

The Action Project Commitment Declaration

Institution: **Delta College**

Planned project kickoff date: **September 1, 2009**

Target project completion date: **June 30, 2010**

A. Action Project Title:

“Evaluate and Expand Assessment of Our Developmental Education Program”

B. Describe this Action Project’s goal in 100 words or fewer.

The 2009/2010 Action Plan continues English assessment, expands assessment to other developmental disciplines, mainly math, and implements two pilot counseling-enhanced learning communities for developmental students. The Developmental Education Team will review 1) the information gathered in our 2008/2009 NADE Developmental Education Course Program Self-Study to evaluate our program based on its strengths and weaknesses in fifteen areas and 2) program data collected in 2009.

C. Identify the single AQIP Category that this Action Project will most affect or impact.

Helping Students Learn

D. Describe briefly your institution’s reasons for taking on this Action Project now--why the project and its goals are high among your current priorities.

Our data shows that Delta College is serving increasing numbers of developmental students, with approximately 53% of new students needing remediation in reading and writing and 78% in math. There has been about a 3% increase in enrollment in developmental courses in recent years, due to mandatory assessment and placement. Thus, it is important that Delta continue to assess its Developmental Program, never systematically assessed before, to ensure we are effectively meeting the needs of this growing student population.

E. List the organizational areas—institutional departments, programs, divisions, or units—most affected by or involved in this Action Project.

- **Academic Areas: English, Math, ABS, CST; Teaching/Learning Center; Bridge Program; and Instructional Design**
- **Student Services: Counseling/Advising and Career Services, Disability Services**
- **Administrative Area: Institutional Research and Life-Long Learning**

F. Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve.

- **Program design, to determine if we are offering the right developmental classes, sequences.**

- **Assessment, to effectively evaluate student success and course persistence.**
- **Course Design, to determine if course outcomes and objectives reflect what we expect our students to accomplish.**
- **Faculty development, to help developmental faculty assist students in progressing from under-prepared to college ready.**
- **Strategic development of pilot counseling-enhanced learning communities for developmental students.**

G. Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion).

If you plan for this project to last longer than one year, identify the goals you hope to reach at one or more interim phases as you work on the project. Establishing “mileposts” that mark progress toward your ultimate goal is equally useful for projects of shorter duration as well, but not required. These interim goals or mileposts should be objective measure or indicators that “stretch” or challenge your capacities and thereby build and extend your institution’s skills in tacking and solving problems.

Examining developmental student success and persistence rates; English and math course sequences; and other feasible actions recommended by our NADE Self-Study of our program’s strengths and weaknesses will be ongoing through 06/30/2010. The pilot ISLC developmental learning communities for at-risk students will be launched in fall 2009, with follow-up learning communities, based on students’ needs, offered in winter 2010.

H. Describe how you plan to monitor how successfully your efforts on this Action Project are progressing.

We will keep our organization focused on the Action Plan by having 1) Developmental Ed (DECOOR) Team members report to their individual Departments/Divisions on a monthly basis and to the ABLED Advisory Board biannually 2) the Directors of the Developmental Ed and Bridge Programs report monthly to the Dean of Teaching and Learning and to the Delta Assessment Director/Team. In addition, as we assess the developmental English and math classes, we will share our results with Division Chairs, the T/LC, and the Developmental Ed Study Group (DESG) and Developmental Math Committee, which meet monthly. We will also make use of the Delta listserv, the Delta College developmental education website; *Resources for Developmental Educators (RDE)*; and the college’s AQIP newsletter, *Action Line*.

I. Describe the overall “outcome” measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals.

1) Two Integrated Studies Learning Communities (ISLC) pilots will be offered in fall 2009 and assessed by appropriate faculty, staff and counselors, including tracking of ISLC students through successive semesters, to determine their success/persistence as compared to a similar cohort of developmental students. Additional sections of ISLC’s may be offered in fall 2010, implementing improvements as suggested by fall assessments. For students successfully completing the fall 2009 ISLC’s, follow-up

learning communities, based on student needs, will be offered in Winter 2010, to reinforce student success and support.

2) Students who successfully complete pilot ISLC's will have successful completion rates equal to or better than cohort students taking traditional courses.

3) Students who successfully complete pilot ISLC's will have retention rates equal to or better than cohort students taking traditional courses.

4) At completion of the 2009/2010 Action Project, the success rate for developmental education students will be equal to or better than the NADE national average

5) At completion of the 2009/2010 Action Project, feasible actions recommended by our NADE Self-Study of our program's strengths and weaknesses will be identified.

J. Other information (e.g., publicity, sponsor or champion, external partners, etc.)

1) The Delta Developmental Ed (DECOOR) Team members, along with Delta's Dean of Student and Educational Services, were awarded a 2008/09 SunGard Endowed Chair (\$5,000), to develop counseling-enhanced Integrated Studies Learning Communities (ISLC's) for at-risk students. Two pilot ISLC's, centered on career tracks and incorporating StrengthsQuest, will be offered in fall 2009. 2) DECOOR Team members, along with Delta's Academic Dean, received a \$24,000 College Mentoring grant from the US Department of Education for 2008/2009. This grant matched two mentee teams, Delta College and Aims Community College, with mentor college, Skagit Valley College, Washington, which has a well-developed counseling-enhanced learning community program for at-risk students. Thus, Skagit Valley College will be our mentor/champion as we develop our own learning communities for at-risk students. The College Mentoring grant covered traveling expenses for three members of Delta's Developmental Team to travel to Skagit Valley College to observe/study learning communities and also to Pasadena City College, to learn more about PCC's outstanding assessment program, data base, and innovations in developmental math programs. Delta College was selected to host the October 2009 Closing Meeting for 8 community colleges, including our mentors, in the "Community Colleges CAN" Mentoring Program, which is uniting community colleges all over the country and is being publicized nationally.

K. Project Leader and contact person (First Name, Middle Initial, Last Name, Title, Email, Telephone)

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