



North Harris College



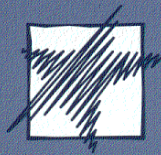
Kingwood College



Tomball College



Montgomery College



NORTH HARRIS MONTGOMERY
COMMUNITY COLLEGE DISTRICT

Strategic Topic Self Study Report 2001

Design and Implementation
of Systems that Enhance the Success
of Underprepared Students

Prepared for the Commission on Colleges
Southern Association of Colleges and Schools



North Harris Montgomery Community College District
Alternative Self Study Strategic Topic Report
Strategic Topic: Design and Implementation of Systems that Enhance
The Success of Underprepared Students

EXECUTIVE SUMMARY

In the fall of 1998 the North Harris Montgomery Community College District (NHMCCD) proposed and received approval to conduct an alternative self-study which would 1) demonstrate its compliance with SACS Criteria for Level I institutions and 2) address the strategic topic of designing and implementing systems to enhance the success of its underprepared students.

The district's decision to focus on enhancing the success of underprepared students was made in response to recommendations made by a district-wide task force launched by the Council for Education and Student Development (CESD) in the summer of 1997 to review the district's developmental education program. These recommendations are summarized in the Task Force's report, *Success by Design* (Appendix B), and furnish a primary basis for the strategic part of NHMCCD's alternative self-study.

Another decision the district made was that even though the strategic topic's study would focus primarily on students enrolled in developmental studies programs, it would also involve the development of services and systems to assist other underprepared students.

The strategic topic steering committee began its work by selecting twelve goals for the project, based on the 1997 district Developmental Studies Task Force recommendations. Steering committee members assumed responsibility for managing different goals and with the assistance of district-wide sub-committees. The goal managers and sub-committees worked on each goal by formulating specific expected outcomes for the goal; surveying current district activities relating to each goal; proposing new activities for achieving the goal, and devising methods for measuring the outcomes and using the results for further decision-making.

PURPOSE, METHODOLOGY, GOALS, AND RESEARCH

Purpose

In terms of broad **purpose**, the heart of the college district's proposal was that the Alternative Self-Study Committee design and implement comprehensive systems leading to the increased success of its underprepared students. Many activities within the district already supported underprepared student success, but there was perceived to be a significant need for communication, co-ordination, and improvement.

The district's current goals could be listed under four types of systems that it sought to implement:

- Information
- Curriculum & Instruction
- Placement
- Student services

The district also decided that if new goals appropriate to the study emerged during the self-study's planning phase, they would be added.

Methodology

Teams consisting of members of the Alternative Self-Study Committee took primary responsibility for each of the twelve (12) goals listed below. Functioning as goal managers, the committee members worked first with the district officers or groups to organize the implementation processes, and then with individuals closest to the activities that were undertaken to implement the plan.

New procedures for determining faculty workload, decentralized college operations, and a culture of responsible risk-taking gave the district flexibility in discarding traditional structural assumptions (about class size, for example). With these assets the district had the ability to pursue radical alternatives that promised significantly greater success for its students.

Underlying the whole self-study project was a philosophical commitment to building students' sense of ownership for their own success. The district's intention was to integrate its stated goals (and others that may emerge) into a comprehensive district-wide system marked by innovation, coordination, and accountability. With the self-study initiatives in place, the district projected an improvement in developmental education student success from the current rate of 47% to 60% within five years.

SYSTEMS AND RELATED GOALS

Information Dissemination (Goals 1, 2, 3, & 4)

Goal 1:

With due provisions for student privacy, develop a continuously updated **electronic student portfolio system** (called PROJECT ACCESS) easily accessible to administrators, faculty, and staff. Create a student records folder (called ACADEMIC DECISIONS) that students retain for use during registration each semester.

PROJECT ACCESS was developed, piloted, and adopted by Montgomery College, based on developing an Individual Learning Plan (ILP) for a cohort of students. The basis of the ILP is information about the student critical to college and career success / career goals, academic background, skills, and interest coupled with courses and program information on course skill requirement, sequencing, and scheduling.

It has been in operation for two semesters now. As the results become more conclusive, the district will decide on whether or not to implement the initiative district-wide.

ACADEMIC DECISIONS was piloted at Kingwood College. All new students registering for spring 1999 classes received a green folder labeled for their names and worksheets to complete as instructed during the New Student Information Sessions. The worksheets helped students determine their need for developmental math or English courses, the number of courses they might reasonably expect to fit into their current life schedules, and a plan for completing their education over the next few semesters.

Immediate evaluation was conducted on the project through the student questionnaires that were completed during the New Student Information Sessions. These evaluations were overwhelmingly positive during the fall and spring semesters. Since many of our entering freshmen are first generation college students, the worksheets provide some of them with their first clear knowledge of what to expect of their college workloads. Students appreciated the information, and the chance to perform the workload calculations themselves helped them see how much time they could realistically commit to their college work. The evaluations for the summer school students (typically university students home for the summer) were not as positive. These students are already familiar with academic processes (often at a much larger institution), and they felt the project was a waste of their time.

Thanks to the district's mini-grant funding and Kingwood College's counseling department's willingness to try a new process, the ACADEMIC DECISIONS portion of the goal began early and energetically. Because the processes took an extra investment of time and personnel during the New Student Information Sessions, when the mini-grant funding was over, the project was discontinued until the retention data became available. At that point, administration would determine whether or not the results justified the additional expense and time.

Goal 2

Develop and implement a comprehensive **student tracking system** so that faculty and administrators can easily access data and information necessary to make decisions regarding student retention, progress, placement and persistence.

The initial programs to develop cohorts, create outcomes tables, and report format have been completed. The user interface is on hold until the system is further automated. Cohort creation remains a power user issue. However, reports using different cohorts are in process to address the 1999-2000 outcomes for the developmental studies students projects district-wide.

Goal 3:

Begin a **student success newsletter and website** highlighting the successes of underprepared students in our district.

The premise for Goal 3 was the notion that underprepared students could benefit by knowing about and identifying with other students like themselves who had succeeded in NHMCCD's academic setting. A high-quality newsletter containing inspirational success

stories written by students was published and distributed in the college developmental studies divisions. Most of the copies were handed to students in the classroom. The limited student response received was very positive, but the limited response would suggest that a lot more time and effort needs to go into convincing the intended audience of the benefits of reading the newsletter.

Goal 4:

Organize **employee training** in the use of technology associated with the first three goals.

(At a meeting later on in the planning process, the committee decided that this goal was no longer necessary because the technology training needs did not materialize.)

Curriculum & Instruction (Goals 5, 6, 7, & 8)

Goal 5:

Effect vertical and horizontal **alignment** of developmental studies courses, outcomes, and exit criteria with continuing education courses, workforce courses, academic courses, technical courses, and informal learning programs (tutorials, supplemental instruction, learning labs, etc.).

Goal 6:

Increase the number of ESL students completing ESL courses, and/or entering and successfully completing college courses.

Some final outcomes for Goal 6 include expanding course offerings for ESL students, linking credit and community education (CE) courses, and developing common course descriptions and outcomes for ESL courses. All of these allowed the district ESL curriculum team to specify the English language competencies that students need to acquire to have unrestricted access to appropriate instruction in challenging academic subjects.

Other outcomes include establishing consistent placement and exit criteria for all ESL courses and a research process for determining success of ESL students in college courses; obtaining national certification for North Harris College's ESL program; and also increasing the awareness of students, administrators, faculty, and staff of the district's ESL population and programs.

Tomball College will maintain complete ESL program course offerings at its Tomball Campus day and night and North Harris and Montgomery Colleges will continue to expand their course offerings.

Goal 7:

Support the development of existing **learning communities** (paired or clustered programs, team-taught programs, freshman interest groups, or federated learning communities) and the formation of new ones.

The number of learning communities in the district has increased over the last two years, and each college is currently offering a number of courses as paired or clustered learning communities. **North Harris College** for example offers a Pre-professional Program for Medical and Health Sciences as part of the college's honors program and **Tomball College** piloted a learning community for developmental studies students interested in Computer Science. The students register for a developmental math class, a developmental reading/writing class, and an Intro to Computers class. In fall 2000,

Tomball also created a learning community for students enrolled in developmental writing II (ENGL. 0307), intermediate algebra (MATH 0310), and principles of sociology (SOCI 1301). **Montgomery College** has increased the number of learning communities it offers over the past two years from one cohort of students enrolled in up to three developmental courses and one human development course in the fall of 1998 to the current offering of six paired-courses. In the fall 2000 semester, the following course pairings were offered: developmental math and developmental reading or writing, college algebra and freshman composition, Biology and freshman composition, and sociology and history.

During the spring and fall of 1997, **Kingwood College** developed a program for underprepared students to increase retention and success within that population. The program was implemented in the Fall of 1998 and continued throughout the spring and summer 1999 semester. The program paired a human development course specifically developed for that purpose (HUMD 0330) with either a lowest-level developmental math course (MATH 0306) or a highest-level developmental writing course (ENGL 0307). Students were registered in both of the paired classes. An early alert system was imbedded, and all students were given a diagnostic test. In addition, teachers kept elaborate records detailing student progress and prognosis.

Studying the retention and success rates of students in the Kingwood program led to the recommendation that the teaching of unlearned skills and behaviors necessary for student success should be imbedded throughout the developmental sequence, and preferably throughout the academic curriculum.

Goal 8:

Expand **alternative scheduling/delivery options** such as flexible entry/flexible exit for courses.

In the course of the self-study, the activities and goals of this committee evolved and were refined. Ultimately, those activities focused on student success in courses that were offered in formats different from traditional 16-week classes.

The committee, using the published course schedules for 1998-1999 selected all alternative format sections offered that year and selected a sample of sections of the same set of courses taught in traditional format to serve as a control group. Where possible, for

the control group, the committee chose sections that were taught by the same instructor or at least at the same college as those identified for the test group.

Grade distributions were obtained and analyzed for all sections in both the test and control groups. In addition, faculty members who had taught in the various alternative formats were sent a survey to gain both their impressions and feed back. The purpose of this portion of the study was to glean from faculty experiences subjective impressions of student success and ideas for enhancing student success in alternative format classes.

Based on the data received and the results of the surveys, the committee concluded that, in the main, alternative format classes of the type that have been offered in our district have little impact in improving student success.

On the other hand, these formats are not deleterious to student success and may be used to achieve a different, but very valid goal- making courses available to a wide range of people with an equally wide range of family/work situations.

As community college populations increasingly reflect a large proportion of nontraditional students, alternative formats offer access to students who might not otherwise be able to participate.

Course Placement (Goals 9 & 10)

Goal 9:

Evaluate and make recommendations concerning **assessment instruments and processes for placement.**

A major changeover in Colleague made it impossible to obtain the information and data necessary to determine whether particular scores on one or all of the placement instruments predict class grade and student success. Such information could be a valuable tool to the associate deans in assessing the validity of current placement scores.

Goal 10:

Identify, pilot, and recommend a list of **prerequisite and co-requisite skills** (reading, writing, cognitive, affective, etc.) that promote lifelong learning and that are necessary for student success in each course taught at NHMCCD.

A list of skills necessary for student success was compiled by soliciting faculty and curriculum team input and a matrix of pre- and co-requisites was developed. The completed matrix includes a more comprehensive list of pre- and co-requisites for specific entry-level courses and includes non-course-based skills and behaviors necessary for student success in those courses.

