

Strategic Initiative Action Plan for: Developmental & Gateway Course Success

<p>Action Plan Team Members: Richard Birk, Charis Bower, Steve Edgehouse, Deb Hysell, Barb Keener, Christine Shearer</p>	<p>Date: March 18, 2011 For FY: 2011-12</p>	<p>The strategic focus for this strategic initiative is: Focus 3, Improve Student Success</p> <hr/> <p>The AQIP Category this strategic initiative best aligns with is: Category 1, Helping Students Learn</p>
<p>List Outcomes (results to be achieved) over the life of this initiative:</p> <ul style="list-style-type: none"> • Increase percentage of students completing developmental sequence and gateway courses • Increase percentage of students from 150% poverty backgrounds completing developmental sequence and gateway courses • Increase percentage first-generation college students completing developmental sequence and gateway courses • Increase the number of degrees and certificates awarded 	<p>List Milestones* (outputs which indicate progress in completing action plan) for:</p> <p>Year 1:</p> <ul style="list-style-type: none"> • Complete final DEI report assessing interventions sponsored and identifying which to continue and expand. • Complete annual assessment of TRIO progress with targeted students. • Complete two pedagogical workshops and evaluations of student success with applied principles/practices. • Increase and evaluate paired course and learning community offerings. • Provide supplementary instruction tutoring for developmental/gateway courses. • Provide a supplementary lab course for at risk students in gateway English course. <p>Year 2:</p> <ul style="list-style-type: none"> • To be determined pending results of DEI and TRIO review and evaluation of workshops and student interaction initiatives. <p>Year 3:</p> <ul style="list-style-type: none"> • Evaluate whether techniques applied in English and Mathematics should be extended to other gateway courses <p>* Milestones after Year 1 may need "To Be Determined" if significant planning is required in Year 1.</p>	
<p>Describe how this strategic initiative aligns with its strategic focus:</p> <p>This initiative will continue and take to scale successful projects launched as part of the DEI and TRIO grants and will also pilot (1) workshops to improve faculty collaboration in and use of pedagogical methods to optimize student success and (2) supplementary instruction, paired courses, and learning communities to increase student interaction, persistence, and success.</p>		

Tasks/Responsibilities/Time Frame

List of Key Tasks for Year 1	Who is responsible for completing?	When will it be completed?
<p>1. Continue DEI interventions and monitor results and recommend actions to expand endeavors that are providing significant results in increasing student success in course completion and degrees/certificates awarded: Assessment & Placement Review, Case Management, Fast Track Math (boot camps), PLATO-Supported Courses, Secondary to Postsecondary Alignment, Solutions Adult Transition Program, and Tutoring Services.</p>	<p>Peg Moir and AtD Core Team</p>	<p>Project has annual reviews in April and an overall grant schedule that ends in 2012. Continuing endeavors will be picked up as operational activities under the Achieving the Dream (AtD) initiative</p>
<p>2. Provide and monitor TRIO student support services and recommend actions to expand endeavors that are providing significant results in increasing student success in course completion and degrees/certificates awarded. Activities provided by this project include advising (academic, career, and personal), tutoring, workshops, and financial aid assistance.</p>	<p>Ashley Benson and TRIO staff</p>	<p>2015. See project schedule</p>
<p>3. Provide pedagogical workshops and discussion/application sessions once a quarter/semester focused on principles and practices to increase student success in developmental education and gateway courses</p> <ol style="list-style-type: none"> a. Form a faculty Pedagogy for Success team to guide the process. b. Survey developmental education and gateway course faculty on their interests in learning and applying particular principles and practices. c. Identify topics (for example, in interactive learning techniques, adult learning theory, culturally diverse teaching techniques, collaborative learning techniques, accelerated learning, differentiated instruction) and possible speakers (professional facilitators with significant expertise in the given content area) for the first year. d. Develop a schedule. e. Invite speakers. f. Invite faculty— all developmental and gatekeeper faculty (full-time and adjuncts) with other faculty welcomed. g. Conduct the workshop. h. Gather feedback on workshop from faculty through surveys. i. Develop plans for application and evaluation in classes for review by chairs and dean(s). j. Apply techniques. k. Collect feedback from faculty and students about the use of the technique through pre and post-surveys. l. Analyze results--student completion and satisfaction and faculty participation (or other factors identified in the evaluation plan) m. Determine whether to continue, expand, modify, or cease use of the technique in classes. 	<p>Dean of Academic Division Housing Developmental Education and General Studies Gateway Courses, faculty teaching developmental ed and gateway courses, and IR</p>	<p>Ongoing. By the end of 2011-2012, two principles and practices will have been presented, applied in courses, and evaluated.</p>

4. Develop and expand interventions aimed at increasing student-student and student-faculty interaction for increasing the success of at-risk learners: paired courses, learning communities, supplementary instruction tutoring, supplementary labs, and informal networking opportunities.

