**Continuous Improvement Plan**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *If this is an academic, workforce, or continuing education program, you must have at least one student learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed.**

**Date:** 8/26/21 **Name of Program/Unit: Dev Education (INRW, Dev Math and ESL)**

**Contact name:** Meredith Wang **Contact email:** mwang@collin.edu **Contact phone: x5794**

**Table 1: CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

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| **A. Expected Outcome(s)**  Results expected in this unit  (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measure(s)**  Instrument(s)/process(es) used to measure results  (e.g. survey results, exam questions, etc.) | **C. Target(s)**  Level of success expected  (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| Increase Developmental Math course success rates | Course success rates on stand-alone courses for Dev Math  Course success rates on corequisite support courses for Dev Math  Course success rates on paired credit courses for Dev Math  Include data for Fall and Spring; not Summer | *Target success rate of 70% A-C on stand-alone developmental education courses*  *Target success rate of 75% A-C on corequisite support course*  *Target success rate of 68% A-D on paired credit course* |
| Increase INRW success rates | Course success rates on stand-alone courses for INRW  Course success rates on corequisite support courses for INRW  Course success rates on paired credit courses for INRW  Include Fall and Spring data; not Summer | *Target success rate of 70% A-C on stand-alone developmental education courses*  *Target success rate of 70% A-C on corequisite support course*  *Target success rates on paired credit course*  INRW0315/GOVT 2305 or 2306: 78% (A-D)  INRW0315/ENGL1301: 70% (A-D)  INRW0315/SOCI 1301: 70% (A-D)  INRW0315/HIST 1301 or 1302: 65% (A-D) |
| Increase ESL success rates | Course success rates in ESL by skill bands – communication, grammar, reading, writing  Course success rates in ESL by program levels – advanced, intermediate, transitioning  Include, Fall, Spring and Summer | *Target success rates in ESL by skill bands*  Communication: 75%  Grammar: 75%  Reading: 75%  Writing: 75%  *Target success rates in ESL by program levels*  Advanced – 75%  Intermediate – 75%  Transitioning – 75% |
| Increase reading comprehension professional development or workshops for faculty/tutors | Sessions held | At least one PD session held each academic year |
| Increase developmental support offerings for Dev Math and INRW students | Study Skills Seminars -- # of sessions offered (INRW)  SIT – content developed; # of sessions held (Dev Math)  Embedded tutoring -- # of embedded classroom hours (Dev Math and INRW)  nrw…. | Increase of 10% in sessions offered (at least 14 sessions each Fall and Spring)  Host 75 Math SIT sessions by end of Spring 2023  Host 25 hours/week of embedded Dev Math tutoring and 10 hours/week INRW |
| Increase support offerings for ESL students | In-class TSI prep sessions for students at transitioning level -- # of sessions offered/# of sections included in  Study Skills seminars -- # of seminars | Offer 2 sessions – in ESLR/W0325 and ESLX0325  Goal of 5 seminars offered per semester/10 total per AY |
| Students enrolled in INRW0405 will increase Lexile level while enrolled in course | Score on Pearson My Skills Lab Lexile Assessment; pre-test and post-test | We will observe an average rate of improvement of at least 100 pts for each INRW0405 section offered. Count # of sections out of total sections that reached this goal. |
| ESL enrollment will continue to increase | Final semester ESL enrollments | ESL enrollments should increase by at least 50% each year, using enrollment as of census |

**Description of Fields in the Following CIP Tables:**

**A. Outcome(s)** -Results expected in this program (e.g. Students will learn how to compare/contrast conflict and structural functional theories; increase student retention in Nursing Program).

**B. Measure(s)** -Instrument(s)/process(es) used to measure results

(e.g. results of surveys, test item questions 6 & 7 from final exam, end of term retention rates, etc.)

**C. Target(s)** -Degree of success expected (e.g. 80% approval rating, 25 graduates per year, increase retention by 2% etc.).