Student Services (Goals 11 & 12)

Goal 11:

Identify and document **professional development resources** and promote **professional development activities** for faculty and staff (full-time and part-time) that foster success for underprepared students.

One result of Goal 11 committee work is that each college now has a faculty resource center and that there is a developing degree of collaboration among the four faculty resource centers.

Goal 12:

Enhance and expand **academic support programs** such as:

- ✓ Library programs
- ✓ Labs and tutorials
- ✓ Success courses emphasizing student ownership
- ✓ Academic advising
- ✓ Orientation

Goal 12 of the SACS initiatives involved several academic support programs that encompass both instruction and student services. The success of the underprepared student is largely dependent on the availability of programs that are designed to enhance the students' experiences in an academic setting. Four areas that directly impact students by providing academic programs were identified: advising, labs and tutorials, library, and success courses.

Subgoals for each area were identified and each college adapted the sub-goals to meet the college's mission, the needs of the students, and the goals of that academic support area. The subgoals are as follows:

Advising

- Evaluate effectiveness and student awareness of existing support services and programs

Labs and tutorials

- To increase access to services and assistance in all academic disciplines with the expectation of improving underprepared students' basic skills, grades, and retention rates
- To encourage independent, life-long learning through interactive tutoring techniques

Library

- To provide activities and services that promote the use of a variety of information resources by the underprepared student
- To collaborate to develop, in consultation with classroom faculty, an instructional unit for Developmental Studies classes that promotes critical thinking and information literacy skills for independent learning.

Success course

- To improve persistence and enhance academic progress through early identification of the underprepared student

During the 1999-2000 academic year, representatives from all the colleges have conducted activities to accomplish these goals. Based on successful results, many of these initiatives will continue in the 2000-2001 academic year.

The rest of this report will provide background information and a description of the findings and current initiatives in the North Harris Montgomery Community College District that address the strategic topic “Designing and Implementing Systems to Enhance the Success of Underprepared Students.”

The report includes the following sections:

Section One presents the alternative self-study proposal and includes a description of the original twelve goals;

Section Two describes the desired outcomes for each goal; the activities planned to achieve these outcomes, plans for measuring the outcomes; results of the activities, including the status of the activities and evaluations conducted to measure the outcomes; the use made of the outcomes measures; and finally the sub-committees’ recommendations and relevant statistics;

Section Three provides a synthesis of success data for the district and a reflection on its relevance for the continuing imperative to enhance service to underprepared students. In addition, this section also highlights successful pilot programs and makes recommendations for extending them throughout the district’s educational and student development programs.

Section Four concludes the report by describing on-going projects in the district aimed at improving success rates in the underprepared student population.

SECTION ONE- Alternative Self-Study Proposal

College District

The North Harris Montgomery Community College District, located north of Houston, Texas, is composed of four colleges – North Harris College, Kingwood College, Tomball College and Montgomery College. Through these four colleges (with five centers) approximately 22,000 credit students and 12,000 non-credit students are served each year. More information regarding the college district is included in Part II of this proposal.

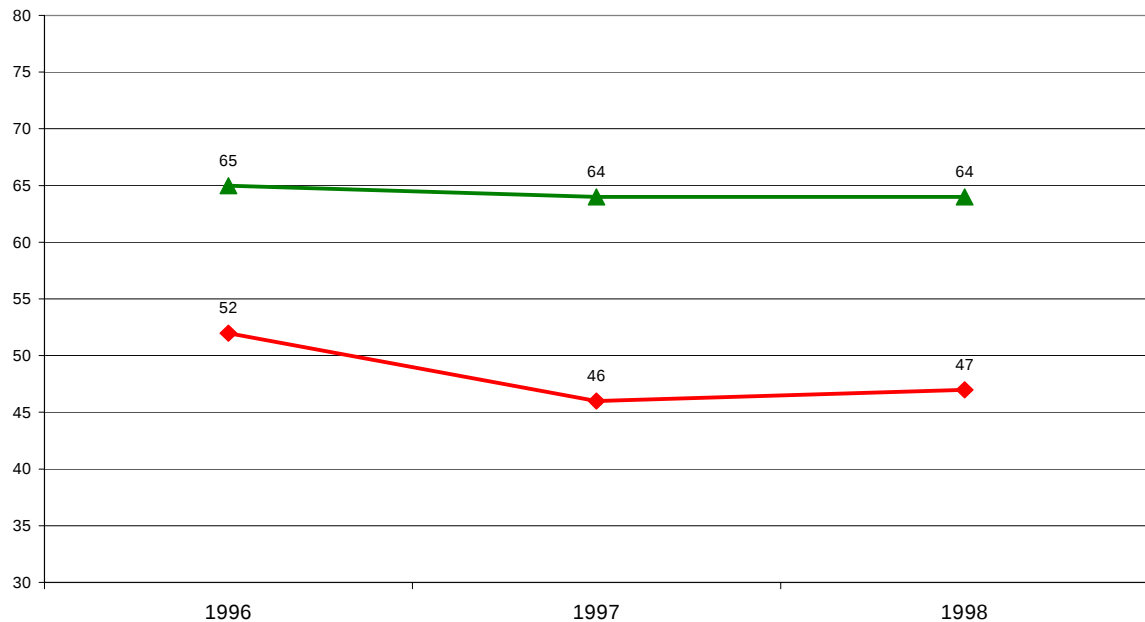
Introduction

North Harris Montgomery Community College District proposes to conduct an alternative self-study which 1) demonstrates its compliance with SACS criteria for Level 1 institutions and 2) addresses the strategic topic of designing and implementing systems to enhance the success of our underprepared students as well.

In Part I of this proposal, we briefly state how we meet the threshold requirements to qualify for an alternative self-study and indicate our readiness to conduct a comprehensive compliance audit using subcommittees assigned to subsections of the Criteria. Previous audits have been conducted in association with a recently completed (1997) substantive change for the opening of Montgomery College.

In Part II, we outline the background of our selection of underprepared student success as a strategic topic, present goals associated with that part of the self-study, and provide preliminary planning information for carrying out the study. Just to illustrate one motivation for the study, our district's success rate (defined as course completion with an "A," "B," or "C") for students enrolled in developmental courses declined from 52% in Spring 1996 to 46% in the spring of 1997, as compared to a 64% success rate for students in college level courses.

Comparison of Success of Students by Type of Course 1996-1998



The study proposal will demonstrate a commitment to action: the district is poised to implement a number of initiatives promoting the success of underprepared students and use the self-study period for measuring and analyzing their outcomes.

Part I: Documentation of Meeting the Threshold Requirements

North Harris Montgomery Community College District meets the threshold requirements to qualify for an alternative self-study.

REQUIREMENT 1: THE INSTITUTION HAS IN PLACE AN INSTITUTIONAL EFFECTIVENESS PROGRAM.

North Harris Montgomery Community College District has fully implemented a comprehensive institutional effectiveness program. Since 1995 the District has:

- Completed organizational restructuring
- Reviewed and revised a mission/purpose statement and ten value statements (approved by the Board of Trustees on January 15, 1998)
- Revised institutional goals and effectiveness indicators for goals
- Developed a reporting/feedback process to the Board of Trustees and managers
- Implemented a comprehensive planning/budgeting process
- Implemented a feedback process tied to planning/budgeting

The planning and institutional effectiveness model (Appendix A) gives a clear sense of strategic direction to the district overall and to the four colleges while preserving the flexibility, spirit of innovation, and distinctness of culture that a vital college requires. The model combines elements of both centralized planning and accountability with decentralized elements. The institutional goals of the district create the framework for the goals of the colleges. The measures of effectiveness create a system of accountability at both the college and district levels. The entire system is closely linked to the essential process of resource allocation, where the plan is eventually realized. In short, the planning model is a concrete expression of one of our district's ten value statements:

We believe that it is essential that the North Harris Montgomery Community Colleges -- working separately for local effectiveness and working together as a single district for efficiency -- must regularly assess the impact and outcomes of our efforts for continuous improvement.

REQUIREMENT 2: THE INSTITUTION STATES IN WRITING THAT IT IS SUBSTANTIALLY IN COMPLIANCE WITH THE CRITERIA AND CAN DOCUMENT SAME.

In August 1996 the NHMCC District opened a new campus, Montgomery College. In February 1997 the District completed a review of all Criteria for a substantive change associated with the opening of the new campus. This review showed that the District was in compliance with all Criteria. Most recommendations from the substantive change committee addressed the completion and implementation of a comprehensive planning process, which have now been accomplished. Because of this review and subsequent improvements, NHMCCD is ready to document its substantial compliance with the Criteria.

REQUIREMENT 3: THE RECENT HISTORY OF THE INSTITUTION (I.E., PREVIOUS VISITING COMMITTEE REPORTS, SUBSTANTIVE CHANGE REVIEWS, INSTITUTIONAL PROFILE INFORMATION) REVEALS NO KNOWN MAJOR PROBLEMS WITH COMPLIANCE.

The NHMCCD's last reaffirmation committee (1991) revealed no major problems with compliance. The recommendations of all visiting teams have been responded to in writing and necessary changes or improvements have been implemented. Institutional profiles submitted to the Texas Higher Education Coordinating Board each year have revealed no major problems. A Substantive Change Review completed in 1997 resulted in seven recommendations, all of which have been addressed to the satisfaction of the Commission of Colleges (letter dated January 8, 1998). NHMCCD meets this threshold requirement.

REQUIREMENT 4: THE INSTITUTION DEMONSTRATES A RECENT HISTORY OF FINANCIAL STABILITY.

NHMCCD has a history of strong financial stability. The 1998-99 budget of over \$63 million represents a 9% increase over the previous year. Although state funding has continued to be a smaller proportion of the total revenue (now 48%), the district has continued to grow and expand programs and facilities. In 1996, the District passed a \$78 million dollar bond referendum, for continued facilities expansion, refurbishment and technology infrastructure. Our ratings for uninsured bonds are very high: A1 from Moody Investors Services and A+ from Standard and Poor's Rating Group.

The district's service area population now totals 1.2 million. It doubled between 1970 and 1990, and it is expected to triple by the year 2000. The district now serves 5.5 percent of the entire state. During the past three years, three independent school districts have voted to join the district taxing area, bringing our total to nine, with a geographic area of over 1,400 square miles and an adjusted taxable value of \$26 billion. This community support provides the basis for the financial stability and continued growth of the district. The District anticipates a solid financial base and expects to experience continuing financial stability.

Part II: Strategic Topic of Design and Implementation of Systems that Enhance the Success of Underprepared Students

NHMCCD AT A GLANCE

NHMCCD offers a wide range of academic and occupational courses for recent high school graduates and community residents of all ages. Since 1973, when North Harris County College opened its doors to 613 students, the college district has grown to four colleges and five centers serving nearly 22,000 credit students each semester and an additional 12,000 continuing education students. The four colleges of our district are Kingwood College, Montgomery College, North Harris College, and Tomball College. In addition, the district supports a leasing arrangement with six universities at a site near the Montgomery College campus called The University Center. The six universities who offer programs of study through this Center will undergo a Commission on Colleges Substantive Change Review in the near future.

