

MATH DE PROGRAM

updated 8/24/04

Purpose of this activity: finish Unit Plan 1.A.1: **Update the mission, philosophy, and goals for the Math DE Program to reflect the motion to establish the developmental math program, adopted in April 2003. Align these documents with those of the TLC.**

Background: These notes are the synthesis of work done by the Math DE Committee on 5/17/04 and 8/24/04.

LMC DE Program	Math DE Program
Our mission is to provide students with a coordinated curriculum and comprehensive support services that will engage, challenge and support them as learners.	Our mission is to provide students with a coordinated curriculum that is based on the five Math DE Program Outcomes and facilitated by responsive teaching rooted in assessment. Our mission is also to support students in the achievement of their academic goals by insuring that they are properly placed and by providing comprehensive and integrated support services.

LMC DE Program Goals	Math DE Program Goals	How to assess	Timeline	Who
1. Sustain an on-going evaluation (formative and summative) of the curricular component of the developmental education program: assess student learning outcomes in math, ...Use information gained from the assessment process to improve teaching and learning, identify problems and challenges, and support innovation that addresses students' needs.	1. Conduct course-level assessment of student learning relative to the 5 Math DE Prg. Learning Outcomes. Use assessment results to inform instructional decisions. 2. Systematically collect qualitative data on student perception of factors contributing to their learning	1. Criteria-based holistic grading of common questions on final exams. Write action plans at course-oriented flex activities. 2. Common student surveys conducted across sections.	FA04: M12 and M30 FA05: M30 FA06: M25 FA07: M25	TC leads
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.	1. Conduct course-level assessment of student learning relative to the four Tutoring Program Goals. 2. Use assessment results to make necessary adjustments to the Tutoring Program. 3. Math DEC needs to develop goals for the other student support services (SI, CAI, lab services, counseling partnership)	1. Use parallel evaluation as done in PSI courses (e.g. by student, by tutor, by instructor) for DE courses that use the Tutoring Program.	We need to develop an evaluation cycle for all math student support services.	Tutor Coordinator With input from Math Student Support Committee???
3. Working with the Office of Institutional Research, implement a comprehensive and on-going research	1. Work with the Office of Institutional Research to implement a research cycle to collect data keyed to specific	1. Timely and consistent interaction with the Office of Institutional Research.	Yearly	1. Math DE Leads or LMC DE Program

<p>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.</p>	<p>research questions pertinent to issues of student success. 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 about prerequisites, scheduling, and course offerings.</p>	<p>2. Data generated is relevant and answers research questions in order to facilitate decision-making. 3. Systematic analysis of data is documented and used in decision-making.</p>		<p>Coordinator 2. Math DE Committee</p>
<p>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.</p>	<p>Provide on-going professional development on</p> <ul style="list-style-type: none"> <li>• writing course SLO's that are aligned with Math DE program SLO's</li> <li>• writing learning experiences to those SLO's and providing student support to those SLO's</li> <li>• assessing student learning relative to those SLO's</li> <li>• using assessment feedback to adapt teaching in a timely fashion</li> </ul>	<p>1. Qualitative faculty feedback 2. Evidence of the development of outcomes-based instructional materials 3. Evidence of each aspect of the assessment cycle described to the left. 4. Holistic grading of final exams with public and common criteria (e.g. rubrics) to document changes in student learning. 5. Holistic grading of final exams with public and common criteria (e.g. rubrics) to document that students have met proficiency relative to the SLO's.</p>	<p>Each semester we have funding. Cycle through the DE courses.</p>	<p>Math DE leads with support from teaching communities</p>