**Date** **Name of Administrative or Educational t Unit:** \_\_\_\_\_\_Developmental Education \_\_\_\_\_\_\_\_\_\_

**Contact name:** James Barko **Contact email:** JBarko@collin.edu **Contact phone:** **Office Location:**

**Mission:**

|  |
| --- |
| The mission of Developmental Education is to teach students learning skills in reading, mathematics, writing, language, and thinking independently and to transfer those skills to the work world and the environment in which they live.  Primary functions of the Developmental Education department are   * Preparing students who have not met Texas Success Initiative (TSI) standards for College readiness (Developmental Education) * Preparing Probation &/or DE Advising students to make progress on the college success continuum * Preparing students with English as a second language for college readiness (ESL) * Optimizing students successful transition from Developmental Education to entry-level college coursework. |

**PART I: Might not change from year to year**

| A. Outcomes(s)  Results expected in this department/program | B. Measure(s)  The instrument or process used to measure results | C. Target(s) The level of success expected |
| --- | --- | --- |
| Increase the number of students achieving THECB Student Success completion milestones: | * % achieving College readiness through DE coursework * % with related entry-level college course success after DE instruction   + Course success for INRW0315 and ENGL 1301.   + Course success for MATH 0310 and one of the following: MATH 1332, 1313, 1413, 1324, 1342.   + Last ESL course and ENGL 1301. * 15 Semester credit hours * 30 semester credit hours * Degree or certificate completion or successful transfer | 2% above FY2014 baseline data; then  2% above FY2014 cohort rate of success after developmental instruction. |
| Increase the percentage of students successfully exiting from probationary status and DE advising | Percentage of AY2015 cohort students whose probationary and/or DE advising status are removed during academic year. | 5% increase |

**PART II: For academic year (enter year i.e. 2011-12)**

**From Part I**

| A. Outcomes(s)  Results expected in this department/program | D. Action Plan Years 5 & 2  Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses. | E. Implement Action Plan  Years 1 & 3  Implement the action plan and collect data | F. Data Results Summary  Years 2 & 4  Summarize the data collected | G. Findings  Years 2 & 4  What does data say about outcome? |
| --- | --- | --- | --- | --- |
| Increase the District-wide average course completion rate while maintaining academic quality and rigor | 1. Faculty development conducted with a focus on diffusing Collin best teaching practices related to effectives student retention and outcomes. 2. Faculty Retention Council convened to make improvement recommendations. 3. Reorganized student support services developed to foster course completion and success. | Implement the action plan and collect data | AY 2012-13: 92% course completion compared to below-state performance standard of 78% in AY 2009-10. | Course completion rose and exceeds the state average. |
| Increase the number of students who persist Fall-to-Fall (retention) | Faculty advising/mentoring program pilot tested in two SCC divisions. | Implement the action plan and collect data | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Fall 2011** |  | **Fall 2012** |  | |  | **National** | **Collin** | **National** | **Collin** | | **Full-time Retention** | 60 | 57 | 61 | 57 | | **Part-time Retention** | 45 | 47 | 47 | 47 | | Collin full-time students are below the national average for Fall-to-Fall retention. |
| Increase the percentage of students successfully exiting from probationary status and DE advising | Optimize student progression from DE to entry-level college success by established data reports to support institutional & departmental decision making. | Implement the action plan and collect data | Baseline data to be determined.  Decision to focus on progression from Dev Ed to college-entry-level based on these data:  FY2011 (entering in Fall 2008 Cohort)  5.5% Requiring Dev Ed graduated; 38.2% persisted; 43.7% Total  FY2012 7.5% with Dev Ed graduated; 39.3% persisting ; 46.7% Total  FY2013 7.4% with Dev Ed graduated, 34.3% persisted, 41.7% total. | Only about 40+% of students achieve their college goal. We will improve our data on their progression through Dev Ed to college-entry courses to increase student percentage who ultimately succeed. |