

LMC DE Committee
Assessment of DE Program Student Learning Outcomes*

At the end of the LMC DE Program students will be able to

1) Demonstrate the skills necessary for the first transfer level courses in English and Math or for the English and Math competencies for the Certificate of Achievement

Direct measures:

End-of-course assessment of student achievement of Developmental Education Program Learning Outcomes in capstone developmental math and English courses (Math 30 and English 90)

Indirect measures:

- Persistence to transfer-level from various entry points in the developmental course sequence
- Comparison of success in first transfer course (English 10S or Math 34S) for students taking an LMC developmental math or English course versus students who assess into those courses

2) Think critically to construct meaning and solve problems

Direct measures:

End-of-course assessment of student achievement of Developmental Education Program Learning Outcomes in capstone developmental math and English courses (Math 30 and English 90)

3) Read with comprehension

Direct measures:

End-of-course assessment of student achievement of Developmental Education Program Learning Outcomes in capstone developmental math and English courses (Math 30 and English 90)

4) Communicate effectively both in writing and orally

Direct measures:

End-of-course assessment of student achievement of Developmental Education Program Learning Outcomes in capstone developmental math and English courses (Math 30 and English 90)

5) Demonstrate the characteristics, habits, and attitudes of an effective learner

Qualitative measures:

In first transfer course, compare attitudes/engagement in learning for students who took a developmental course and those who did not.

DE Outcome 1: Persistence to transfer-level from various entry points in the developmental course sequence

PROJECT	ACTION EXPECTED FROM FINDINGS	COMMENTS	EXPECTED DATE OF COMPLETION
Track persistence from English 70 to English 100. Track each English 70 cohort for 3 years.	Indirect measure of DE Program assessment of SLO 1.	Conduct this research every three years: Next cohort study would follow Fall 2003 English 70 students' persistence to English 100 by Fall 2006.	Due: Early April 2007
Track persistence from English 90 to English 10S. Track each English 90 cohort for 2 years.	Indirect measure of DE Program assessment of SLO 1.	Conduct this research every three years.	FA 03 cohort study completed in FA 06. Repeat the study for FA 04 cohort. Due: end of February 2007 Repeat the study for FA 01 cohort. Due: May 2007
Track persistence from Math 4 to Math 34S, Math 35S, Math 37S, or Math 40S. Track each Math 12 cohort for 4 years.	Indirect measure of DE Program assessment of SLO 1.	Conduct this research every three years: Next cohort study would follow Fall 2003 Math 12 students' persistence to Math 34S, Math 35S, Math 37S, or Math 40S by Fall 2007.	
Track persistence from Math 12 to Math 34S, Math 35S, Math 37S, or Math 40S. Track each Math 12 cohort for 3 years.	Indirect measure of DE Program assessment of SLO 1.	Conduct this research every three years: Next cohort study would follow Fall 2003 Math 12 students' persistence to Math 34S, Math 35S, Math 37S, or Math 40S by Fall 2006.	Due: early April 2007
Track persistence from Math 25 or 25BX to Math 34S, Math 35S, Math 37S, or Math 40S. Track each Math 25 or 25BX cohort for 3 years.	Indirect measure of DE Program assessment of SLO 1.	Conduct this research every three years: Next cohort study would follow Fall 2003 Math 25 or 25BX students' persistence to Math 34S, Math 35S, Math 37S, or Math 40S by Fall 2006.	Due: early April 2007
Track persistence from Math 30 to Math 34S, Math 35S, Math 37S, or Math 40S. Track each Math 30 cohort for 2 years.	Indirect measure of DE Program assessment of SLO 1	Conduct this research every three years:	FA 03 cohort study completed in FA 06. Repeat the study for FA 04 cohort. Due: end of February 2007 Repeat the study for FA 01 cohort. Due: May 2007

DE Program Outcome 1: Comparison of success in first transfer course (English 10S or Math 34S) for students taking an LMC developmental math or English course versus students who assess into those courses

Compare course success rates of English 10 students who assessed into English 10 upon entry, to those who initially assessed below English 10 and successfully completed English 90.	Indirect measure of DE Program assessment of SLO 1. Assess how well English 90 curriculum is preparing students for English 10S.	Study Fall 2004, Fall 2005, Fall 2006 cohorts. Thereafter, conduct this research every three years.	
Compare course success rates of Math 34S, 35S, 37S, or 40S students who assessed into transfer-level math (i.e. above Math 30) upon entry, to those who successfully completed Math 30, to those who assessed below transfer-level (i.e. assessed into Math 30 or lower) but enrolled in Math 34S, 35S, 37S, or 40S without taking Math 30.	Indirect measure of DE Program assessment of SLO 1. Assess how well Math 30 curriculum is preparing students for transfer-level math.	Study Fall 2003, Fall 2004, and Fall 2005 cohort. Thereafter, conduct this research every three years.	

