

Action Line

Delta's Developmental Ed expanding its reach

In the beginning (2007-2008 AQIP action project) there was coordination of Delta's Development Ed program. Now there is program evaluation and expanded assessment (2009-2010 Action Project).

It's Happening

▶ The **Early Alert Program** has received 157 student referrals from its pilot in Spring 2007 to Spring 2009. Eighty-two students or 52 percent have followed up with appointments or action plans that addressed their difficulties in the classroom and/or with class content.

▶ The Developmental Ed Office and its Director Mary Beth Looby have a **new home** in A118 in the LLIC. Contact Mary Beth at ext. 9616. Support staff member is Linda Krukowski who can be reached at ext. 9586.

▶ **Delta's Resources for Developmental Educators website** is now public at <http://www.delta.edu/deved>. So far there have been 30,000 hits on the website for faculty and staff including 1,100 different visitors.

▶ The **Developmental Ed Advisory Board** has been expanded to 13 members including faculty representatives from Math, Science, English and CST plus representatives from the Career Center, TLC, Library, Ricker Center and Institutional Research in addition to the Developmental Education Coordinating Team (DECOOR) and Karen Wilson, Academic Dean.

What's new?

Developmental students are in the midst of **two Integrated Studies Learning Community (ISLC)** pilots designed to add extra support for success.

The first one, entitled "**The Science of Success**" centers on students considering careers in the health industry or science field. The goal is to jump start their college careers with a full-time schedule of English 090, Math 092, Science 099 and Lifelong Wellness 220.

The second one, entitled "**Start Here, Go Anywhere**" combines English 090, Math 092, Fundamentals of Communication 112, Lifelong Wellness 220 and Beginning Computer Windows Concepts CST 091.

Students in both Learning Communities incorporate the StrengthsQuest positive psychology approach in their coursework. They also have the benefits of a counselor available in the classroom.

Counselor John Brady, who works with the humanities-based community, said he has helped students with course plans, winter registration and career concerns. He said the idea is to increase students' persistence or the likelihood that they will stay in school and complete the

learning community. "And it's working," Brady said. "So far we've retained 28 of the original 30 students in the two ISLCs." **Counselor Ellen Waxman** works with the science-based learning community.

For added support, a Structured Learning Assistant (SLA) attends English, math and science classes and offers scheduled tutoring sessions for ISLC students.

There also is time for social events. There was a kick-off event with lunch, prizes and a chance to learn about college services on the first day of classes. An end-of-the-semester celebration is being planned to award certificates to students who successfully finish the courses. Students in the "Science of Learning" group participated in a debate and both groups will do service learning activities. There also are plans for a pizza/study prep event before final exams.

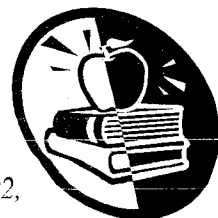
Meanwhile the ISLC faculty and staff took ED 394 together during winter '09 and met regularly to plan assignments and syllabi, and share teaching strategies.

The team plans to track participants through successive semesters to determine their success/persistence as compared to a similar cohort of developmental students.

What's next?

*Another specialized Learning Community for developmental students is being offered next semester. "**Moving UP and ON with Your Future**" will combine two essential skill-building classes, English 098 and Math 096, with a one-credit wellness activity course. A face-to-face BIO 111 also will be an option.*

There will be a new accelerated math course combining Math 092, 096 and 097 in a learning community during winter semester.



The Flip Side

2-minute AQIP Update

It's crunch time

Members of the AQIP Steering Committee and the nine sub-committees they chair are down to the wire preparing their reports for the AQIP Portfolio due to the Higher Education Commission by **May 1, 2010**.

The Committee already has reviewed the reports about Helping Students Learn, Valuing People, Measuring Effectiveness, Supporting Institutional Operations, Understanding Students' and Other Stakeholders' Needs, Accomplishing Other Distinctive Objectives, Leading and Communicating, and Planning Continuous Improvement. Later this month they will review the report on Building Collaborative Relationships.

Each report focuses on college **Processes, Results and Improvements**. (Have you heard anyone talking about Ps, Rs or Is and had no clue? It's AQIP Portfolio lingo, so now you know).

Meanwhile, **Don Halog**, Vice President of Instruction and Learning Services, is already drafting the introductory content portion of the report that will lay the groundwork for the committees' findings. Don also will edit all nine committee reports so they have a unified style. This is when having a VP who also is a professor of English pays off.

Biggest challenge

Keeping the report to the 100-page limit required by the Higher Learning Commission. There are so many details to include.

Your input

Once the portfolio is complete, there will be an opportunity to read the highlights and offer comments. Watch next month's *Action Line* for details.

Q & A

Developments in Developmental Education

What do you think is the most significant accomplishment of the program to date?

Looby: *I think we have an identity on campus now. People see us as a program moving forward. We have even gotten requests to serve on our Developmental Ed team. However, our greatest achievement is the collection/refining of the four-year developmental ed benchmark data needed for the National Association for Developmental Education (NADE) certification. This has been a year-long process.*



MARY BETH LOOBY
Director of
Developmental Education

Can you fill us in on the most recent activities?

Looby: *After working to coordinate the program two years ago, we spent last year training our team for NADE certification, gathering benchmark assessment data and working on our NADE Self-Study. This year we are analyzing the data to determine positives and negatives and make recommendations for feasible future action.*

Why expand assessment of the developmental program now?

Looby: *It's time. This semester we are piloting post testing for our students in English 090, 098, 111 and 111A. We have never done this before but exit testing is a best practice that is widely used for assessment. The Math Division will use a common departmental final to assess Math 097 classes this fall.*

How significant is the application to NADE?

Looby: *It's major. NADE certification measures our program against others around the country. We should be ready to apply next year after having completed a three-year process of self study and collection of four-year benchmark data. In our comprehensive report, we have identified strengths and weaknesses in 15 areas.*

What have been the most significant challenges so far?

Looby: *Although it's been frustrating waiting in line for data, we now have the four-year benchmark certification data from Institutional Research (completed Oct. '09). Also, our Early Alert program is getting more referrals than Bridge Director Marcie Carter can handle, especially with our increasing student population.*

Finally, how has your job as Director of Developmental Education changed?

Looby: *It's expanded. I now have full release time from my faculty duties, an office in A 118 in the LLIC and a support staff. I also do a lot more collaborating with Counseling Services, the Office of Student Engagement, the Writing Center, Learning Communities, Academic Divisions, Financial Aid and other areas around the college.*

Data Dash Flash

The student success rate of Delta's developmental students exceeds the national benchmarks set by NADE.

In addition, students who complete the English and math developmental sequence actually do better in English 111 and Math 119 than those who do not take developmental classes. Check out the stats on the Delta Dashboard at <https://portal.delta.edu/dashboard/Pages/default.aspx>