**D. Action Plan** -Based on analysis, identify actions to be taken to accomplish outcome. What will you do?

**E. Results Summary** - Summarize the information and data collected in year 1.

**F. Findings** - Explain how the information and data has impacted the expected outcome and program success.

**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make improvements.

**Table 2. CIP Outcomes 1 & 2 (FOCUS ON AT LEAST 1)**

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| 1. **Outcome #1**   Increase Developmental Math success rates | |
| 1. **Measure (Outcome #1)**   Course success rates on stand alone courses for Dev Math  Course success rates on corequisite support courses for Dev Math  Course success rates on paired credit courses for Dev Math  Include data for Fall and Spring; not Summer | 1. **Target (Outcome #1)**   *Target success rate of 70% A-C on stand-alone developmental education courses*  *Target success rate of 75% A-C on corequisite support course*  *Target success rate of 68% A-D on paired credit course* |
| 1. **Action Plan (Outcome #1)**   Examples of activities to improve success rates:   * Expansion of Supplemental Instruction and Tutoring Program * Expansion of Embedded Tutoring * Peer support of new instructors – material sharing, etc * Informational meetings for instructors newly assigned to a specific course * Professional development sessions and workshops | |
| 1. **Results Summary (Outcome #1)**   **Fall 2021 (social distancing not required) Most Hybrid, some Web**  **100% Co-Req except for Exempt Students (below 910 on TSIA2.0 and Diagnostic Level 3 or 4 are in Math 0405 w/ NCBM 002A)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Fall 2021**  **Co-Requisite Mathematics** | **Total Enrolled** | **Withdraw** | **Passed Credit Course with A-C** | **Passed Credit Course with A-D**  **(CIP Goal is 68%)** | **Passed DE Course to become TSI Complete**  **(CIP Goal is 75%)** | | Math 0314/1314 | **546** | **n = 74**  **14%** | **n=205**  **38%** | **n=284**  **52%** | **n=342**  **63%** | | Math 0324/1324 | **132** | **n = 13**  **10%** | **n=55**  **42%** | **n=75**  **57%** | **n=81**  **61%** | | Math 0342/1342 | **179** | **n = 16**  **9%** | **n=76**  **42%** | **n=95**  **53%** | **n=107**  **60%** | | Math 0332/1332 | **79** | **n = 2**  **3%** | **n=51**  **65%** | **n=59**  **75%** | **n=61**  **77%** | | Total | **936** | **n = 105**  **11%** | **n=387**  **41%** | **n=513**  **55%** | **n=591**  **63%** |   **Math 0405 (ALL 0405 Students were also enrolled in NCBM 002A) Note: CIP Goal is 70% success rate**  1372 students took Math 0405 this semester.  A’s 259 (19%), B’s 354 (26%), C’s 292 (21%), F’s 406 (30%), 1 Incomplete, W’s 60 (4%) A-C 905 (66%)  **Spring 2022 (social distancing not required) Most Hybrid, some Web**  **100% Co-Req except for Exempt Students (below 910 on TSIA2.0 and Diagnostic Level 3 or 4 are in Math 0405 w/ NCBM 002A)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Spring 2022**  **Co-Requisite Mathematics** | **Total Enrolled**  **(denominator column)** | **Withdraw** | **Passed Credit Course with A-C** | **Passed Credit Course with A-D**  **(CIP Goal is 68%)** | **Passed DE Course to become TSI Complete**  **(CIP Goal is 75%)** | | **Math 0314/1314** | **627** | **n = 95**  **15%** | **n=252**  **40%** | **n=328**  **52%** | **n=384**  **61%** | | Web | 153 web (24%) | 28 web (18%) | 47 web (31%) | 59 web (39%) | 79 web (52%) | | Non-Web | 474 non-web (76%) | 67 non-web (14%) | 205 non-web (43%) | 269 non-web (57%) | 305 non-web (64%) | | **Math 0324/1324** | **191** | **n = 27**  **14%** | **n=72**  **38%** | **n=96**  **50%** | **n=113**  **59%** | | Web | 64 web (34%) | 7 web (11%) | 23 web (36%) | 27 web (42%) | 32 web (50%) | | Non-Web | 127 non-web (66%) | 20 non-web (16%) | 49 non-web (39%) | 69 non-web (54%) | 81 non-web (64%) | | **Math 0342/1342** | **214** | **n = 29**  **14%** | **n=98**  **46%** | **n=128**  **60%** | **n=140**  **65%** | | Web | 72 web (34%) | 13 web (18%) | 27 web (38%) | 35 web (49%) | 40 web (56%) | | Non-Web | 142 non-web (66%) | 16 non-web (11%) | 71 non-web (50%) | 93 non-web (65%) | 100 non-web (70%) | | **Math 0332/1332** | **132** | **n = 11**  **8%** | **n=88**  **67%** | **n=99**  **75%** | **n=104**  **79%** | | Web | 71 web (54%) | 6 web (8%) | 49 web (69%) | 51 web (72%) | 54 web (76%) | | Non-Web | 61 non-web (46%) | 5 non-web (8%) | 39 non-web (64%) | 48 non-web (79%) | 50 non-web (82%) | | **Total** | **1164** | **n = 162**  **14%** | **n=510**  **44%** | **n=651**  **56%** | **n=741**  **64%** |     **Math 0405 (ALL 0405 Students were also enrolled in NCBM 002A) Note: CIP Goal is 70% success rate**  950 students took Math 0405 this semester.  A’s 171 (18%), B’s 227 (24%), C’s 196 (21%), F’s 302 (32%), W’s 54 (6%) A-C 594 (63%)    Of the 950 Math 0405 students, 304 were in web courses.  A’s 50 (16%), B’s 87 (29%), C’s 53 (17%), F’s 97 (32%), W’s 17 (6%) A-C 190 (63%)    Of the 950 Math 0405 students 646 were not in a web course.  A’s 121 (19%), B’s 140 (22%), C’s 143 (22%), F’s 205 (32%), W’s 37 (6%), A-C 404 (63%)  **Fall 2022 (social distancing not required) Select number of hybrid and web, but most face-to-face were full face-to-face. 100% Co-Req except for Exempt Students (below 910 on TSIA2.0 and Diagnostic Level 3 or 4 are in 6 hour Math 0405…no more NCBM 002A)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Fall 2022**  **Co-Requisite Mathematics** | **Total Enrolled**  **(denominator column)** | **Withdraw** | **Passed Credit Course with A-C** | **Passed Credit Course with A-D**  **(CIP Goal is 68%)** | **Passed DE Course to become TSI Complete**  **(CIP Goal is 75%)** | | **Math 0314/1314** | **547** | **n = 91**  **16.6%** | **n=232**  **42.4%** | **n=300**  **54.8%** | **n=354**  **64.7%** | | Web | 153 web (28%) | 32 web (21%) | 53 web (35%) | 80 web (52%) | 97 web (63%) | | Non-Web | 394 non-web (72%) | 59 non-web (15%) | 179 non-web (45%) | 220 non-web (56%) | 257 non-web (65%) | | **Math 0324/1324** | **162** | **n = 35**  **21.6%** | **n=60**  **37.0%** | **n=86**  **53.1%** | **n=104**  **64.2%** | | Web | 63 web (39%) | 8 web (13%) | 29 web (46%) | 39 web (62%) | 45 web (71%) | | Non-Web | 99 non-web (61%) | 27 non-web (27%) | 31 non-web (31%) | 47 non-web (47%) | 59 non-web (60%) | | **Math 0342/1342** | **157** | **n = 10**  **6.4%** | **n=93**  **59.2%** | **n=114**  **72.6%** | **n=115**  **73.2%** | | Web | 53 web (34%) | 5 web (9%) | 25 web (47%) | 34 web (64%) | 34 web (64%) | | Non-Web | 104 non-web (66%) | 5 non-web (5%) | 68 non-web (65%) | 80 non-web (77%) | 81 non-web (78%) | | **Math 0332/1332** | **99** | **n = 19**  **19.2%** | **n= 55**  **55.6%** | **n=67**  **67.7%** | **n= 68**  **68.7%** | | Web | 40 web (40%) | 7 web (18%) | 19 web (48%) | 24 web (60%) | 26 web (65%) | | Non-Web | 49 non-web (49%) | 12 non-web (24%) | 36 non-web (73%) | 43 non-web (88%) | 42 non-web (86%) | | **Total** | **965** | **n = 155**  **16%** | **n=440**  **46%** | **n=567**  **59%** | **n=641**  **66%** |     **Math 0405 (All students were enrolled in 6 hour Math 0405, no more NCBM 002A. Increase in factoring and graphing linear functions this semester.)**  **Note: CIP Goal is 70% success rate**  1,781 students took Math 0405 this semester.  A’s 266 (15%), B’s 460 (26%), C’s 341(19%), F’s 604 (34%), W’s 110(6%) **A-C 1067 (60%)**    Of the 1781 Math 0405 students, 463 were in web courses (26%).  A’s 60 (13%), B’s 114 (25%), C’s 78 (17%), F’s 176 (38%), W’s 35 (8%) **A-C 252 (54%)**    Of the 1781 Math 0405 students 1318 were **not** in a web course.  A’s 206 (16%), B’s 346 (26%), C’s 263 (20%), F’s 428 (32%), W’s 75 (6%), **A-C 815 (62%)** | |
| 1. **Findings (Outcome #1)**   From Fall 2020 to Fall 2021, there was a decrease in co-req math student enrollment (from 1109 in Fall 2020 to 936 in Fall 2021). There was also a surge in enrollment in Math 0405 during that same time period (966 in Fall 2020 to 1372 in Fall 2021). We believe there are 2 reasons for this shift. First, learning loss due to Covid may have been a factor. A large portion of our students are recent high school graduates, and the 2020-2021 academic year was different for many of them so their TSI score may have been low and placed them in a stand-alone developmental course rather than a co-req. Second, more students took the new TSIA 2.0 test for placement in Fall 2021. Our enrollment trends seem similar to other institutions statewide, and we believe these two changes could be factors. Unfortunately, success also declined in co-req courses from Fall 2020 to Fall 2021. In Fall 2020, 67% of co-req students passed their support course to be TSI complete and 60% passed the credit level math course with a grade of A-D. In Fall 2021, those percentages were 63% and 55% respectively. The drops were similar at the course level though varied a bit from course to course. Math 1332 was the exception. For Math 1332, success rates actually increased from 63% in the support course and 61% in the credit course in Fall 2020 to 77% in the support course and 75% in the credit course in Fall 2021. Math 0405 also saw an increase in success rates going from 63% in Fall 2020 to 66% in Fall 2021. We suspect learning loss and changes made during Covid impacted success. In the 2020-2021 academic year most classes were hybrid where social distancing was required. But, in Fall 2021, classes were in a more “normal” format, and we suspect that learning loss impacted success. Success rates were down in other subject areas, so we do not think it was unique to developmental math. The improvements in success rates for 1332 and 0405 indicate that students were able to make large gains in the learning, which will hopefully assist them in future semesters. Due to Covid, we offered more online courses, and these remained popular options for students even when the worst of the pandemic ended and we returned to a more normal educational setting. We wondered if this format hindered student performance, so starting in Spring 2022, we started tracking success in online vs. in-person classes to see if there was a difference. Success rates in Spring 2022 were very similar to those in Fall 2021, with a slight upward trend since 64% passed their support course and 56% passed the credit course with A-D. Again, 1332 had very high scores, and 1342 made significant gains. The algebra-based courses were the main struggle. But, students in face-to-face courses outpaced the online students. In 1314 co-req 64% of face-to-face students passed the support course and 57% passed the credit course compared to 52% and 39% respectively of the web students. Results were similar in the 1324 co-req. For Fall 2022, success rates seem to be closer to Fall 2020 scores. Overall, 66% of co-req students passed their support course to be TSI complete, and 59% passed the credit course with A-D. Math 1332 and Math 1342 continued to be bright spots with higher success rates than those in the algebra intensive courses. Math 0405 success dropped to 60%, though it was 62% for students in face-to-face classes. In Fall 2022. In general, students in face-to-face classes continued to have higher success rates than those in web classes. | |
| 1. **Implementation of Findings**   Covid definitely impacted students, particularly our more vulnerable developmental students. It is good to see that success rates are starting to rebound from the learning loss and changes to education during that time. We hope to see continued improvement. The new TSIA 2.0 test and the shift to 100% of non-exempt developmental students enrolling in co-reqs has also caused changes. It can be difficult to determine how each of these specific changes has impacted student success since the timing overlapped. We do think more students would benefit from in-person classes rather than web classes. We want to continue tracking these scores and consider strategies to coach students into the best modality for them. It is also important to make sure students enroll in the co-req math class that best fits their intended major or pathway. | |