Other research items for the DE Program that are not part of program assessment:

PROJECT	ACTION EXPECTED FROM FINDINGS	COMMENTS	EXPECTED COMPLETION
Cut-score validation studies in Math 30, Eng 70, 90, 10.	Validate prerequisite assessment scores	Spring 2006	
Examine course success of students who enroll in 2LS or Ethnic and Multicultural Studies courses (DRAMA 15LS, 30LS, ENGL 27LS, 28LS, 29LS, 33LS, HIST 46S, 47LS, 48S, 52LS, SOCSC 45LS, 56S) based on their completion of English 90, 10 or Exempt. (Fall 2004, 2005, 2006 cohort).	This will help other departments in setting advisories and/or prerequisites.	Conduct this research every three years	
Compare course success rates of English 90 students who assessed into English 90 upon entry, to those who initially assessed below English 90 and successfully completed English 70.	Assess how well English 70 curriculum is preparing students to be successful in English 90.	postponed	
Track persistence and success rates from English 64 to English 70 for Fall 2002 cohort.(by end of Fall 2003) Track persistence and success rates from English 62 to English 70 for Fall 2003 cohort.(by end of Fall 2004)	Assess effectiveness of bridge courses.	postponed	
Track course completion and success rates in English 70 for students who assessed within the 70 range compared to those who assessed below the 70 range, but chose to enroll in English 70 anyway. (Fall 2002 cohort).	This information will tell us if we should consider a prerequisite for English 70	postponed	
Compare the success rates of students who enrolled in Math 12 in FA 05 <ul style="list-style-type: none"> • after successfully completing Math 4 in FA 04 or SP 05 or SU 05 • after successfully completing at least 1.5 	If Math 4 students are not succeeding in Math 12 at comparable rates, Math 4 curriculum will be revised. If those who assessed directly into Math 12 are not succeeding at comparable rates, this	DE Math Committee is studying Basic Skills course	

<p>units of Math 7 by FA 04 or SP 05 or SU 05</p> <ul style="list-style-type: none"> • after successfully completing Math 1 in FA 04 or SP 05 or SU 05 • after assessing directly into Math 12 with no previous LMC math • after assessing at a level below Math 12 with no previous LMC math 	<p>questions our placement advisement procedures and will suggest a cut-score change.</p>	<p>options with plans to make changes in FA 07</p>	
<p>Start with a FA 03 cohort of Math 7 students, determine the % of the cohort who has completed a total of {0, 0.5, 1, 1.5, 2, 2.5, 3, 3.5} units by FA 06.</p>	<p>If students are not completing 3 units within 3 years, discuss new course development with Occ. Ed. and DSPS</p>		
<p>Success of students who enrolled in 25 (or 25A/25AX) in SP 02, and FA 02 after successfully completing 12 the previous semester versus students who enrolled in 25(or 25A/25AX) after assessing directly into 25 with no previous LMC math versus students who enrolled in 25(or 25A/25AX) after assessing at a level below than 25 with no previous LMC math.</p>	<p>If Math 12 students are not succeeding in Math 25(or 25A/25AX) at comparable rates, Math 12 curriculum will be revised. If those who assessed directly into Math 25 are not succeeding at comparable rates, this questions our placement advisement procedures and will suggest a cut-score change.</p>	<p>postponed</p>	
<p>Success of students who enrolled in 30 in FA 01, SP 02, and FA 02 after successfully completing 25 (or 25BX) the previous semester versus students who enroll in 30 after assessing into 30 with no previous LMC math versus students who enroll in 30 after assessing at a level below 30 with no previous LMC math.</p>	<p>If Math 25(BX) students are not succeeding in Math 30 at comparable rates, Math 25 curriculum will be revised. If those assessing directly into Math 30 are not succeeding at comparable rates, this questions our placement advisement procedures and suggests a cut-score change.</p>	<p>postponed</p>	

* updated 1/29/07