The district's purpose and mission is to be a comprehensive community college system involving individuals, businesses and the community in partnerships for quality education in the knowledge, skills, and attitudes needed for a rapidly changing world. We fulfill this purpose through technical programs, academic transfer courses, continuing adult education programs, developmental education and literacy programs, student support services, and workforce development initiatives.

Guiding these program activities are district goals and value statements reflecting an organizational culture of:

• Quality and continuous improvement • Student success	• Accessibility • Development of citizens to the full extent of their abilities
• Efficient and effective use of public funds and physical resources • Effective communication	• Professional growth and development • Business, government, and community development partnerships
• State-of-the-art technology • Appreciation of diversity	• Life-long learning • Appropriate reward for employees
• Collegial work environment • Cultivation of leadership traits	• Broad and meaningful involvement in decision-making processes • Outcomes assessment

EVOLUTION TOWARD THE SELF-STUDY TOPIC

In our district's twenty-fifth anniversary year, no topic could be of more critical strategic importance than the success of our underprepared students. By "underprepared student" we mean a student lacking the skills to succeed in any class. Many of our underprepared students will be enrolled in developmental education courses or programs, but we have intentionally broadened the scope of our study to include students working against any sort of barrier to success. To offer our community the benefits of workforce training and good citizenship in our graduates, we must improve the systems intended to move our underprepared students through the successful completion of college-level courses. Among faculty, staff, and administrators in our district the urgency of this imperative is recognized, and likewise there is broad-based commitment to making the necessary improvements.

Comprehensive assessment, placement and monitoring of students are universal challenges for open-door institutions. Throughout its history NHMCCD has recognized an important responsibility to students entering without the academic background for college-level work. The district has discharged this responsibility first by orienting, assessing, and advising under-prepared new students, and then by placing them into appropriate developmental education. Throughout their tenure in these programs under-

prepared students are assisted by financial aid, counseling, tutorials, instructional laboratories, library facilities, and further assessment services.

The district's current developmental course and program offerings include:

Credit	Continuing Education
• Three reading courses • Three writing courses • Four math courses • Five human development courses • One science course • Nine ESL courses	• Adult Basic Education program • Secondary Education (GED) program • ESL courses • Workforce Literacy programs

In the summer of 1997 the district's Council for Education and Student Development (CESD) launched a review of developmental education as a response to several factors:

- The national trend shows increasing numbers of students who arrive underprepared for college level course work.
- The Texas Higher Education Coordinating Board (THECB) has limited state funding to 27 developmental education credit hours per student.
- The U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) and other initiatives from business and industry have demanded a literate and productive work force.
- The Texas Academic Skills Program (TASP) mandates continuous enrollment of underprepared students in developmental studies courses until reading, writing, and mathematics portions of a state exam are passed.
- The State Controller's office has discussed privatizing developmental education in view of minimal progression of students from developmental sequences through basic freshman courses.
- Demographic changes in service areas have caused the district to follow the national trend of increasing numbers of developmental students.
- Four years after beginning the lowest developmental writing course, only 14% of an NHMCCD cohort had passed Composition and Rhetoric I. Only 6% had passed College Algebra four years after beginning the lowest level of developmental math. (In fairness, not all students in developmental math need College Algebra; some take Tech Math II, College Math for Liberal Arts, Finite Math, or Contemporary Math.)
- Our curriculum teams have considered increasing prerequisite reading, writing, and computational skills for college level academic and technical programs.

CESD commissioned a developmental studies task force to conduct the review. The task force worked from fall of 1997 to spring of 1998 to advance recommendations for the renewal of the developmental studies program. These recommendations are summarized in its report, *Success by Design* (Appendix B), and they furnish a primary basis for the strategic part of our alternative self-study proposal.

GOALS, METHODOLOGY, AND RESEARCH

In terms of broad **purpose**, the heart of our proposal is that the Alternative Self-Study Committee design and implement comprehensive systems leading to the increased success of our underprepared students. Many activities within our district already support underprepared student success, but there is significant need for communication, co-ordination, and improvement. Our current goals are listed under four types of systems we seek to implement:

- Information
- Curriculum & Instruction
- Placement
- Student services

If new goals appropriate to the study emerge during the planning phase, they will be added.

In terms of **structure**, teams formed from members of our Alternative Self-Study Committee will take primary responsibility for each of the goals listed below. Functioning as goal managers, the committee members will work at first with the district officers or groups mentioned in parentheses to organize the implementation processes, and then with individuals closest to the activities that make up the details of implementation. New procedures for determining faculty workload, decentralized college operations, and a culture of responsible risk-taking give the district flexibility in discarding traditional structural assumptions (about class size, for example). With these assets we have the ability to pursue radical alternatives that promise significantly greater success for our students.

Underlying the whole self-study project is a philosophical commitment to building students' sense of ownership for their own success. We intend to integrate our stated goals (and others that may emerge) into a comprehensive districtwide system marked by innovation, coordination, and accountability. With the self-study initiatives in place, we project an improvement in developmental education student success from the current rate of 47% to 60% within five years.

Information

- Goal 1: With due provisions for student privacy, develop a continuously updated **electronic student portfolio system** easily accessible to administrators, faculty, and staff. Create a **student records folder** that students retain for use during registration each semester. Goal Manager: Reba Kochersperger (KC).
 - ✓ Expanded intake information about the student's goals, previous grades and scores, family and work responsibilities, disabilities, extra-curricular activities, student organization interests
 - ✓ Individualized year-long learning plans
 - ✓ Notes from advising sessions with the student

- ✓ Special services used by the student
 - ✓ Expected benchmark competencies
 - ✓ Academic alert systems facilitating intervention when the student's performance becomes marginal
- Goal 2: Develop and implement a comprehensive **student tracking system**. Goal Manager: Mike Green (DO).
 - Goal 3: Begin a **student success newsletter and website** highlighting the successes of underprepared students in our district. Goal Manager: Olin Joynton (NHC).
 - Goal 4: Organize **employee training** in the use of technology associated with the first three goals. Goal Manager: Sandra Angel (TC).

Curriculum & Instruction

- Goal 5: Effect vertical and horizontal **alignment** - courses, outcomes, and exit criteria - among developmental studies courses, continuing education courses, workforce courses, academic courses, technical courses, and informal learning programs (tutorials, supplemental instruction, learning labs, etc.). Goal Manager: Bonnie Longnion.
- Goal 6: Expand **freshman course sections** for English as a Second Language students. Goal Manager: Anne Albarelli (NHC).
- Goal 7: Support the development of existing **learning communities** (paired or clustered programs, team-taught programs, freshman interest groups, or federated learning communities) and the formation of new ones. Goal Manager: Martina Kusi-Mensah (MC).
- Goal 8: Expand **alternative scheduling options** such as flexible entry/exit. Goal Manager: Elaine Ader (MC).

Course Placement

- Goal 9: Evaluate and make recommendations concerning **assessment instruments and processes for placement**. Goal Manager: Judy Dickson (NHC).
- Goal 10: Identify, pilot, and recommend a list of **prerequisite skills** (e.g., reading, writing, cognitive, etc.) for entry into all courses. Goal Manager: Ann McCormick (KC).

Student Services

- Goal 11: Identify and document **professional development resources** and promote **professional development activities** for faculty and staff (full-time and part-time) that foster success for underprepared students. Goal Manager: Peg Crider (TC).
- Goal 12: Enhance and expand **academic support programs**. Goal Manager: Angela Gant (NHC).
 - ✓ Library programs
 - ✓ Labs and tutorials
 - ✓ Success courses emphasizing student ownership
 - ✓ Academic advising
 - ✓ Orientation

The committee anticipates a process of planning and budgeting for implementation during the spring semester of 1999. During this phase the responsible parties will convene working teams and compose detailed plans of operation. These plans will be reviewed and coordinated by the Alternative Self-Study Committee, with as much discussion as necessary to reach consensus and enthusiastic buy-in on the part of all concerned. The plans comprise the bulk of the Self-Study Manual and will be implemented during fall 1999 and spring 2000 semesters. The goals are projected for completion by summer 2000.

The comprehensive work of the Developmental Studies Task Force has provided much of the basic research necessary for evaluating current success programs and implementing new ones. Specifically, the Office of Research and Planning has produced information on retention rates in NHMCCD developmental courses and college-level courses. In addition, TASP pass rates for the district have been analyzed and found to be equal to or greater than the average of all community colleges in the state.

The distinctive research of the strategic self-study will consist primarily of measuring outcomes of the underprepared student success systems that we design and implement. During the planning phase of spring 1999, we will assemble baseline performance data on the district's current systems and embed performance measurement processes in the new or altered systems comprising the study. The performance data from the new or altered systems will be collected during the implementation year of the self-study (fall 1999 to spring 2000) and presented with analysis in the committee's report to the Commission on Colleges.

CONSULTING TEAMS

We state our first preference for simultaneous consulting team visits for both the compliance audit and the strategic topic. Our second choice would be for contiguous visits, the value in either case being to prepare for a relatively brief period when the whole district is focused on working with the teams.

We understand that the compliance audit consulting team composition is set in a standard way by the six divisions of the Criteria. Since the strategic portion of the alternative self-study is divided into four subtopics (Information, Curriculum & Instruction, Placement, and Student Services), we will request one consulting team member with expertise in

each of these areas to evaluate the district's efforts to organize systems for developmental studies student success.

SECTION TWO- Planning and Implementation of Goal Activities

GOAL 1-Electronic Portfolio

Goal Statement: With due provisions for student privacy, develop a continuously updated **electronic student portfolio system** (called PROJECT ACCESS) easily accessible to administrators, faculty, and staff. Create a student records folder (called ACADEMIC DECISIONS) that students retain for use during registration each semester.

RELATIONSHIP OF GOAL TO EXISTING STRATEGIC PLANS

District Goal 2: Improve Student Success

District Goal 3: Provide quality, accessible support services for students that enhance the learning process and their educational experience.

District Goal 9: Provide state-of-the-art technology to support instruction, student support services and administrative services.

ACTIVITIES TO ACHIEVE GOAL

PROJECT ACCESS was developed, piloted, and adopted by Montgomery College, based on developing an Individual Learning Plan (ILP) for a cohort of students. The basis of the ILP is information about the student critical to college and career success / career goals, academic background, skills, and interest coupled with courses and program information on course skill requirement, sequencing, and scheduling.

The target group for developing and testing this plan are 200 economically disadvantaged career and technical students who are to be served by Montgomery College for the Workforce Investment Act (WIA) and Temporary Assistance to Needy Families (TANF) program. In Montgomery County, 11% of the service area is below poverty level, 2702 families are receiving TANF benefits and 492 families are within 30 months of losing eligibility for assistance. The unemployment rate is 98% among TANF families, contrasting with a countywide unemployment rate of 3.4%. The Individualized Learning Plan is a major part of Montgomery College's strategy for enabling students to achieve the goals of course completion, program completion, and employment.

ACADEMIC DECISIONS was piloted at Kingwood College. For specific activities, see timeline below.

