

DEVELOPMENTAL EDUCATION PROGRAM

September 2006

This grid was completed based on conversations in the Developmental Education Committee in September 2005 and May 2006. LMC DE Mission and Program Goals were originally written in 2001.

LMC DE Program Mission: Our mission is to provide students with a coordinated curriculum and comprehensive support services that will engage, challenge and support them as learners.

LMC DE Program Goals	How to assess whether we are meeting the goal	Timeline	Who
<p>1. Sustain an on-going evaluation (formative and summative) of the curricular component of the developmental education program: assess student learning outcomes in math, English and ESL. Use information gained from the assessment process to improve teaching and learning, identify problems and challenges, and support innovation that addresses students' needs.</p>	<p>1. Assessment of student learning relative to the five DE Prg. Learning Outcomes in capstone DE courses (English 90 and Math 30) and in intermediary DE courses in English, ESL, and Math. Use of results to improve instruction, inform staff development, etc. is documented.                      2. Qualitative data on student perception of factors contributing to their learning via surveys is collected and the use of results to inform staff development, etc. is documented.</p>	<p>ongoing</p>	<p>Math and English DE Leads</p>
<p>2. Effectively integrate instruction and academic support services: tutoring, labs, supplemental instruction, counseling services, assessment, and learning communities. Make recommendations based on systematic assessment of these services, and periodically report to the college community on their effectiveness.</p>	<p>1. Assess the goals of the Counseling Partnership by tracking relevant persistence rates and the number of target-students with ed. plans and via surveys of participating students and faculty and eligible non-participating faculty. Use assessment results to make necessary adjustments to the Counseling Partnership.                      2. Tutoring:                      a. Assess tutor training via tutor, student, and instructor feedback;                      b. Assess tutoring effectiveness in courses that have integrated tutoring and in the math lab; Use assessment results to improve tutoring.                      3. Reading and Writing Center and math lab: track usage, direct measures of impact on learning if possible                      4. Placement and advising:                      Cut-scores validated; advising recommendations</p>	<p>Every four years</p>	<p>Math/English DE Leads for Counseling Partnership; Tutor Coordinator for tutoring; R&amp;WC Director for R&amp;WC; Math Lab Coordinator for math lab; DE Coordinators for</p>

	periodically reviewed.		placement and advising
3. Working with the Office of Institutional Research, implement a comprehensive and on-going research plan to monitor student success, persistence and performance in progressively higher level courses within English, math, and ESL sequences leading to transfer level courses. In addition, research should provide information on students' achievement of their academic/career goal.	<ol style="list-style-type: none"> <li>1. Timely and consistent interaction with the Office of Institutional Research to implement a research cycle to collect data keyed to specific research questions pertinent to issues of student success.</li> <li>2. Use the data (e.g. student success rates) in conjunction with direct measures of student learning and qualitative feedback, to identify problem areas and inform decisions.</li> </ol>	ongoing	DE Coordinator
4. Provide curriculum-based professional development that supports teachers in creating, sustaining, and assessing learning experiences that are directly linked to explicitly stated student learning outcomes. Provide evidence that students who successfully complete developmental education courses can demonstrate proficiency relative to those learning outcomes.	<ol style="list-style-type: none"> <li>1. Documentation of staff development (agendas, minutes, notes from and for facilitators)</li> <li>2. Qualitative faculty feedback on how Teaching Communities and other staff development affected teaching;</li> <li>2. Evidence of the development and use of outcomes-based instructional materials or evidence of classroom-based research;</li> <li>5. Holistic grading of final exams or papers with public and common criteria (e.g. rubrics) to document that students have met proficiency relative to the DE Program SLO's.</li> <li>6. Assessment of the impact of professional development on student learning, e.g. course-level assessment for a course-specific Teaching Community.</li> </ol>	ongoing	Math and English DE Leads