

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. Modularized curriculum efforts at state level may provide opportunities for flexible entry/exit as students meet the learning outcomes of the developmental curriculum.				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	2006-2007 Department Outcomes/Goals	Success Criteria (Method for measuring extent to which outcomes are achieved)	Plan of Action (including resources needed)		
#1	1	1	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. DE Summit meeting planned for Sept 2006 where the faculty and Dir of DE will develop action plans to address departmental shortfalls in last year's performance measures. Action plans will be shared with college community and implemented starting in mid-fall 2006.		
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#2	2	1	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	Implement and monitor College Transitions learning community. Collect and analyze student success data. Work with colleagues in student services and continuing		
	4	2					
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				identified by instructors.)	education to develop and monitor alternate pathways for affected students. DOL grant proposal to be submitted by the college in Sept 2006 proposes funding for staff and student resources to assist this population. If grant is funded, Dir and DE faculty will collaborate with student services and basic skills colleagues to support the implementation of these new systems.
#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 lab application activities for MAT 060 and, and 080. Continue training instructors and students in EDUCO 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.	All RED 090 instructors and 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 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-	\$ 300.00	\$ 300.00	
Equipment-	\$3650.00	\$1000.00	\$2650.00
Travel-	\$2400.00	\$ 400.00	\$2000.00
Program Accreditation-			
Other-			
TOTALS	\$6350.00	\$1700.00	\$4650.00

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
<p>Exceeded state standard 70% pass rate in developmental courses and comparable pass rate (to non-DE students) in subsequent courses.</p>	<p>We are seeing these strong results due to our consistent, well-trained, and learning-focused faculty. During our dev ed summit, we committed to common final assessments in ENG and MAT in order to ensure an additional layer of consistency to the exit from these courses. The results of the common writing assessment have allowed us to redirect some students to ENG 095 when they were not quite ready to be successful in ENG 111 and the 70% minimum passing score on the common final exams in MAT 060, 070, and 080 ensure that students can't move to the next level without demonstrating at least minimum competency on key math skills.</p>
<p>No students enrolled in College Transitions learning community. Course sections were cancelled.</p>	<p>DOL grant not realized. While we do still have students who score below the 15th percentile, there don't seem to be enough students to fill a set of learning community classes in any given semester. We have conducted "intervention" meetings on an as-needed basis when our team of DE instructors, BP, and Jan Smith (advisor for these students) identifies students who are struggling to complete basic tasks in intro dev ed courses. We have had success in redirecting at least three of these students toward more appropriate educational goals/settings (including Basic Skills instruction, as appropriate) for their current demonstrated abilities.</p>
<p>Dev ed math instructors met with curriculum math instructors several times during the year. We held four EDUCO trainings for dev ed (and curriculum, as interested) faculty. RB facilitates TI calc trainings each semester for faculty and students. All current DE faculty have participated in at least one graph calc workshop and at least two EDUCO trainings. Dev math lab materials now include over 10 labs for MAT 060 and MAT 070.</p>	<p>FT developmental and curriculum math instructors are working together as closely now as at any time in the past seven years. They meet regularly to share ideas and problem-solve regarding curriculum and student-readiness issues. PT faculty are urged (and often paid) to participate in meetings and professional development sessions. Several PT faculty are active participants, particularly two of the Macon campus faculty which helps us maintain connections between sites.</p>
<p>MAT 060 and 070 students completed qualitative surveys designed by EDUCO regarding the software and the use of CAI to facilitate student learning.</p>	<p>EDUCO is still a work in progress. As a pilot site, our faculty and students have seen both the best and the worst of this CAI system. Many students report that they appreciate the value of the system in reinforcing their learning, yet many other students report that the technical frustrations</p>

outweigh the positive aspects. BP has made it clear to all instructors that they should discontinue using the CAI system if/when it impedes learning. Two instructors will not be using the system in the fall, while three others will continue to evaluate and may use the program selectively as appropriate. DE team will be formally re-evaluating EDUCO in the upcoming year and will compare it to two or three alternative CAI systems. We will adopt the system that is most likely to have a positive impact on student learning.