SPECIFIC DESIRED OUTCOMES OF ACTIVITIES

The overall desired outcome is improved retention. We believe these two projects will accomplish this outcome by 1) improving placement by giving advisors more information about each student's ability, 2) giving students the information they need to understand their placement in developmental courses and their progress toward college-level courses, and 3) through this understanding, developing in students a greater sense of control over and, therefore we hope, a stronger commitment to their completing their education. In

addition, PROJECT ACCESS (Achieving College Completion, Employment, and Student Success) seeks to provide students with the critical information needed to complete a career or technical program and achieve career goals by creating a web-based advising system that produces Individual Learning Plans--roadmaps that the student has created.

PROJECT ACCESS desired outcomes:

- To create a technology based, password protected system that integrates student and course of study data to develop and Individualized Learning Plan (ILP).
- To implement the Individualized Learning Plan system with students who are either WIA or TANF qualified.
- To track student progress through their career or technical degree program and beyond to initial employment.
- To analyze whether students who have access to an Individualized Learning Plan progress through their plan of study with more success in less time and whether their employability is improved in comparison with students who do not have access to this system.

This project proposes to create “ Individualized Learning Plans” as physical and secure, web based virtual documents, that students can keep to use with advisors or faculty members as they implement (and need to change) their plans, and can show to employers as they go out on job interviews. In turn, advisors and faculty members can access these documents proactively to identify students who may need extra assistance in moving forward with their plans--monitoring for withdrawals and drops, looking to see whether students are registering for the next semester. By accessing Montgomery College’s Guaranteed Annual Schedule, the student, working with a trained advisor, can determine which courses are critical to program success whether additional training is needed before the student can succeed in those courses, and a schedule for when those courses can be taken. It will provide a motivator to keep the student on track as he or she moves through the program and has doubts about progress. It gives the advisor a critical tool to both maintain critical information about factors critical to the individual student’s success and to serve as a tickler file for following student progress. It will serve the College by providing data on how having a roadmap facilitates program completion and employment. As a final step in the use of the ILP, Montgomery College intends to track students through to employment and measure goal attainment.

As a secondary part of this project, we propose to develop a system to determine whether students who use individualized learning plans are more successful in completing their studies in a shorter timeframe and are more employable than students who do not have this tool at their disposal

DISTRICT PERSONNEL TO AUTHORIZE ACTIVITIES

Vice president of Educational programs at each college for electronic portfolio project

DISTRICT PERSONNEL TO CONDUCT ACTIVITIES

Goal Subcommittee Members

Sub-Committee: Andy Oswald; Butch Juelg; Connie McMahon; Georgia Carmichael; Joe Streetman; Kim Baker; LeeAnn Coulson; Reba Kochersperger, Chair

Others

- Sandy McMullan, District legal services as consultant
- Directors of Counseling at each college for NSIS project
- Faculty teaching developmental classes who pilot the electronic input of comments
- College and district programmers for the design of a standard class roll for developmental courses that lists student placement scores, course histories, and comments
- ACCESS team at Montgomery College: Dr. Earl Campa, Rajiv Malkan, Steve Scheffler, Julie Ning, Matthew, Kara Zimmerman, and Veronica Hernandez-Mena.

OUTSIDE CONSULTANTS DESIRED

None

TIMELINE FOR ACTIVITIES

Fall 1998

- Pilot ACADEMIC DECISIONS student self-advising folder project to all new students registering for spring 1999 classes (mini-grant funding); students receive a green folder labeled for their names and worksheets to complete as instructed during the New Student Information Sessions. The worksheets help students determine their need for developmental math or English courses, the number of courses they might reasonably expect to fit into their current life schedules, and a plan for completing their education over the next few semesters.
- Discuss privacy implications of electronic portfolio project with Sandy McMullan
- Watch success of Colleague 16 implementation to determine time to start devising electronic portfolio project

Spring 1999

- Revise ACADEMIC DECISIONS project based on student evaluations received; implement for summer 1999 registration; continue collecting data on number of participants and number of students returning with their information during the next registration

Summer 1999

- Survey faculty to see what student information should be included in the electronic portfolio and how they would like to be able to update and/or view the information
- Work with district computer services through Kim Baker to create and implement electronic portfolio

Fall 1999

- Pilot the electronic portfolio system in conjunction with final grades for fall semester.

Spring 2000

- **ACADEMIC DECISIONS:** Continue collecting success data on members of the cohort, maintaining records of numbers of students involved in each NSIS and how many return with their materials for each registration; collect data to compare retention rates with those of new students not involved in the project
- The **ACCESS** project is in the pilot phase. We have introduced the Individualized Learning Plan to a number of faculty and advisors. We have also begun working with a pilot group of 280 students who are currently visiting the web site and are being asked to fill out a survey about the site. We are maintaining frequent E-mail communication with the pilot group of students and their input has been very valuable. Shortly, we will be able to gather the results of the survey and use that information to make further improvements to the web site.

PROPOSED BUDGET FOR ACTIVITIES

Existing

1998: Supplies for **ACADEMIC DECISIONS** for 2500 students calculated at \$854.75 for folders, labels, copier paper, and photocopies. Fully funded at KC for fall 1998 through a district mini-grant.

1999-00: **ACADEMIC DECISIONS**--none needed for the tracking phase. **ACCESS** was funded as a Montgomery College project.

Proposed Additions

If data show that the project results in improved student retention and success in enrolled classes, colleges deciding to continue the project will need to budget for enough supplies to distribute them to all new students each semester.

PLAN FOR MEASURING AND INTERPRETING OUTCOMES

ACADEMIC DECISIONS pilot project will be evaluated through brief questionnaires that students complete during registration. We will collect data on the number of original participants, the number of participants who return with their folder and records for future registrations, the retention rate of the original participants compared with the college's historical retention rate.

The Electronic Portfolio project will be evaluated by the participating faculty and advisors who will use the portfolios each semester to help students make the best choices in course placement and course selection.

PLAN FOR USING OUTCOMES INFORMATION FOR FURTHER IMPROVEMENTS

Both of these projects have the potential to improve our ability to advise and, we hope, retain students. **ACADEMIC DECISIONS** will foster in new students a sense of ownership of and control over their education as well as a better understanding of the time commitment required. **PROJECT ACCESS** will allow faculty and advisors to gain more information about the students they are working with, whether in a counseling

office or in class. We hope to use the information gained through the pilot experiences of the two projects and refine them into usable tools for the future.

RELATIONSHIP TO OTHER GOALS

4 Sandra Angel, Chair

9 Judy Dickson, Chair

10 Ann McCormick, Chair

EVALUATION CONDUCTED AND STATUS

ACCESS: The ACCESS committee will be watching the results and compiling their own retention statistics as well as employment statistics.

ACADEMIC DECISIONS: Immediate evaluation was conducted on the project through the student questionnaires that were completed during the New Student Information Sessions. These evaluations were overwhelmingly positive during the fall and spring semesters. Since many of our entering freshmen are first generation college students, the worksheets provide some of them with their first clear knowledge of what to expect of their college workloads. Students appreciated the information, and the chance to perform the workload calculations themselves helped them see how much time they could realistically commit to their college work. The evaluations for the summer school students (typically university students home for the summer) were not as positive. These students are already familiar with academic processes (often at a much larger institution), and they felt the project was a waste of their time.

The data for the two cohorts involved in the ACADEMIC DECISIONS project at Kingwood College shows that in both semesters, the retention rate was higher than for other new students. This data has been turned over to the Dean of Student Services and the Vice President of Educational Programs so they can decide whether or not to continue the project and institutionalize its funding.

REFLECTIVE NARRATIVE

PROJECT ACCESS: Because of the work involved in implementing the district's upgrade of its mainframe software, the electronic portfolio portion of Goal 1 was postponed for a semester, then a year, then indefinitely. For a while it looked as if this portion of the goal would never be implemented. Fortunately, it was taken over in spring 2000 by Montgomery College as a part of its newly developed PROJECT ACCESS. It has been in operation for two semesters now, evidently to the satisfaction of those involved. As their results become more evident, that college and then the district as a whole will have the opportunity to decide whether or not to use that project as the originally intended electronic portfolio.

ACADEMIC DECISIONS: Thanks to the district's mini-grant funding and Kingwood College's counseling department's willingness to try a new process, the ACADEMIC DECISIONS portion of the goal began early and energetically. Because the processes took an extra investment of time and personnel during the New Student Information Sessions, when the mini-grant funding was over, the project was discontinued until the

retention data became available. At that point, administration would determine whether or not the results justified the additional expense and time.

GOAL 2- Institutional Research--Student Tracking System

Goal Statement: To develop and implement a comprehensive student tracking system.

RELATIONSHIP OF GOAL TO EXISTING STRATEGIC PLANS

This goal addresses institutional goal #2, Improve Student Success, and goal #9, Provide state-of-the-art technology to support instruction, student support services, and administrative processes. These activities will facilitate areas related to student retention, recruitment, advising and placement, and student success.

ACTIVITIES TO ACHIEVE GOAL

- A. Identification of required data elements
 - 1. Identify available elements in the current student system and what elements may need to be added or ensure that we collect the data
 - 2. Survey faculty to assess the need for elements and to identify the priority issues to address with this system.
- B. Develop strategies necessary to develop system
 - 1. Identify specifications and requirements for system.
 - 2. Know requirements include:
 - a. parameter driven
 - b. support ad-hoc SQL queries
 - c. simple user interface
 - d. closely tied, if not integrated with Colleague
 - e. standard and ad-hoc reporting
 - f. documentation and training, on-line and live group
 - g. web site access for general information
 - h. file ftp access via web
- C. Develop system using specifications gained above
 - 1. Part of the completed system will be a user interface for a PC to include:
 - a. Access to raw data
 - b. A query tool
 - c. Standard reports
 - d. A report tool
 - 2. The second part of the system will be a web interface to include:
 - a. Standard reports
 - b. FTP access to raw data files
 - c. On-line documentation and help for the system
 - d. On-line training for users to understand concepts like:
 - (1) database theory
 - (2) SQL basics and syntax
 - (3) Use of cohort data
 - (4) Resources for further training
- D. Implement system, train users
- E. Evaluate utility of system
 - 1. Survey users regarding ease of use, and utility of information
- F. Revise and update system to address issues identified in evaluation phase

SPECIFIC DESIRED OUTCOMES OF ACTIVITIES

The ability for all faculty and administrators to easily access data and information necessary to make decisions regarding student retention, progress, placement, and persistence.

DISTRICT PERSONNEL TO AUTHORIZE ACTIVITIES

The CESD and EC should be aware of the efforts, and support and approve of the systems following their review.

DISTRICT PERSONNEL TO CONDUCT ACTIVITIES

Goal Subcommittee Members

Primary members include: Michael Green, Sandy Naumann, Emily Cole, Rose Austin, Mario Heredia, and Butch Juelg.

Others

Faculty members through a survey instrument.

OUTSIDE CONSULTANTS DESIRED

No outside consultants will be used for this project. Outside information is available in the form of the state developed tracking system, LONESTAR. Portions of this system will be included in the NHMCCD system.

TIMELINE FOR ACTIVITIES

September 1998 - March 1999

- Identify problem, evaluate data element needs, develop technical expertise, survey faculty regarding data needs.

April 1999 - July 1999

- Design necessary databases, develop prototype of user interface, assess software requirements to address project scope

July 1999 - August 1999

- Implement system for DS faculty. Provide live group training. Continue to update and maintain the data.