Paired courses

- a. Evaluate success of 2010/2011 paired courses pilot.
- b. Investigate opportunities to expand the use of paired courses in mathematics.
- c. If student completions of paired courses warrant, increase the number of students and faculty participating in 2011-12.
- d. Analyze results.

Learning Communities

- a. Write proposal/policy for faculty development of courses for learning communities for fall 2011
- b. Develop materials to explain learning communities to faculty and students
- c. Recruit faculty to develop/conduct courses
- d. Assess level of integration in courses
- e. Measure course completion and student satisfaction

Supplementary Instruction Tutoring

- a. Identify classes for piloting the service in Fall 2011
- b. Develop methods for use of tutors in and out of class
- c. Train tutors
- d. Measure success—student satisfaction, course completion, and tutor satisfaction
- e. Modify methods and implement in additional high-risk classes

Supplementary Lab Course for Gatekeeper English

- a. Schedule courses fall 2011.
- b. Conduct courses and coordinate with ENG 101 faculty.
- c. Measure student completion and satisfaction.
- d. Gather faculty feedback—both from those teaching supplementary labs and those teaching ENG 101.
- e. Analyze results and modify courses as results suggest.
- f. Continue monitoring results and modifying labs.

Paired courses

English chair, Mathematics chair, English and mathematics faculty, and IR

Learning Communities

Chairs—Humanities and English, faculty teaching developmental ed and gatekeeper courses, and IR

Supplementary Instruction Tutoring

Coordinator of Tutoring Services, participating faculty, tutors, IR

Supplementary English Lab Course

English chair, English faculty, and IR

Action Plan Budget (*Resource Requirements after Year 1 may need “To Be Determined” if significant planning is required in Year 1.*)

New Resources Required (List and explain why new resources are required)	Sources of Existing Resources (List by source including reallocation of resources – explain.)	Net New Resources Required (New resources less resources available from Sources)
<p>For Year 1: Pedagogy Workshops--Budget needed for speakers expenses (~\$2000) and adjunct pay (to attend workshops 8 hours x 50 adjuncts x \$17.50 = ~\$7000). First workshop should be planned to occur before beginning of Fall Quarter and second before the start of Spring Quarter. In addition some load relief or load payment would be needed to encourage and provide time for faculty applying the new techniques. Learning Communities—1 hour load for developing and coordinating courses.</p>	<p>For Year 1: DEI Budget TRIO Budget Adjunct Professional Development Fund – Stephanie Kreisher indicated the workshops would be a good use of this fund.</p>	<p>For Year 1:</p>
<p>For Year 2: To Be Determined</p>	<p>For Year 2:</p>	<p>For Year 2:</p>
<p>For Year 3: To Be Determined</p>	<p>For Year 3:</p>	<p>For Year 3:</p>

Action Plan Information/Metrics Requirements (*Information/Metrics Requirements after Year 1 may need “To Be Determined” if significant planning is required in Year 1.*)

Information Required from IT/IR to Effectively Carry Out the Milestones and Key Tasks (List the items of information required and why)	Date Needed
<p>For Year 1: Current data already being collected:</p> <ul style="list-style-type: none"> • Percentage of students completing developmental sequence and gateway courses • Percentage of students from 150% poverty backgrounds completing developmental sequence and gateway courses • Percentage first-generation college students completing developmental sequence and gateway courses • Number of degrees and certificates awarded <p>New data needed:</p> <ul style="list-style-type: none"> • Course completion/grades and student satisfaction for classes with pedagogical interventions, learning communities, paired courses, supplemental lab course. • Number of students participating in tutoring and course completions/grades in sections with supplementary instruction tutoring. 	<p>June 2012 but evaluation of paired classes should occur June 2011 and again in fall 2011. Evaluation and tracking of students in paired and lab classes should follow students through sequence of English classes.</p>

<p>For Year 2: Same as above but refined</p>	
<p>For Year 3: Same as above but refined</p>	
<p>Metrics Required from IT/IR to Effectively to Measure the Outcomes of the Action Plan</p> <ul style="list-style-type: none"> • Percentage of students completing developmental sequence and gateway courses • Percentage of students from 150% poverty backgrounds completing developmental sequence and gateway courses • Percentage first-generation college students completing developmental sequence and gateway courses • Number of degrees and certificates awarded • Course completion/grades and student satisfaction for classes with pedagogical interventions, learning communities, paired courses, supplemental lab course. • Number of students participating in tutoring and course completions/grades in sections with supplementary instruction tutoring. <p>Each will measure students' performance and persistence.</p>	<p>Do these metrics align with Means Metrics and the relevant ENDS metrics? Explain.</p> <p>Date Needed</p>