

PLANNING/OUTCOMES DOCUMENT

Name of person(s) completing form:		Barbara Putman		Curriculum/Department:		Developmental Education	
Purpose/Mission Statement:							
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:							
Strong faculty. Full time positions in ENG and MAT to provide content leadership and consistent class coverage. Committed, qualified, and experienced adjunct faculty. College commitment to the valuable role of developmental education in helping students attain college level skills in reading, writing, math, and study skills.				Program Weaknesses: College Reading position shared with LAC. While our current adjunct faculty are well qualified and committed to student success, our dependence on adjunct faculty to teach nearly 50% of our course sections leaves us vulnerable to the marketplace as faculty seek full time positions with more benefits and job security.			
Program Opportunities:							
The challenges of creating and maintaining connections with Macon campus faculty can be opportunities for us to articulate our goals and streamline our processes.				Program Threats: Periodic negative publicity (national and state) and perception that developmental education is an unnecessary taxpayer burden.			
2008-2009 Department Outcomes/Goals		Success Criteria (Method for measuring extent to which outcomes are achieved)		Plan of Action (Including resources needed)			
Goal #	Valid to Teaching	College Goals					
#1	1 4 6 9	1 2	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	4 9	1 4	Handbook will be drafted by February and published by May 2009.				All DE faculty will be encouraged to submit best practices for inclusion in the handbook. BP will facilitate the writing and publication of the handbook which will be printed in-house.
#3	1 2 5 6 7	1 3	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. Expand lab resource file for use by all developmental math instructors. Train instructors and students in CAI and TI-83 graphing calculator applications.

#4	1 2 5 7	Increase completion rate of developmental reading, English 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.	At least two instructors in each discipline (RED, ENG, and MAT) will web-enhance courses. Instructors will meet periodically to share ideas and outcomes. Student course evaluations will solicit comments about the role of technology and hybridization in course persistence.
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Budget Item Description:		Current Year Budget Request:
(Budget items requested from college funds)		
Supplies-		800.00
Equipment-		
Travel-		3,700.00
Program Accreditation-		
Other-		
TOTALS		4,500.00

Criteria Results for 2008-2009	
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	
1.	
2.	
3.	
4.	