September 1999 - January 2000

- Use system. Assess utility of system. Revise system as needed. Continue to update and maintain the data.

January 2000 - August 2000

- Implement system for all users in district. Provide live group training and continuous support. Continue to update and maintain the data.

August 2000

- Support and update system. Continue to update and maintain the data.

PROPOSED BUDGET FOR ACTIVITIES

Existing

Existing budget is adequate to support the development and initial implementation of the system. No additional hardware or software is required.

Proposed Additions

Additional storage space is indicated for the server to house the database required for this system. The need storage space (a 15-20 GigaByte hard disk drive) is anticipated to cost \$350-\$600.

The system will use SQL Server as the database system, Visual FoxPro as the developer tool for the PC user interface, and FrontPage 2000 or Visual Interdev as the development tools for the web interface. All of this software is currently licensed and available. Long-term needs for a server host will be to migrate the database to a multiple processor server to ensure adequate throughput for peak registration/advising periods.

PLAN FOR MEASURING AND INTERPRETING OUTCOMES

Effectiveness of the system will be measured by a survey instrument given to the faculty and staff who use the system. The adequacy of the information generated by the system will be a measure of the satisfaction of the users.

PLAN FOR USING OUTCOMES INFORMATION FOR FURTHER IMPROVEMENTS

Revisions to the system will be a product of the feedback from the users. This process will be conducted each spring to ensure that improvements or changes are incorporated for the fall registration period.

Goal Statement #2	To develop and implement a comprehensive student tracking system. The ability for all faculty and administrators to easily access data and information necessary to make decisions regarding student retention, progress, placement, and persistence			
Desired Outcomes	Activities with Timeline	Plan for Measuring Outcomes	Evaluation Conducted and Status	Use of Outcomes Measures (close the loop)
A. Identification of required elements	Identify available elements in the current student system and what elements may need to be added or ensure that we collect the data	Completion of identification, produce a report of elements. Disseminate report to IRAD and key users.	Initial inventory completed May 1999. IRAD reviewed initial inventory. Feedback from IRAD and other users by July 1999. Completion of final inventory by end of July 1999. Completed identification of elements and review by IRAD, July 1999.	The final inventory will determine the files and programs for the system.
	Survey selected faculty to assess the need for elements and to identify the priority issues to address with this system.	Conduct survey of faculty needs. Analyze results.	Telephone survey conducted early in October 1999. Results incorporated in system. Report needs identified and initial report submitted to Tomball College in February 2000.	Feedback from faculty and general users will be incorporated into final system to address their issues.
B. Develop strategies necessary to develop system	Identify specifications and requirements for system.			
	Requirements include: -Parameter driven -Support ad-hoc SQL queries -simple user interface -closely tied, if not integrated with Colleague -standard and ad-hoc reporting -documentation and training, on-line and live group -web site access for general information -file ftp access via web	Draft of final specifications completed by August 1999.	Review by IRAD and other users resulting in revisions by September. Review was completed by October 1999 and revisions to program were begun.	Reviewed specifications and revised the process to address a more generic cohort identification process (March 2000)

Goal Statement #2	To develop and implement a comprehensive student tracking system. The ability for all faculty and administrators to easily access data and information necessary to make decisions regarding student retention, progress, placement, and persistence. (Michael Green)			
Desired Outcomes	Activities with Timeline	Plan for Measuring Outcomes	Evaluation Conducted and Status	Use of Outcomes Measures (close the loop)
C. Develop system using specifications gained from above	Part I: user interface from a PC on the LAN to include: -Access to raw data -A query tool -Standard reports -A report tool	Existence of system with milestones for phases of development.	Phase 1 - initial programs to develop cohorts, create outcomes tables, and report format completed April 2000. User interface on hold until system is further automated. Cohort creation remains a power user issue.	Reports using different cohorts are in process to address the 1999-2000 outcomes for the DS projects district wide. June 2000.
	Part II: web interface to include: -Standard reports -FTP access to raw data files -On-line documentation and help for the system -On-line training for users to understand concepts like: --database theory --SQL basics and syntax --Use of cohort data --Resources for further training			
D. Implement system, train users	Deploy system on designated server. Publicize the availability of the system. Train users at 2 levels: Level 1 - use system reports and queries Level 2 - create reports and queries			
E. Evaluate utility of system	Survey users regarding ease of use, and utility of information			
F. Revise and update system to address issues identified in	Revise system based on user feedback and need to address changing system			

evaluation phase	requirements.			
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GOAL 3- Student Success Newsletter

Goal Statement: Begin a **student success newsletter and website** highlighting the successes of underprepared students in the college district.

RELATIONSHIP OF GOAL TO EXISTING STRATEGIC PLANS

The student success newsletter and website project supports the first three district strategic goals, which are stated as follows:

1. To provide quality accessible courses and programs of instruction which meet transfer, workforce development, and lifelong learning needs of students.
2. To improve student success.
3. To provide quality accessible support services for students that enhance the learning process and their educational experiences.

ACTIVITIES TO ACHIEVE GOAL

1. Dorothy Reade will take the lead in organizing and conducting student focus group sessions around the district on the need, expected use, and most helpful features of a student success newsletter.
2. Joyce Boatright will take the lead in organizing and conducting interviews of students from around the district to generate copy for the newsletter. A series of questions will yield information from students on how they overcame barriers of underpreparedness to achieve success in their courses and programs.
3. Olin Joynton will solicit information from or through the following sources about our district's best practices in supporting success among underprepared students.
 - Instructional Council
 - Faculty SenatesThis information will be linked to stories published in the newsletter.
4. The newsletter will be composed with layout, text, and features expressly designed for student appeal by the subcommittee members with the assistance of two student writer/editors per issue (rotated among colleges) and the district publications department staff.
5. The project will begin by producing two newsletter issues of 7500 copies each and distributing as many as possible to a) students enrolled in developmental education courses (in-class distribution) and b) students in general (racks in hallways and registration venues). The Chancellor will be asked to provide copies to board members. The Foundation, the Center for Business and Economic Development, and the Small Business Development Center will be asked to assist in distributing them to community supporters.
6. Mike Green and Joyce Boatright will continue work on SACS website and post editions of the newsletter as they come out.

SPECIFIC DESIRED OUTCOMES OF ACTIVITIES

1. To acknowledge and celebrate successes of our underprepared students.
2. To equip students to find practices and programs compatible with their learning styles and other needs.
3. To increase awareness among faculty and staff of effective practices in instructional programs and to encourage emulation of those practices.

DISTRICT PERSONNEL TO AUTHORIZE ACTIVITIES

Linda Stegall
Fritz Guthrie

DISTRICT PERSONNEL TO CONDUCT ACTIVITIES

Goal Subcommittee Members

Joyce Boatright
Jack Dixon
Mike Green
Olin Joynton (Goal Manager)
Rajiv Malkan
Dorothy Reade

Others

Johann Kohl & publications staff
Students as interviewers and writers on a rotating basis from each of the colleges.

OUTSIDE CONSULTANTS DESIRED

None

TIMELINE FOR ACTIVITIES

Summer 1999

The focus group and interview projects will be completed for the first time by the end of summer 1999. Additional administrations will occur as necessary.

Spring and Summer 1999

Information about best practices will be solicited from the Instructional Council and Faculty Senates during the spring and summer semesters of 1999.

Website updating will be an ongoing process.

October 1999 and March 2000

The newsletter will be published in October and March of 1999-2000 academic year. Copy will be sent to the publications department one month prior to publication.

PROPOSED BUDGET FOR ACTIVITIES

Existing: None

Proposed Additions

(Note: Fritz Guthrie and Roy Lazenby have indicated willingness to provide assistance with funding from their budgets.)

Budget Year	Item	Cost
1999-2000	Production of two 7500-copy issues of four-page newsletter for October 1999 and March 2000	2 @ \$1449 = \$2898
	Distribution stands/racks for colleges & centers	\$1200
		Total \$4098

PLAN FOR MEASURING AND INTERPRETING OUTCOMES

1. Use focus group data for planning content of newsletter and website.
2. Place form on back of newsletter on which students write about impact and application of newsletter topics. Encourage instructors to offer extra credit for return of forms.
3. Survey recipients of newsletter in DS classes on impact of newsletter (awareness of success techniques, application of techniques, effectiveness of applications, and affective impact).
4. Survey faculty on impact of newsletter.
5. Count hits on website.

PLAN FOR USING OUTCOMES INFORMATION FOR FURTHER IMPROVEMENTS

1. Professional development seminars will be organized for faculty on practices indicated by students as most effective.
2. Depending on student and faculty response, we will propose continuation of newsletter in future years.

RELATIONSHIP TO OTHER GOALS

The newsletter and website will assist in achieving the desired outcomes of Goal 2 (comprehensive student tracking system), Goal 5 (curriculum alignment), Goal 8 (alternate delivery systems), Goal 9 (placement), and Goal 11 (professional development) by providing for faculty and administrators information necessary to make decisions regarding student retention, progress, placement, and persistence.

The website portion of this goal will be supported by the activities of Goal 4 (employee training in the use of technology).

Finally, the shared stories of student success will foster the reality of learning in community promoted by Goal 7.

Goal Statement #3	Begin a student success newsletter and website highlighting the successes of underprepared students in the college district.			
Desired Outcomes	Activities with Timeline	Plan for Measuring Outcomes	Evaluation Conducted and Status	Use of Outcomes Measures (close the loop)
1. To acknowledge and celebrate successes of our underprepared students.	1. Conduct focus group discussions on potential usefulness & helpfulness of newsletter & website. Summer 1999. 2. Use focus groups for student testimonials on overcoming underpreparedness and achieving success. Summer 1999. 3. Use Reporting II students and possibly External Affairs staff to interview other students for stories on overcoming underpreparedness and achieving success. Summer 1999. 4. Solicit information from Instructional Council and Faculty Senates on district best practices for helping students to overcome underpreparedness and achieve success. Summer 1999. 5. Produce and distribute 7500 copies of four-page student success newsletter. Post newsletter on student success website. October 1999. 6. Reiterate above activities for second newsletter to come out March 2000.	1. Use focus group data for planning content of newsletter & website. 2. Place form on back of newsletter on which students write about impact and application of newsletter topics. Encourage instructors to offer extra credit for return of form. 3. Survey recipients of newsletter in DS classes on impact of newsletter (awareness of success techniques, application of techniques, effectiveness of applications, and affective impact). 4. Survey faculty on impact of newsletter and website. 5. Count hits on website.	1. Focus groups did not materialize as planned. • Form idea replaced with letter from Self-Study Director to facilitate student feedback. Copy of letter enclosed. • See letter from Self-Study Director and 20 student response papers. All but two students found the newsletter essays applicable, helpful, or uplifting. • Accomplished indirectly: three faculty sent student responses. • Not accomplished.	Depending on student and faculty response, propose continuation of newsletter in future years.

Goal #3: Desired Outcomes	Activities with Timeline	Plan for Measuring Outcomes	Evaluation Conducted and Status	Use of Outcomes Measures (close the loop)
2.To equip students to find practices and programs compatible with their learning styles and other needs.	Activities 1-6 above.	Measures 1-5 above.	Same as above.	1. Expressly mention this outcome in newsletter . 2. Communi cate results to academic advising staff.
3. To increase awareness among faculty and staff of effective practices in instructional programs and to encourage emulation of those practices.	Activities 1-6 above.	Survey faculty on impact of newsletter and website.	See response to Measure 4 above.	Promote professional development seminars for faculty on practices indicated by students as most effective in overcoming under-preparedness and achieving success.