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| 1. **Outcome #2**   Increase INRW success rates | |
| 1. **Measure (Outcome #2)**   Course success rates on stand-alone courses for INRW  Course success rates on corequisite support courses for INRW  Course success rates on paired credit courses for INRW  Include Fall and Spring data; not Summer | 1. **Target (Outcome #2)**   *Target success rate of 70% A-C on stand-alone developmental education courses*  *Target success rate of 70% A-C on corequisite support course*  *Target success rates on paired credit course*  INRW0315/GOVT 2305 or 2306: 78% (A-D)  INRW0315/ENGL1301: 70% (A-D)  INRW0315/SOCI 1301: 70% (A-D)  INRW0315/HIST 1301 or 1302: 65% (A-D) |
| 1. **Action Plan (Outcome #2)**   Examples of activities to improve success rate:   * Expansion of Embedded Tutoring * Peer support of new instructors – material sharing, etc. * Informational meetings for instructors newly assigned to a specific course and regular email communication * Professional development sessions and workshops for faculty and Writing Center tutors * Promotion of Study Skills Seminars and Grammarly to students | |
| 1. **Results Summary (Outcome #2)**   **100% Co-Req Except for Exempt Students**  **Fall 2021 Success Rates for INRW Corequisite Courses**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Fall 2021**  **Co-Requisite INRW** | **Total Enrolled** | **Withdraw** | **Passed Credit Course with A-C** | **Passed Credit Course with A-D** | **Passed DE Course to become TSI Complete** | | **INRW 0315/**  **ENGL 1301** | **699** | **46**  **7%** | **450**  **64%** | **492**  **70%** | **482**  **69%** | | **INRW 0315/HIST 1301** | **21** | **1**  **5%** | **6**  **29%** | **10**  **48%** | **8**  **38%** | | **INRW 0315/ GOVT 2305** | **28** | **2**  **7%** | **21**  **75%** | **22**  **79%** | **23**  **82%** | | **INRW 0315/SOCI 1301** | **23** | **5**  **22%** | **9**  **39%** | **10**  **43%** | **11**  **48%** | | **Total** | **771** | **54**  **7%** | **486**  **63%** | **534**  **69%** | **524**  **68%** |       **Fall 2021 INRW 0405 Success Rates (Standalone Course)**   |  |  |  | | --- | --- | --- | | **Fall 2021** | **Total Enrolled** | **Passed with A-C** | | **INRW 0405** | 1030 | 691  67% |     **100% Co-Req Except for Exempt Students**  **Spring 2022 Success Rates for INRW Corequisite Courses**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Spring 2022**  **Co-Requisite INRW** | **Total Enrolled** | **Withdraw** | **Passed Credit Course with A-C** | **Passed Credit Course with A-D** | **Passed DE Course to become TSI Complete** | | **INRW 0315/**  **ENGL 1301** | 763 | 36  4.7% | 491  64.3% | 558  73.1% | 533  69.8% | | **INRW 0315/HIST 1301**   **(Changed from 1302)** | 25 | 3  12% | 7  28% | 13  52% | 15  60% | | **INRW 0315/ GOVT 2306** | 25 | 2  8% | 21  84% | 21  84% | 20  80% | | **INRW 0315/SOCI 1301** | 23 | 3  13% | 12  52.1% | 15  65.2% | 14  60.8% | | **Total** | 836 | 43  5.1% | 531  63.5% | 607  72.6% | 582  69.6% |     **Spring 2022 INRW 0405 Success Rates (Standalone Course)**   |  |  |  |  | | --- | --- | --- | --- | | **Spring 2022** | **Total Enrolled** | **Withdraw** | **Passed with A-C** | | **INRW 0405** | 601 | 36  5.9% | 372  62% |     **100% Co-Req Except for Exempt Students**  **Fall 2022 Success Rates for INRW Corequisite Courses**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Fall 2022**  **Co-Requisite INRW** | **Total Enrolled** | **Withdraw** | **Passed Credit Course with A-C** | **Passed Credit Course with A-D** | **Passed DE Course to become TSI Complete** | | **INRW 0315/**  **ENGL 1301** | 705 | 65  9.2% | 434  61.5% | 483  68.5% | 455  64.5% | | **INRW 0315/HIST 1301**   **(Changed from 1302)** | 25 | 4  16% | 9  36% | 13  52% | 14  56% | | **INRW 0315/ GOVT 2305** | 24 | 0  0% | 20  83.3% | 20  83.3% | 22  91.6% | | **INRW 0315/SOCI 1301** | 24 | 2  8.3% | 15  62.5% | 17  70.8% | 11  45.8% | | **Total** | 778 | 71  9.1% | 478  61.4% | 533  68.5% | 502  64.5% |     **Fall 2022 INRW 0405 Success Rates (Standalone Course)**   |  |  |  |  | | --- | --- | --- | --- | | **Fall 2022** | **Total Enrolled** | **Withdraw** | **Passed with A-C** | | **INRW 0405** | 1117 | 83  7.4% | 690  61.7% | | |
| 1. **Findings (Outcome #2)**   **Corequisite Results:**  **Fall 2021**  The INRW 0315/ENGL 1301 coreqs had a pass rate of 70% (A-D). This does meet the target success rate of 70% set in outcome #2.  The NRW 0315/HIST 1301 coreqs had a pass rate of 48% (A-D). This does not meet the target success rate of 65% set in outcome #2.  The INRW 0315/GOVT 2305 coreqs had a pass rate of 79% (A-D). This does exceed the target success rate of 78% set in outcome #2.  The INRW 0315/SOCI 1301 1301 coreqs had a pass rate of 43% (A-D). This does not meet the target success rate of 70% set in outcome #2.  **Spring 2022**  The INRW 0315/ENGL 1301 coreqs had a pass rate of 73% (A-D). This does exceed the target success rate of 70% set in outcome #2.  The NRW 0315/HIST 1301 coreqs had a pass rate of 52% (A-D). This does not meet the target success rate of 65% set in outcome #2.  The INRW 0315/GOVT 2305 coreqs had a pass rate of 84% (A-D). This does exceed the target success rate of 78% set in outcome #2.  The INRW 0315/SOCI 1301 1301 coreqs had a pass rate of 65% (A-D). This does not meet the target success rate of 70% set in outcome #2.  **Fall 2022**  The INRW 0315/ENGL 1301 coreqs had a pass rate of 68.5% (A-D). This does not meet the target success rate of 70% set in outcome #2.  The NRW 0315/HIST 1301 coreqs had a pass rate of 52% (A-D). This does not meet the target success rate of 65% set in outcome #2.  The INRW 0315/GOVT 2305 coreqs had a pass rate of 83% (A-D). This does exceed the target success rate of 78% set in outcome #2.  The INRW 0315/SOCI 1301 1301 coreqs had a pass rate of 70.8% (A-D). This does meet the target success rate of 70% set in outcome #2.  **INRW 0405 Results:** (stand-alone course for students exempt from the coreq)  **Fall 2021**  INRW 0405 courses had a pass rate of 67% (A-C). This does not meet the target success rate of 70% set in outcome #2.  **Spring 2022**  INRW 0405 courses had a pass rate of 62% (A-C). This does not meet the target success rate of 70% set in outcome #2.  **Fall 2022**  INRW 0405 courses had a pass rate of 61.7% (A-C). This does not meet the target success rate of 70% set in outcome #2.  **INRW 0405 Results:**   1. **Implementation of Findings (Outcome #2)**   INRW was greatly affected by COVID. After COVID and the new TSI test were implemented, many more students tested into INRW coreqs and INRW 0405.This is part of a nationwide trend that shows the damaging academic effects of the time K-12 students were completing school on Zoom.  Our department now offers many more sections of INRW 0405. To fill this demand, many full-time English faculty have been teaching these courses, and many new INRW adjuncts were hired. Unfortunately, most of these faculty members did not have any experience teaching INRW, or any graduate course work in Reading Education. We are supporting these faculty members with professional development sessions focused on teaching Reading, and by organizing the Partnering for Student Success Conference.  For the coreqs, the INRW 0315/ENGL 1301 coreqs, and the INRW 0315 GOVT 2305 coreqs had great success, and they met or exceeded the target pass rate set in outcome #2. Coreqs with HIST 1301 did not meet the target pass rate but have demonstrated improvement. We will continue to work on improving this pass rate. The coreq with SOCI 1301 has shown tremendous improvement, and it did meet the target pass rate for Fall 2022. | |

