\$400	\$200
Program Accreditation-			
Other-			
TOTALS	\$725	&525	\$200

Criteria Results for 2006-07 Be sure to utilize most current data available	End of Year Analysis (Goals achieved, impact of equipment purchased, Improvements to your program, contingencies, etc.) Describe how you used the results to improve your program
90% pass rate in DE courses. Exceeded performance standard of 70% and system mean of 81%. Measure met.	Students who complete our DE courses tend to pass. Completion rates are still problematic, though our analysis of withdrawal rates has not identified any obvious patterns. In the 2006-2007 school year, the department will develop a DE retention action plan to address this issue in a new way.
75% of DE students passed subsequent courses while 84% of non-DE students passed subsequent courses. Did not meet state performance standard of no statistically significant difference between the two groups. Our DE students were also below the system mean of 86% pass rate in subsequent courses.	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 is addressing this by requiring a common final writing assessment for ENG 090 and 095 in the 2006-2007 school year.

	<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 department piloting an innovative approach to mathematics instruction through the EDUCO system. EDUCO was fully implemented in the 2005-2006 school year though technical difficulties continued throughout the year.</p> <p>Web enhanced and hybrid course options have been successful. Withdrawal rates are comparable and success rates are slightly higher in enhanced sections of RED. Students report high satisfaction with the web-enhanced elements of College Reading courses. Results for web enhancement using EDUCO in math have been mixed. EDUCO surveys, college surveys, and instructor surveys of student opinion about the system and its impact on their learning have shown disparate results. Many students are highly satisfied and report that the system has had a positive impact on their learning and motivation while other students report a negative impact. The department will continue to monitor and adjust through faculty and student training and through technical improvements to help make the system more reliable and user-friendly.</p> <p>College reading has typically been a strong point in subsequent course performance. This year, it fell below acceptable levels. The faculty and director of DE will develop an action plan that will include additional strategies for meeting core competencies necessary for student success in college reading.</p>
<p>Only one student in the College Transitions Learning community (of five students) was successful in DE and subsequent courses this year. Goal not met.</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. These students typically need basic skills instruction below the DE level and they also need intrusive advising and information about alternative training and job placements. In the 2006-2007 school year, there may be opportunities for grant funding for staff and systems to fill in this gap.</p>