GOAL 4- Employee Technology Training

Goal Statement: Organize employee training in the use of technology associated with the first three goals.

At a spring 2000 steering committee meeting, members agreed that this goal was not longer necessary because the anticipated technology training needs did not materialize.

GOAL 5- Curriculum Alignment

Goal Statement: Effect vertical and horizontal **alignment** of developmental studies courses, outcomes, and exit criteria with Continuing Education courses, workforce courses, academic courses, technical courses, and informal learning programs (tutorials, supplemental instruction, learning labs, etc.).

RELATIONSHIP OF GOAL TO EXISTING STRATEGIC PLANS

District Plan

1. Provide quality, accessible courses and programs of instruction, which meet transfer, workforce development, and lifelong learning needs of students.
2. Improve student success.
3. Provide efficient and effective stewardship of state, local and federal funds.
4. Maximize the impact of the physical resources to support quality learning and work.

ACTIVITIES TO ACHIEVE GOAL

Summer, 1999

- Committee members analyze the knowledge, skills, processes, and behaviors that are critical to the success of the learners in a college level course.
 - ◆ Request that the affected Curriculum Teams consider any recommendations regarding revisions to learning outcomes.
 - ◆ Recommend (to Curriculum Teams, CESD, CE decision-makers for their consideration) the learning environment needed to reinforce the behaviors needed.
 - ◆ Recommend to CESD (for their consideration) the critical skills, processes, and behaviors that need to be introduced and/or reinforced in the out-of-course curricula (programs and activities such as learning labs, tutorials, counseling, advising, workshops, mentoring, orientation, supplemental instruction, etc.)

Late Fall, 1999

- Committee analyzes the alignment of CE adult basic education and/or workforce education courses to the developmental studies courses and out-of-course programs and activities.
 - ◆ Determine if there is overlap in learning outcomes and determine alignment of learning outcomes among courses and program activities.
 - ◆ Recommend any needed revisions to CE decision-makers and/or Curriculum Teams and CESD for their consideration.

Early Fall, 1999

- Committee analyzes the alignment of discipline specific developmental courses to academic and technical courses.
 - ◆ Committee sends a survey to ALL faculties to determine skill sets, processes, and behaviors needed for their course. (needs to be same instrument that Goal 10 uses)
 - ◆ Committee analyzes results of survey.

- ◆ Recommends any needed course revisions to Curriculum Teams for their consideration.
- ◆ Recommends any out-of-course revisions to CESD for their consideration.

Mid Fall 1999

- Committee analyzes and identifies the knowledge, skills, processes, and behaviors of a successful student that are common across all curricula.
 - ◆ Committee recommends to CE decision-makers and Curriculum Teams for their consideration any common curriculum and outcomes that should be reinforced throughout all curricula. Out-of-course curricula considerations should be reviewed by Curriculum Teams, then to CESD.

Early Fall 1999

- Committee sends 10 representatives to a variety of sites (2 or 3 individuals to one college) to review coordinated and/or integrated developmental studies models at “benchmark” institutions.
 - ◆ Committee will make recommendations for improvements to course and out-of-course curricula for CE decision-makers and Curriculum Teams (for their consideration) and upon agreement to CESD for consideration.

Late Fall 1999

- Committee will review outcomes and focus of supplemental instruction, tutorials, learning labs, and “map” the linkages to the courses.
 - ◆ These linkage “maps” will be shared with CE decision-makers and Curriculum Teams, and they will be asked to review the “maps” so that they can consider and validate the content and analysis.
 - ◆ These linkage “maps” will be shared with advisors, faculty, administrators, counselors, so that placement into these activities will enhance the students’ learning needs.

SPECIFIC DESIRED OUTCOMES OF ACTIVITIES

1. CE to Credit transitions are made for a seamless educational pathway for the learner.
2. The learning outcomes and course activities offered in the developmental studies programs provide the necessary skills for success in college courses (academic and technical) and for lifelong learning.
3. The common knowledge, skills, and behaviors of learners across disciplines are identified and are reinforced in the shared (common) curriculum, learning outcomes, skills and processes.
4. Identification and alignment of discipline specific developmental courses to college level courses – academic and technical provides assurances that learners are developing the skills, behaviors, and processes that are needed for “college” level courses.
5. Exit criteria is established for continuing education and developmental courses and information becomes available in the electronic portfolio.

6. A matrix of composite skills and behaviors of a successful student is developed and communicated to students, faculty, and community so that it is clear to everyone what is critical to learn.

DISTRICT PERSONNEL TO AUTHORIZE ACTIVITIES

Curriculum Teams, CE decision-makers, and Council for Education and Student Development (Linda Stegall, Chair)

DISTRICT PERSONNEL TO CONDUCT ACTIVITIES

Goal Subcommittee Members

- ◆ Members of five Curriculum Team – BIOL, ENGL, MATH, HUMD, and ESL
- ◆ Anne McCormick, Bonnie Longnion and Olin Joynton (ex-officio)
- ◆ CE representatives from each campus

Biology Curriculum Team representatives: John Chapin, Mike Clark, *and Brenda Wellmeyer, Brenda Wellmeyer, and Melanie Younger*

English Curriculum Team representatives: Lisa Schulze, Sharon Hendriksen, Beverly Turner, Lane Johnson, and Doug Boyd

English as a Second Language Curriculum Team representatives: Anne Albarelli, Carmon Aguilera-Goerner, Alice Savage, and Samantha Streamer

Math Curriculum Team representatives: Pat Juelg, John Burghduff, Arnie Andrasian, Pat Stone, and Dennis Weltman

Human Development Curriculum Team representatives: Elaine Ader, LeeAnn Coulson, Russell Flinn, Ed Albracht, and Karen Murphy

Other members: Ann McCormick and Bonnie Longnion (Chair), Olin Joynton (Chair of Steering Committee)

Continuing Education: Kenne Turner, Ross Williams and Frederico Salas

OUTSIDE CONSULTANTS DESIRED

- ◆ Recommend that some of the committee members (at least 10) visit other colleges such as Daytona Beach, Denver, and other benchmark colleges etc.

TIMELINE FOR ACTIVITIES

December 1, 1999 – skills and behaviors are identified

February 1, 2000 – all alignment (adjustments have been made) has occurred for Fall 2000 calendar

PROPOSED BUDGET FOR ACTIVITIES

Existing

There are no costs incurred by the SACS subcommittee.

Proposed Additions

Site visits to 3 to 5 colleges.

10 members of the committee (at least one member from each Curriculum Team) make a site visit to review successful benchmark programs.

Average flight (\$350) + hotel (\$100) + meals (\$60) + transportation at site (\$50) X 10 = \$5,600.

PLAN FOR MEASURING AND INTERPRETING OUTCOMES

A well-articulated curriculum has to be synchronized with a variety of delivery options and support programs to ensure that the learners reach their goals. The evaluation component of the outcomes needs to be part of a holistic evaluation system for the SACS project. Several variables will impact the success of the following outcomes.

Curriculum is just one component of the system.

Outcomes	Evaluation	Timeline
1. CE to Credit transitions are made for a seamless educational pathway for the learner.	# of students enrolling in CE literacy and/or workforce literacy courses and programs transfer to DS courses or academic and/or technical programs.	Baseline data collected in Fall, 1999. Measurement begins in Fall, 2000
2. The learning outcomes, course activities, and out-of-course activities offered in the developmental studies programs provide the necessary skills for success in college courses (academic and technical) and for lifelong learning.	◆ Retention rates of learners increases ◆ Success in college courses (A, B, C) ◆ Exit criteria of DS courses is met ◆ Goal completers (individual goals, certificates, degrees, transfer, obtain employment)	Baseline data collected in Fall, 1999. Measurement data begins in Fall, 2000, and every semester thereafter.
3. The common knowledge, skills, and behaviors of learners across disciplines are identified and are reinforced in the shared (common) curriculum, learning outcomes, skills and processes.	Same as #2	
4. Identification and alignment of discipline specific developmental courses to college level courses – academic and technical provides assurances that learners are developing the skills, behaviors, and processes that are needed for “college” level courses.	Same as #2	

Outcomes	Evaluation	Timeline
5. Exit criteria is established for continuing education and developmental courses and information becomes available in the electronic portfolio	Same as #2	
6. A matrix of composite skills and behaviors of a successful student is developed and communicated to students, faculty, and community so that it is clear to everyone what is critical to learn for success in college level courses and lifelong learning.	Same as #2	

PLAN FOR USING OUTCOMES INFORMATION FOR FURTHER IMPROVEMENTS

Improvement is an on-going process. Curriculum teams and the CE staff as needed will make adjustments in curricula and the alignment. The curriculum is an important element to the overall success of the NHMCCD learners.

RELATIONSHIP TO OTHER GOALS:

Goal	Relationship to Goal # 5
<u>Information</u> • Goal 1: With due provisions for student privacy, develop a continuously updated electronic student portfolio system easily accessible to administrators, faculty, and staff • Expanded intake information about the student's goals, previous grades and scores, family and work responsibilities, disabilities, extra-curricular activities, student organization interests ✓ Individualized year-long learning plans ✓ Notes from advising and counseling sessions with the student ✓ Special services used by the student ✓ Expected benchmark competencies	Goal 1 could contain the benchmark skills and competencies that have been successfully completed by the learner. This information could supplemental grade and attendance performance. The emphasis on what the student knows and can do – standards-based documentation for courses. The electronic portfolio could be very helpful in tracking all of the out-of-course learning activities and achievements.

Goal 2: Program institutional research systems to produce individual and cohort data on student success rates from developmental studies sequences through freshman courses.	Goal 2 will provide data to determine the effectiveness of the developmental courses and out-of-course program. In the future, CE courses and activities could be added.
Goal 3: Begin a student success newsletter or website location comprehensively listing our district's success initiatives, and bring about effective dialogue with students on these initiatives (subcommittee of Alternate Self-Study Committee)	The curricula competencies could be highlighted in the newsletter so that everyone is aware of what skills, behaviors, and processes are important. Competencies that are more out-of-course activities – tutorials, supplemental instruction, workshops,
Goal 4: Organize employee training in the use of technology associated with the first three goals (Associate Deans and Professional Development Committees of the Faculty Senates)	The curricula and the competencies should be a part of the employee training content.
Goal 6: Expand freshman course sections for English as a Second Language students (Curriculum Teams in affected disciplines)	This goal is actually a part of goal 5. But it deserves its own focus, so that it is comprehensively addressed.
Goal 7: Broadly implement learning community principles such as cohorting and collaboration through pilot programs at individual colleges (Vice-Presidents for Educational Programs)	This goal is the delivery or implementation of all of the curricula and competencies outlined in goal 5.
Goal 8: Expand course registration options such as guaranteed schedules and flexible entry/exit (CESD)	This goal is the multiple delivery and options of the content identified in goal 5.
Goal 9: Standardize assessment and placement instruments (CESD, Curriculum Teams)	This goal should be assessing the learners' skills, processes, and behaviors to determine the best-fit curricula and delivery system needed for optimum learning.
Goal 10: Formally discuss and pilot a college-level reading and writing prerequisite for entry into any freshman course (Curriculum Teams, Faculty Senates)	The entry into the college courses should be the exit level of the developmental program (courses and out-of-course activities). These goals need to be highly coordinated.