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| 1. **Outcome #3**   Increase ESL success rates | |
| 1. **Measure (Outcome #3)**   Course success rates in ESL by skill bands – communication, grammar, reading, writing  Course success rates in ESL by program levels – advanced, intermediate, transitioning  Include, Fall, Spring and Summer | 1. **Target (Outcome #3)**   *Target success rates in ESL by skill bands*  Communication: 75%  Grammar: 75%  Reading: 75%  Writing: 75%  *Target success rates in ESL by program levels*  Advanced – 75%  Intermediate – 75%  Transitioning – 75% |
| 1. **Action Plan (Outcome #3)**   Strategies to be implemented include:   * Embedded Tutoring for Reading and Writing – all levels- with the Writing Center (must go at least 3X a semester) * Meet with all ESL faculty for support of students among the classes – focus on student success early | |
| 1. **Results Summary (Outcome #3)**   The following were the Success rates for each course:  ESL C – 0305 85% success rate  - 0310 84% success rate  - 0325 82% success rate  ESL G – 0305 77% success rate  - 0310 85% success rate  - 0325 71% success rate  ESL R – 0305 80% success rate  - 0310 81% success rate  - 0325 77% success rate  ESL W – 0305 79% success rate  - 0310 81% success rate  - 0325 78% success rate  ESL X - 0305 89% success rate  - 0310 80% success rate  - 0325 66% success rate | |
| 1. **Findings (Outcome #3)**   Most of the courses continued above the 75% target success rate suggesting that implemented strategies were successful.  ESLC – 0305 85% success rate - low enrollment and high failure rate in ‘21 – success rate dropped to 73%  – 0310 84% success rate – low enrollment and high failure rate in ‘21 - success rate dropped to 73%  ESLG – 0305 77% success rate – low enrollment and high failure rate in ‘21 - success rate dropped to 60%  – 0325 71% success rate – high withdrawal rate ‘22 - success rate dropped to 69%  ESLR – 0325 77% success rate - low enrollment and high failure/ withdrawal rate in ‘22 - success rate dropped to 53%  ESLW– 0305 79% success rate – high failure rate ‘20 & ‘22 - success rate dropped to 81%  – 0310 81% success rate – high failure rate ‘22 - success rate dropped to 78%  – 0325 78% success rate – low enrollment and high failure/ withdrawal rate ‘22 – success rate dropped to 59%  ESLX – 0310 80% success rate – high failure rate and withdrawal rate ‘22 - success dropped to 75%  – 0325 66% success rate – low enrollment and high withdrawal rate ‘22 - success rate dropped to 63%  Success rates were positive. There are clearly concerns about the failure rates as well as the withdrawal rates for the ‘22 school year. However, the ESLX 0325 course should be considered for revision. The ESLG 0325 success rate fell below the 75% success rate based on withdrawals from the program. | |
| 1. **Implementation of Findings (Outcome #3)**   The embedded tutoring showed correlated success and should be continued for the future. Based on the success rates, additional focus should be given to retain students once they enter the course until the completion of the course for ESLX 0325, ESLG 0325, ESLR 0325, ESLW 0325, ESLG 0310, and ESLG 0305. | |