Goal 11: Provide professional development for faculty (full-time and especially adjunct) on unique factors for success of underprepared students in freshman courses (CESD, Associate Deans, Faculty Senate Professional Development Committees)	The curricula should drive part of this goal – particularly the common curricula across all courses. The learning to learn skills, processes, and behaviors could be emphasized through the District.
Goal 12: Enhance and expand academic support programs such as ✓ Orientation (CESD, Counselors, Associate Deans, Outreach and Retention Coordinators) ✓ Library programs on research skills (Librarians) ✓ Labs and tutorials (CESD, Lab Coordinators, Learning Center Directors) ✓ Supplemental instruction (CESD, Associate Deans, Counselors) ✓ Success courses emphasizing student ownership (CESD, Associate Deans, Counselors, Developmental Studies Faculty) ✓ Academic advising	The curricula should drive a great portion of this goal. Goal 5 will ultimately outline the skills, behaviors, and processes that should be learned through courses. In addition, there are skills, behaviors, and processes that can be learned through out-of-course activities – through informal and formal workshops, labs, tutorials, library instruction, supplemental instruction, orientation, mentoring, advising, counseling, etc. After Goal 5 clarifies the content and what would be taught in classes and what is taught or reinforced through the NHMCCD learning environment, then the decision can be made regarding the responsibility and accountability for the learning. (Ultimately, the learner is responsible, but the learning environment can be created to maximize the learner’s access and opportunity for successful learning experiences.)

Goal Statement #5	Effect vertical and horizontal alignment of courses, outcomes, and exit criteria among developmental studies courses, continued education courses, workforce courses, academic courses, technical courses, and informal learning programs (tutorials, supplemental instruction, learning labs, etc.)			
Desired Outcomes	Activities with Timeline	Plan for Measuring Outcomes	Evaluation Conducted and Status	Use of Outcomes Measures (close the loop)
A. CE to Credit transitions is made for a seamless educational pathway for the learner. B. The learning outcomes and course activities offered in the developmental studies programs provide the necessary skills for success in college courses (academic and technical) and for lifelong learning. C. The common knowledge, skills, and behaviors of learners across disciplines are identified and are reinforced in the shared (common) curriculum, learning outcomes, skills and processes.	I. Summer 1999 ➤ Committee members analyze the knowledge, skills, processes, and behaviors that are critical to the success of the learners in a college-level course. • Request that the affected Curriculum Teams consider any recommendations regarding revisions to learning outcomes. • Recommend (to Curriculum Teams, CESD, and CE decision-makers for their consideration) the learning environment needed to reinforce the behaviors needed. • Recommend to CESD (for their consideration) the critical skills, processes, and behaviors that need to be introduced and/or reinforced in the out-of-course curricula (programs and activities such as learning labs, tutorials, counseling, advising, workshops, mentoring, orientation, supplemental instruction, etc.)	Outcomes A – F collectively should enable students entering NHMCCD at any level – CE, Developmental Studies, and college courses to gain the knowledge, skills, and behaviors needed to successfully complete courses, certificates, and degrees. A. Should see a increased # of transfer of CE students to Credit programs (courses, certificates, and degrees). B. Persistence in courses should improve. (Higher retention in ALL courses) C. Performance in courses should improve. (More successful completers) D. More degrees, certificates, and courses should be successfully attained.	The activities needed to have all occurred to make a difference. This has not occurred yet. Realistically, this goal will not be implemented until the Fall of 2001. The faculty survey has been sent out twice – once in the Spring of 2000 and again in the Fall of 2000. Through the review of literature and the SACS Committee, enough information was gained to design a survey that attempted to obtain information for Goals 5, 10, 11, and 12. What we have learned from this experience is that these curricula issues are best done in small group discussions, so that faculty can ask clarifying questions. A compilation of results received in the Fall of 2000 should result in the following: 1. Information that verifies or challenges the shared skills, knowledge, and behaviors that have been identified by committee members. 2. Data that helps to clarify what is	The measurement of outcomes A – F have not been investigated because the curricula has not been revised. Many of the introductory tasks in the activity section of this matrix have been difficult to implement (the bolded statements have been completed or they are near completion). The data collection stage from faculty and Curriculum Teams has been an extremely time-consuming task. The survey has not been easily completed by
	Late Fall 1999 ➤ Committee analyzes the			

D. Identification and alignment of discipline specific developmental courses to college level courses - academic and technical provides assurances that learners are developing the skills, behaviors, and processes that are needed for "college" level courses. E. Exit criteria is established for continuing education and developmental courses and information becomes available in the electronic portfolio. F. A matrix of composite skills and behaviors of a successful student is developed and communicated to students, faculty, and community so that it is clear to everyone what is critical to learn.	alignment of CE adult basic education and/or workforce education courses to the developmental studies courses and out-of-course programs and activities. • Determine if there is overlap in learning outcomes and determine the alignment of learning outcomes among courses and program activities. • Recommend any needed revisions to CE decision-makers and/or Curriculum Teams and CESD for their consideration. ➤ Committee analyzes the alignment of discipline specific developmental courses to academic and technical courses. • Committee sends a survey to ALL faculties to determine skill sets, processes, and behaviors needed for their course. • Committee analyzes results of survey. • Recommends any needed course revisions to Curriculum Teams for their consideration. • Recommends any out-of-course revisions to CESD for their consideration. ➤ Committee analyzes and identifies the knowledge, skills, processes, and behaviors of a successful student that are common across all curricula. Committee recommends		expected in entry level courses of a discipline or program. 3. Recommendations for developmental studies faculty (curriculum teams) for revisions for their courses. 4. Recommendations of skill sets that all faculty could reinforce. 5. Baseline of information that could facilitate the alignment of curricula from CE to Credit courses and from Developmental Studies to College Level. 6. Baseline of information for exit criteria to be developed for course levels. 7. Baseline of information to determine in-course and out-of-course curricular for developmental student.	individual faculty members and/or Curriculum Teams. Several of the goal Chairs have found value in leading faculty or groups of faculty through the survey. The discussion and dialogue that has occurred in the session has resulted in faculty learning. This is an unexpected outcome of the dissemination of the survey. The activities need to continue to be implemented with a revised curricula being in place for the Fall of 2001. The original timeline was ambitious. A revised and aligned curricula could reinforce critical skill,
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	to CE decision-makers and Curriculum Teams for their consideration any common curriculum and outcomes that should be reinforced throughout all curricula. Out-of-course curricula considerations should be reviewed by Curriculum Teams, then to CESD. ➤ Committee sends 10 representatives to a variety of sites (2 or 3 individuals to one college) to review coordinated and/or integrated developmental studies models at "benchmark institutions. • Committee will make recommendations for improvements to course and out-of-course curricula for CE decision-makers and Curriculum Teams (for their consideration) and upon agreement to CESD for consideration. ➤ Committee will review outcomes and focus of supplemental instruction, tutorials, learning labs, and "map" the linkages to the courses. • These linkage "maps" will be shared with CE decision-makers and Curriculum Teams, and they will be asked to review the "maps" so that they can consider and validate the content and analysis. • These linkage "maps" will be shared with advisors, faculty,		ies.	behaviors, and processes in course-based curricula and non-course based curricula. An implemented and aligned curricula coupled with the implementation of the other goals should have a positive impact. Realistically, the systematic and systemic implementation of these changes will take time.
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	administrators, counselors, so that placement into these activities will enhance the students' learning needs.			
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GOAL 6-English as a Second Language Students Success

Goal Statement: Increase the number of ESL students completing ESL courses, and/or entering and successfully completing College courses.

RELATIONSHIP OF GOAL TO EXISTING STRATEGIC PLANS

Goal 6: Supports the following NHMCCD District Goals:

Goal 1: Provide quality accessible courses and programs of instruction which meet transfer, workforce development, and lifelong learning needs of students.

Goal 2: Improve student success.

Goal 3: Provide quality accessible support services for students that enhance the learning process and their educational experience.

Goal 5: Maintain a work environment that appropriately rewards employees, supports employee professional growth and development, and maintains the staffing necessary to effectuate strategic priorities.

ACTIVITIES AND TIMELINE TO ACHIEVE GOAL

1. Offer two lower levels of Grammar/Writing; two lower levels of Listening/ Speaking; and an Advanced Workshop to refine the use of listening, speaking, and reading skills. [NHC], **Fall '99**
2. Offer an advanced ESL Reading/Vocabulary Development; and an advanced ESL Grammar/ Writing course. [MC], **Fall '99**
3. Offer three levels of Reading/ Vocabulary Development; three levels of Grammar/ Writing; and three levels of Listening/ Speaking. [TC], **Fall '99**
4. Determine exit criteria for six levels of Grammar/Writing; six levels of Listening/ Speaking; and three levels of Reading/ Vocabulary Development. [ESL Curriculum Team], **Fall '99**
5. Design and pilot exit tests for six levels of Grammar/ Writing. [ESL Faculty], **Spring 2000**
6. Design and pilot exit tests for three levels of Reading/ Vocabulary Development. [ESL Curriculum Team] **Summer 2000**
7. Design and pilot exit tests for three levels of Listening/Speaking. [ESL Curriculum Team], **Fall 2000**
8. Hire an ESL In-take Advisor. [NHC], **Fall '99**
9. Create an ESL coordinator position shared between DS and CE departments. [TC], **Fall '99**
10. Hire part-time staff to work with Assessment Center and LAC on placement and resource management. [TC], **Fall '99**
11. Expand concurrent ESL enrollment between credit and Community Education. [TC], **Fall '99**
12. Conduct a marketing and publicity campaign to increase enrollment in ESL courses. **Fall '99**
13. Update and maintain ESL Web Page. [NHC], **Fall '99**
14. Link student and faculty resources to Learning Centers and ESL Web sites. [NHC, TC], **Fall '99**
15. Increase classroom and support materials for ESL instruction. [TC], **Fall '99**

16. Develop Faculty and Student Handbooks for ESL Programs. **Fall '99**
17. Establish a professional reading library and actively share resources with other college departments. **Spring 2000**
18. Assist Learning Centers and Libraries in developing and adapting materials for students at different proficiency levels. **Spring 2000**
19. Track students from session to session to determine learning, persistence, and success rates. **Fall '99- Spring '01**
20. Conduct focus groups, teacher and program evaluations with students and faculty to obtain feedback on courses. **Fall '99- Spring '01**
21. Develop and team teach special sections of ENGL 1301. [NHC], **Fall '99**
22. Assign ESL faculty as advisors to students in special sections of ENGL 1301. [NHC], **Fall '99**
23. Explore possibility of team-taught ESL sections to other disciplines such as American History, Psychology, and Government. **Spring 2000**
24. Conduct a series of workshops for ESL faculty on portfolio assessment and process writing. [NHC], **Fall '99**
25. Provide training for new adjuncts in ESL program. [TC], **Fall '99**
26. Develop a Curriculum Guide for ESL programs. **Fall '99**
27. Establish a Certification Program that awards CEUs for faculty members interested in developing effective techniques for teaching non-native English speakers. **Fall '00- Spring '01**
28. Conduct a Self-Study of ESL program. [NHC] **Spring, 1999.**

SPECIFIC DESIRED OUTCOMES OF ACTIVITIES

1. Expanding course offerings for ESL students.
2. Establishing consistent exit criteria for all ESL courses.
3. Increasing awareness of students, administrators, faculty, and staff of ESL population and programs.
4. Establishing a research process for determining success of ESL students in college courses.
5. Expanding freshman course sections for ESL students.
6. Training faculty on teaching non-native English speakers.
7. Obtaining national certification for ESL Program.