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| 1. **Outcome #4**   Increase reading comprehension professional development or workshops for faculty/tutors | |
| 1. **Measure (Outcome #4)**   Sessions held | 1. **Target (Outcome #4)**   At least one PD session held each AY |
| 1. **Action Plan (Outcome #4)**   Host professional development sessions or workshops for faculty, ideally during Faculty Development Conference. Audience would be current DE instructors as well as credit faculty in ENGL and MATH, likely to teach DE in the future. Content should include information/best practices related to reading comprehension in math. Utilize workshops to generate interest for later meet-ups and to identify instructional materials that can be shared through repository. | |
| 1. **Results Summary (Outcome #4)**   **Developmental Math Results:**  For the 2021-2022 Academic Year the session “How Can we Help Students Read and Succeed with Application Problems in Math?” was held at the Spring Faculty Development Conference in January 2022 for Collin College Faculty. The session was facilitated by both Developmental Math and Credit Math Faculty. Presenters were Leah Beck (Developmental Math), Sally Haas (Developmental Math), Lisa Juliano (Credit Math), Shawna Masters (Credit Math), and Katy Musashi (Credit Math, often teaches Developmental courses). Description of session was: For many students, application problems are the most difficult part of math courses. Students often understand the general concepts discussed in class and can solve standard algorithm problems, but applying their knowledge to word problems is challenging. In this session, we will discuss general reading and problem-solving techniques that may help students. We will also break into smaller groups to discuss application problems unique to College Algebra, Statistics, Business Math, Pre-Calculus, and Developmental Math 0405. Please join us as we share ideas and brainstorm new ones to help our students. Approximately 40 faculty attended from throughout the district attended.  For the 2022-2023 Academic Year three Developmental Math faculty (Leah Beck, Ellen Bell, and Julie Turnbow) presented a session titled “How to Help Students Read and Succeed with Word Problems.” The session was held on August 9th at the Collin Higher Education Center. About 25 participants from both developmental and credit math faculty attended. There was a mix of both full-time faculty, adjunct faculty, and AIM staff. Each presenter shared an activity or two that they use in their classes to help students with word problems unique to that course. Activities were specifically for Co-Req Statistics, Co-Req College Algebra, and Math 0405. The activities were generally card-sorting or other partner activities. The activities were also posted on the Synergy site which can be accessed through the Math Starting Line Canvas page for faculty who could not attend or wanted to view the activities later. Collin will host the Partnering for Student Success conference on March 24th, 2023 at the Frisco Campus. The program is still being finalized (as of Feb. 14th) but there may be sessions or presentations that would help with reading.  **INRW Results:**  For the 2021-2022 Academic Year the following sessions were offered:  **Fall 2021** –Dr. Javeed and Professor Hernandez offered a training session for Writing Center tutors. “Tutoring for INRW Students” 8/28/21  **Spring 2022** Faculty Development Conference-  “Supporting & Assessing Students' Reading Comprehension across Disciplines” presented by Lubna Javeed & Jacqueline Hernandez 1/6/22  “Course Design and Collaboration for Co-Requisite Assessments” presented by Linda Kapocsi, Tawnya Hillin-Smith, & Rosalinda Valenzuela 1/6/22  For the 2022-2023 Academic Year the following sessions will be offered:  **Spring 2023**  We will offer additional training sessions focused on teaching reading at the Collin College Partnering for Student Success conference on 3/24/23.  “Supporting and Assessing Students’ Reading Processes in the INRW Classroom” presented by Dr. Lubna Javeed and Professor Jacqueline Hernandez  “Reading Strategies: Possibilities for Canvas's Student Engagement” Dr. Tawnya Hillin-Smith | |
| 1. **Findings (Outcome #4)**   **Developmental Math:**  The goal of having a professional development session each year to focus on reading comprehension in math was met. Activities were posted in the Synergy website which is accessible through Canvas for all math instructors. The sessions had good attendance from full-time and part-time faculty in both developmental math and credit math. Collaboration and discussion were excellent.  **INRW:** The goal to offer professional development sessions each year on how to teach reading was met. Sessions were announced to all faculty teaching INRW by email though at least two reminders. Adjunct faculty, Writing Center tutors, INRW full-time faculty, and English full-time faculty attended these sessions. The sessions were well attended and well received. | |
| 1. **Implementation of Findings**   **Developmental Math:**  It is difficult to track the results of such sessions. It is hard to determine if faculty used the activities in their classrooms or if student success was directly related to the use of activities. General consensus is that such sessions promote collaboration between faculty and give good ideas that faculty can use in their classrooms. At some point, such sessions do become repetitive. Perhaps guest speakers or presentations from outside the college would be helpful.  **INRW:** These sessions were important for English faculty who were new to teaching INRW and reading comprehension. Since so many INRW sections are taught by faculty who do not have any course work or experience in teaching reading, it is important to continue offering these professional development sessions, but other options should be explored. One option is for English faculty who teach INRW each semester to enroll in Reading Education graduate courses at a university. | |

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| 1. **Outcome #5**   Increase developmental support offerings for Dev Math and INRW students | |
| 1. **Measure (Outcome #5)**   Study Skills Seminars -- # of sessions offered (INRW)  SIT – content developed; # of sessions held (Dev Math)  Embedded tutoring -- # of embedded classroom hours (Dev Math and INRW) | 1. **Target (Outcome #5)**   Increase of 10% in sessions offered (at least 14 sessions each Fall and Spring)  Host 75 Math SIT sessions by end of Spring 2023  Host 25 hours/week of embedded Dev Math tutoring and 10 hours/week INRW |
| 1. **Action Plan (Outcome #5)**   Planned strategies include:  Enhance efforts to recruit faculty involvement in hosting seminars to increase INRW Study Skills Seminars by 10% (at least 14 sessions each Fall and Spring)  Hire additional Math SIT tutors in order to increase sessions offered. Increase efforts to recruit faculty involvement in hosting SIT sessions. Host 75 Math SIT sessions by end of Spring 2023  Hire additional Math and INRW SIT tutors to support increase in embedded tutoring hours. Host 25 hours/week of embedded Dev Math tutoring and 10 hours/week INRW | |
| 1. **Results Summary (Outcome #5)**   **Developmental Math Results:**  **Fall 2021**  Supplemental Instruction & Tutoring Lessons were completed for Business Math co-req. We now have lessons for 1314, 1324, and 1342 co-req classes. They are stored in Synergy which is accessible through a Canvas shell. Tutors have access to the site. Sessions were taught by AIM staff and faculty volunteers.  This fall we had 43 sessions per week of SIT sessions outside of class.  This fall we had about 4 hours per week of embedded tutoring at the Plano campus. Other campuses had occasional sessions, but the 4 at Plano were part of the AIM staff’s weekly schedule.  **Spring 2022—Transition to FAST Program**  Foundational Academic Success Program  APCAA lab managers managed program. Attempted to hire 5 part-time tutors (McKinney, Frisco, Plano, Wylie, online out of Frisco) but hiring challenges made it difficult. Most sessions taught by AIM staff and faculty volunteers. Faculty were encouraged to offer some sort of grade but it was not required.  This Spring we had 38 FAST sessions per week outside of class districtwide.  This spring we had 1 hour each week of embedded tutoring at Farmersville and 7 each week at Plano for a total of 8 hours each week. In addition, Wylie had 5 hours scattered throughout the semester.  **Fall 2022**  Complete transition to FAST Program. The APCAA managers schedule sessions, hire tutors, and oversee the program. Though the tutoring positions have been posted, not all have been hired as managers continue to search for the best applicants. Most sessions are taught by AIM staff or faculty volunteers. Different campuses used different scheduling strategies to best fit the needs at their campus. Some offered isolated 30 minute, 45 minute, or 1 hour sessions. Some offered longer blocks of time where students could use a more come-and-go format. Some sessions were for individual courses and others were for multiple courses. Some sessions were offered only once to offer test reviews or help on a specific topic, while most were on an ongoing, weekly basis. Most of the embedded tutoring was on a weekly basis, but some instructors requested an embedded tutor only for a few specific class periods.  McKinney—10 weekly FAST sessions for a variety of courses and 2 embedded tutoring session per week.  Plano—34 hours per week of FAST sessions for a variety of courses and 12 embedded tutoring sessions per week. Held 4 isolated online sessions as test reviews.  Wylie—started semester with 5 hour-long session per week for group FAST sessions. Later transitioned to individual appointments and had 124 possible hours for individual appointment sessions. Had 9 hours of embedded tutoring per week.  Frisco—16 sessions per week of FAST sessions  Farmersville—2 sessions per week for FAST sessions  Summary:  This Fall we had 67 FAST sessions outside of class districtwide if you count Wylie as 5 sessions per week.  This Fall we had 23 embedded tutoring sessions per week districtwide.  **INRW Results for Study Skills Seminars Offered:**  (Baseline for calculating gains)- Fall 2020 - 10 Study Skills Seminars were offered.  Fall 2021- 27 Study Skills Seminars were offered.  Spring 2022- 62 seminars offered  Fall 2022- 49 seminars offered  **FAST Tutoring Update for INRW:**  **Spring 2022**  **Wylie**  MyFAST 1 to 1: 52 appointments  FASTReview/Workshops: 112 students attended  Class Visits: 12  Embedded Tutors: 2  Embedded Classes: 4  Embedded Days: 64  Dedicated FAST Tutor: None  **Frisco**  Total students - 108 students for 284 sessions  One-on-one sessions: My FAST  Total visits: 284  o May not be completely accurate as noted above due to WCOnline subject feature  o No way to break this down by INRW or Co-req  Embedded Tutors: Tutors visited classes and offered tutoring 12 times.  Dedicated FAST Tutor: 1  **Plano**  Total students – 101 students for 228 sessions  One-on-one sessions: My FAST  Total visits: 228  Embedded Tutoring- Total class sessions supported: 6  Dedicated FAST Tutor: None  **Fall 2022**  **Frisco**  Total students - 170 for 484 tutoring sessions  One-on-one sessions: My FAST  Total visits: 484  Co-req - 327  INRW 0405 - 157  Total Unique students: 170  Co-req - 115  INRW 0405 – 55  Embedded Tutors: Tutors visited classes and offered tutoring 13 times.  Dedicated FAST Tutor: 1  **Plano**  Total students – 188 for 456 tutoring sessions  One-on-one sessions: My FAST  Total visits: 456  Co-req - 202  INRW 0405 - 254  Total Unique students:  Co-req - 84  INRW 0405 – 104  Embedded Tutoring- Total class sessions supported: 14  Dedicated FAST Tutor: None  **Wylie**  MyFAST 1 to 1: 132 appointments  FASTReview/Workshops: 153 students attended  Class Visits: 8  Embedded Tutors: 2  Embedded Classes: 5  Embedded Days: 80  Dedicated FAST Tutor: None  **McKinney**  The FAST INRW tutor held 46 visits with 38 unique students. The breakdown is as follows:  ENGL: 18  INRW: 15  Other courses: 13  Dedicated FAST Tutor: 1  **Online**  Total students: 226 for 478 tutoring sessions  One-on-one sessions: My FAST  Total visits: 478  Co-req - 212  INRW 0405 - 266  Total Unique students: 226  Co-req - 111  INRW 0405 – 115  Dedicated FAST Tutor: 1 | |
| 1. **Findings (Outcome #5)**   Developmental Math:  The goal of 75 sessions per week outside of class and 25 hours per week of embedded tutoring for math was not quite met. But, offerings increased every semester, and in Fall 2022 we had 67 outside of class sessions per week and 23 hours of embedded tutoring per week. This is short of the goal, but very close. The college approved funding for permanent tutor positions and the program transitioned to the Anthony Peterson Center for Academic Assistance in Spring of 2022. Despite the dip in success rates in Fall 2021 and Spring 2022, scores did improve in Fall 2022 and perhaps is correlated to the increase in session offerings.  INRW:  The goal to increase by 10% the number of study skills seminars offered each fall and spring semester was met. The baseline was Fall 2020 when 10 seminars were offered. In Fall 2021, 27 seminars were offered; that was an increase of 170%. In Spring 2022, 62 seminars were offered; that is an increase of 129% over Fall 2021. For Fall 2022, 49 seminars were offered. Although that is not an increase over Spring 2022, it is well above the minimum requirement that at least 14 sessions are offered in Fall and Spring.  In Fall 2021, there were no campuses offering FAST Tutoring. By Spring 2022, Frisco Campus hired a tutor and began offering FAST Tutoring. Wylie and Plano began to offer FAST tutoring despite not having a dedicated FAST tutor. The program has grown to include FAST tutoring at Wylie, Plano, Frisco, McKinney, and Tech Campuses. Despite this growth, only Frisco, McKinney, and Online have a designated FAST tutor each.   1. **Implementation of Findings (Outcome #5)**   The APCAA lab managers are adjusting schedules and offerings at each campus based on the staffing and needs of individual campuses. While this flexibility does help fine tune the program to the individual campus needs, it does make it more challenging to track the data, particularly how many sessions students attended and whether they were successful in their course. Some campuses are hosting shorter, specific sessions for specific courses while others are offering more “come and go” sessions for longer blocks of time for multiple courses. Others prefer students to schedule specific appointments in advance. Faculty promotion of the program to students is also a big factor but is difficult to track. While support of the program is high, some faculty promote the program more than others. Some faculty require students to attend for a grade, others give extra credit, and others simply list the service as an option but do not require attendance.  FAST Tutoring for INRW shows great promise to support INRW students. It is important that we begin gathering data on this program in a consistent manner, so that we can gage its impact on INRW classes. This program is relatively new, and we did not establish clear guidelines on the data that needs to be gathered each semester. A meeting this summer with Dr. Gainer, INRW Lead Jacqueline Hernandez, and all the Writing Center managers is needed to establish the data gathering criteria.  It is also important for each campus to have a designated FAST tutor. | |

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| 1. **Outcome #6**   Increase support offerings for ESL students | |
| 1. **Measure (Outcome #6)**   Planned strategies include:  In-class TSI prep sessions for students at transitioning level -- 4 sessions offered/2 sections included in each semester of ESL 0325 Transitional Test Taking Course  Study Skills seminars -- 5 seminars – throughout each semester | 1. **Target (Outcome #6)**   Offer 2 sessions TSI sessions – in Transitional courses = ESLR/W0325 and ESLX0325  Offer TSI boot camp sessions - offered each semester by the college  Goal of 5 study skills seminars offered per semester/10 total per AY |
| 1. **Action Plan (Outcome #6)**   Actions to be taken include:   * Establish a committee to examine student challenges with the TSI, and revise Test-Taking and Study Skills course content to include a minimum of 2 TSI prep lessons   Professors Estes, Springate, and Brown have created information about implementing strategies and taking the TSI exam. These lessons are taught in the ESL X Test Taking course during the semester.   * Survey students and establish a list of skills of interest/ need. Coordinate with Karen Hanvey to ensure a minimum of 5 – 7 seminars are available and approachable for ESL students. Ensure awareness of all seminars among ESL students.   **1.** College 101: Test Anxiety and Test-Taking Skills 101 Plano Campus Wednesday, September 07 1:00P–2:00PM Plano Campus D-210 Yajaira Diaz, Counseling Services; hosted by Linda Kapocsi  **2**. College 101: Networking and Working 101: Career Services, Service Learning, and Student Associations Plano Campus Wednesday, September 14 1:00PM—2:00PM Plano Campus D-210 Arturo Silva, Career Center Manager; Student Association Officers; hosted by Linda Kapocsi  **3**. How to Meet People and Plan for a Successful Semester Plano Campus Thursday, September 15 1:00PM—2:15PM Plano Campus D210 Kristine Springate  **4.** Writing Form and Process Plano Campus Tuesday, September 20 12:00PM—1:00PM Plano Campus D210 Lisbeth Zuercher  **5.** College 101: Financial Aid 101: Foundation Scholarships and Financial Aid Office Plano Campus Wednesday, September 21 1:00-2:00 Pm Plano Campus D-210 Kim A. Dalfonso, Scholarship Coordinator for the Collin College Foundation; Ana Chavez, Financial Aid; hosted by Linda Kapocsi  **6**. That Pesky Punctuation! Plano Campus Thursday, September 22 2:00PM—3:00PM Plano Campus D210 Charlene Houston  **7.** College 101: Planning for Next Semester 101: Academic Advising, Financial Aid and Work Study, and Honors 101 Plano Campus Wednesday, October 05 1:00PM—2:00PM Plano Campus D-210 Ana Chavez, Financial Aid; Academic Advising; Dr. Michael Latham--Honors Institute; hosted by Linda Kapocsi  **8.** American Pronunciation Plano Campus Thursday, October 06 1:00PM—2:00PM Plano Campus D210 Mark Fischer  **9.** Building Personal Effectiveness and Using Collin Resources Plano Campus Thursday, October 13 1:00PM—2:15PM Plano Campus D210 Kristine Springate  **10.** American Holidays and Traditions Plano Campus Thursday, October 20th 2:00PM—3:00PM Plano Campus D210 Charlene Houston | |
| 1. **Results Summary (Outcome #6)**   There were more than 10 study skills seminar sessions that ESL students were recommended to attend throughout the semester. The seminars were repeated in the Spring semester and the ESL professors encouraged them to attend the seminars. Some of the professors attended with their students in the beginning to ensure that the students understood the concepts. The professors discussed which ones were best to attend and geared toward the ESL population. The ESL professors (past and current) taught many of the sessions that ran in the Fall and Spring semesters.  Two TSI focused sessions were offered in support of TSI preparation each semester. | |
| 1. **Findings (Outcome #6)**   The Test Taking course is an area of concern. The course should contain more prep for TSI or TOEFL exams. We need additional input from the professors about the success rate (pass/ fail) of the TSI. We need to re-evaluate and rename the course to appeal to the ESL students.  The College 101 seminars were great hands-on, question and answers study skills seminars. | |
| 1. **Implementation of Findings (Outcome #6)**   Based on the study skills that were offered, the students need more interactive study skills seminars. They need to be more involved in the skill that they are learning (not lecture).  We will discuss with faculty members what their students want from the study skills seminars.  ESL will continue to speak with Rebecka Scott on attendance numbers for the seminars. ESL students will come and participate more if the seminar is given by ESL. The students come when the professor is going to attend the seminar. | |

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| 1. **Outcome #7**   Students enrolled in INRW0405 will increase Lexile level while enrolled in course | |
| 1. **Measure (Outcome #7)**   Score on Pearson My Skills Lab Lexile Assessment; pre-test and post-test | 1. **Target (Outcome #7)**   We will observe an average rate of improvement of at least 100 pts for each INRW0405 section offered. Count # of sections out of total sections that reached this goal. |
| 1. **Action Plan (Outcome #7)**   Planned strategies include:   * Offer professional development sessions on teaching research-based reading comprehension strategies * Recommend all students in INRW 0405 to complete 25 stories inside My Skills Lab by the end of the semester * Recommend all INRW 0405 sections use My Skills Lab for the lab portion of the course * Recommend all INRW 0405 sections implement a vocabulary development assignment in the course | |
| 1. **Results Summary (Outcome #7)**   Fall 2021   * Total number of students in data collection, 613 * 427 students show improvement equal to or greater than 100 points. * Students improved by an average of 208 points.   Note: For Fall 2021, faculty submitted all their students for the report. Starting in Spring 2022, only students who completed at least 15 stories in My Skills Lab were included in the data. That was to exclude no shows, students who did not finish the assignment, and/or course.  Spring 2022   * Total number of students in data collection, 366 * 293 students show improvement equal to or greater than 100 points. * Students improved by an average of 196 points.   Fall 2022   * Total number of students in data collection, 533 * 385 students show improvement equal to or greater than 100 points. * Students improved by an average of 198 points. | |
| 1. **Findings (Outcome #7)**   Lexile Levels INRW Results:  Each semester, the goal of having INRW 0405 students show an improvement of at least 100 Lexile level points on their reading level, based on the readings completed in Pearson My Skills Lab, was met.  In Fall 2021, 70% of INRW 0405 students improved their reading level by more than 100 points. Out of students who showed improvement, the average improvement was 208 points. That is equivalent to students improving their reading level by an entire academic year in one semester.  In Spring 2022, 80% of INRW 0405 students who completed at least 15 stories in My Skills Lab improved their reading level by more than 100 points. Out of students who showed improvement, the average improvement was 196 points. That is equivalent to students improving their reading level by an entire academic year in one semester.  In Fall 2022, 72% of INRW 0405 students who completed at least 15 stories in My Skills Lab improved their reading level by more than 100 points. Out of students who showed improvement, the average improvement was 198 points. That is equivalent to students improving their reading level by an entire academic year in one semester. | |

1. **Implementation of Findings (Outcome #7)**

This goal was a great opportunity to see the reading gains that students enrolled in INRW 0405 make each semester. Most students enrolled in INRW 0405 who completed at least 15 stories in My Skills Lab improved their reading level by one academic year in one semester. That is an incredible gain. Most students test into INRW due to reading. It is important that the curriculum therefore addresses reading instruction, and that the instruction is assessed for effectiveness. This data collection demonstrated that INRW 0405 students are making gains in their reading level.

We will be phasing out this goal after Spring 2023. Pearson is planning to eliminate the My Skills Lab program in the future, and INRW 0405 will need to select a new textbook/reading lab.

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| 1. **Outcome #8**   ESL enrollment will continue to increase | |
| 1. **Measure (Outcome #8)**   Final semester ESL enrollments | 1. **Target (Outcome #8)**   ESL enrollments should increase by at least 50% each year, using enrollment as of census |
| 1. **Action Plan (Outcome #8)**   Strategies to be implemented include:   * Plano International Festival Presence * Reach out to community agencies: churches, community centers, etc. * Update website - testimonies | |
| 1. **Results Summary (Outcome #8)**   Fall semester – 245 students (‘21)  – 326 students (‘22) we had an increase of 81 students/ 33% increase  Spring semester – 369 students (‘22)  – 338 students (‘23) this was a decrease of 31 students/ 10% decrease – The decrease came from moving the non-credit to credit. A few students were not able to make this transfer this semester. | |
| 1. **Findings (Outcome #8)**   Overall, moving the CE seats caused an increase of 50% for the spring semester. | |
| 1. **Implementation of Findings (Outcome #8)**   The ESL Department will continue to maintain successful outreach initiatives locally as well as explore additional strategies. | |

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