DISTRICT PERSONNEL TO AUTHORIZE ACTIVITIES

- | | | |
|----------------------|-----------------------|----------------------|
| 1. Christal Albrecht | 5. Pat Juelg | 9. James Skelton |
| 2. Rose Austin | 6. Reba Kochersperger | 10. Mary P. Trenkle |
| 3. Earl Campa | 7. Bonnie Longnion | 11. Nockie Zizelmann |
| 4. Jennie Harrison | 8. Joe McCann | |

DISTRICT PERSONNEL TO CONDUCT ACTIVITIES

- | | | |
|-------------------|-----------------------|---------------------|
| 1. Anne Albarelli | 6. Emily Roscher | 11. Beverley Turner |
| 2. Gwen Charvis | 7. Alice Savage | 12. Pat Winters |
| 3. David Dahnke | 8. Arlene Schultz | 13. Sharilyn Wood |
| 4. Alan Hall | 9. Jill Sewell | |
| 5. Katie Hurter | 10. Samantha Streamer | |

OUTSIDE CONSULTANTS DESIRED

None

PROPOSED BUDGET FOR ACTIVITIES

North Harris College

- \$2,780 for development and implementation of Certification Program.
 - 30 hrs development @ \$40 hr. \$1,200.00
 - 3 eight-hour workshops (24) hrs. @ \$40 hr.per presenter \$960.00
 - Food services/3 workshops/30 people @ \$4 per person \$120.00
 - Instructional Materials & Printing \$ 500.00
- \$1,600 academic year to pay a stipend for faculty members to monitor and advise 15 - 20 ESL students in special sections of English 1301.
 - 5 sections/16 hrs. = 80 hrs @ \$20 = \$ 1,600.00

Tomball College

- \$2,800 stipend for ESL Coordinator position shared by DS and CE.
- \$1,000 for ads, brochure, and flyers to market ESL courses.
- \$1,000 for training new and veteran staff on ESL alignment.
- \$1,500 to hire part-time staff to work with Assessment Center, LAC, and CE on placement, testing, and resources issues.

TOTAL= \$10,680.00

PLAN FOR MEASURING AND INTERPRETING OUTCOMES

1. Additional courses listed in Catalog, Credit Schedule, and CE Schedule of Classes.
2. Track number of students enrolled in new courses.
3. Exit criteria written and approved by ESL Faculty and on file at each campus.
4. Exit tests written, administered, and on file at each campus.
5. Keep log of number of students advised and evaluated by ESL In-Take Advisor, ESL Coordinator, and part-time staff.
6. Survey faculty and student satisfaction with advisement process and personnel.
7. Keep log of number of concurrent ESL courses offered and made.
8. Track growth of students in ESL programs.
9. Conduct survey on number of faculty and students consulting and using ESL Web Page and ESL sites.
10. Log number of classroom and support materials provided for ESL instruction and obtain feedback from faculty and students.
11. Distribute handbooks to faculty and students and obtain feedback.
12. Professional reading and ESL proficiency level materials placed in special sections of Libraries.
13. Running log of number of items checked out and utilized kept on file in Learning Centers and Libraries.
14. Compare persistence rates of ESL students before and after ESL expanded courses.
15. Track number of ESL students successfully completing college courses.

16. Compare completion rates of ESL students in special ESL sections of ENGL 1301 to those in regular ENGL 1301 sections.
17. Survey faculty and student [including native - speakers] satisfaction with special sections of ENGL 1301.
18. Conduct survey to determine faculty interest in team-teaching special sections for ESL students.
19. Faculty evaluation of workshops and training.
20. Publication of Curriculum Guide and faculty feedback.
21. Certification Program approved by THECB and number of faculty awarded CEUs logged and kept on file.

PLAN FOR USING OUTCOMES INFORMATION FOR FURTHER IMPROVEMENTS

- Increase the number of ESL students entering and successfully completing College courses.
- Expand number of Freshman course sections taught by faculty trained in teaching non-native English speakers.
- Increase awareness of ESL students and programs to NHMCCD community.
- Institutionalize Certification Program for teaching non-native English speakers.

Goal Statement # 6	Increase the number of ESL students completing ESL courses, and/or entering and successfully completing College courses.			
Desired Outcomes	Activities with Timelines	Plan for Measuring Outcomes	Evaluation Conducted and Status	Use of Outcomes Measures (close the loop)
Expanding course offerings for ESL students.	Fall '99 - Offer two lower levels of Grammar/Writing; two lower levels of Listening/Speaking; and an Advanced Workshop to refine the use of listening, speaking, and reading skills. [NHC] - Offer an advanced ESL Reading/Vocabulary Development; and an advanced ESL Grammar/Writing course. [MC] - Offer three levels of Reading/Vocabulary Development; three levels of Grammar/Writing; and three levels of Listening/Speaking. [TC],	- Additional courses listed in Catalog, Credit Schedule, and CE Schedule of Classes. - Track number of students enrolled in new courses. - Additional courses listed in Catalog, Credit Schedule, and CE Schedule of Classes. - Track number of students enrolled in new courses. - Additional courses listed in Catalog, Credit Schedule, and CE Schedule of Classes. - Track number of students enrolled in new courses.	✓ 29 new sections held ✓ 500 students enrolled in new courses	Recognition of the length of time it takes for ESL learners to acquire the English language skills necessary to attain full academic proficiency in English.

Goal Statement # 6	Increase the number of ESL students completing ESL courses, and/or entering and successfully completing College courses.			
Desired Outcomes	Activities with Timelines	Plan for Measuring Outcomes	Evaluation Conducted and Status	Use of Outcomes

				Measures (close the loop)
Establishing consistent exit criteria for all ESL courses.	Fall '99 - Determine exit criteria for six levels of Grammar/Writing; six levels of Listening/ Speaking; and three levels of Reading/ Vocabulary Development. [ESL Curriculum Team] Spring 2000 - Design and pilot exit tests for six levels of Grammar/ Writing. [ESL Faculty] Summer 2000 - Design and pilot exit tests for three levels of Reading/ Vocabulary Development. [ESL Curriculum Team], Fall 2000 - Design and pilot exit tests for three levels of Listening/ Speaking. [ESL Curriculum Team]	Exit criteria written and approved by ESL Faculty and on file at each campus. - Grammar/ Writing exit tests written, administered, and on file at each campus. - Examine success rates of students in succeeding courses. - Survey instructors on correct student level. - Reading/ Vocabulary Development exit tests written, administered, and on file at each campus. - Examine success rates of students in succeeding courses. - Survey instructors on correct student level. - Listening/ Speaking exit tests written, administered, and on file at each campus. - Examine success rates of students in succeeding courses. - Survey instructors on correct student level.	✓ Exit criteria <i>Outcomes</i> included in <i>Curriculum Guide</i> ✓ Exit tests administered to G/W II, IV, V; Scores on record ✓ Instructors identified a placing accuracy rating value [1-5] for each student	Appropriate performance and assessment standards that distinguish between language and academic achievement will be developed.

Goal Statement # 6	Increase the number of ESL students completing ESL courses, and/or entering and successfully completing College courses.			
Desired Outcomes	Activities with Timelines	Plan for Measuring Outcomes	Evaluation Conducted and Status	Use of Outcomes Measures (close the loop)
Increasing awareness of students, administrators, faculty, and staff of ESL population and programs.	Fall '99 - Hire an ESL In-take Advisor. [NHC] - Create an ESL coordinator position shared between DS and CE departments. [TC]	Keep log of number of students advised and evaluated by ESL In-Take Advisor, ESL Coordinator, and part-time staff. Survey faculty and student satisfaction with advisement process and personnel.	✓ P/T ESL Counselor hired ✓ Advising forms on record in LC	Shared responsibility by and collaboration among all educational professionals working with ESL students will result in the attainment of high standards by all students.

	3. Hire part-time staff to work with Assessment Center and LAC on placement and resource management. [TC] 4. Expand *linked ESL enrollment between credit and Community Education. [NHC] 5. Conduct a marketing and publicity campaign to increase enrollment in ESL courses.	▪ Keep log of number of linked ESL courses offered and made. ▪ Track increased number of students in ESL programs.	✓ ✱ 125 linked sections offered and made ✓ 42% overall increase in IEP ✓ 226% credit increase in IEP ✓ 18% increase in IEP and 16-week courses	
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- Credit and Community Education students are enrolled in the same section.
- Various courses in IEP split while others in 16-week format were cancelled.

Goal Statement # 6	Increase the number of ESL students completing ESL courses, and/or entering and successfully completing College courses.			
Desired Outcomes	Activities with Timelines	Plan for Measuring Outcomes	Evaluation Conducted and Status	Use of Outcomes Measures (close the loop)
Increasing awareness of students, administrators, faculty, and staff of ESL programs [cont.]	Fall '99 6. Update and maintain ESL Web Page. [TC, NHC] 7. Link student and faculty resources to Learning Centers and ESL Web sites. [NHC, TC] 8. Increase classroom and support materials for ESL instruction. [TC] 9. Develop Faculty and Student Handbooks for ESL Programs. 10. Translate brochures and information	Conduct survey on number of faculty and students consulting and using ESL Web Page and ESL sites. Log number of classroom and support materials provided for ESL instruction and obtain feedback from faculty and students. Distribute handbooks to faculty and students and obtain feedback.	✓ 228 materials provided for instruction; log on file in LC ✓ Handbooks translated and distributed	

	sheets [TC] 11. Translate Student Handbooks into Spanish and Vietnamese. Spring 2000 1. Establish a professional reading library and actively share resources with other college departments. 2. Assist Learning Centers and Libraries in developing and adapting materials for students at different proficiency levels.	Professional reading and ESL proficiency level materials placed in special sections of Libraries. Running log of number of items checked out and utilized kept on file in Learning Centers and Libraries.	✓ Materials placed in Library	
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Goal Statement # 6	Increase the number of ESL students completing ESL courses, and/or entering and successfully completing College courses.			
Desired Outcomes	Activities with Timelines	Plan for Measuring Outcomes	Evaluation Conducted and Status	Use of Outcomes Measures (close the loop)
Increasing awareness of students, administrators, faculty, and staff of ESL programs [cont.]	Fall '01 1. Upgrade international student support services 2. Continue partnership with TISD [TC]	Student Evaluation of International Support services. Log number of agreements and survey client satisfaction.		
Establishing a research process for determining success of ESL students in college courses.	Fall '99- Spring '01 1. Track students from session to session to determine learning, persistence, and success rates. 2. Conduct focus groups, teacher and program evaluations with students and faculty to obtain feedback on courses.	Compare persistence rates of ESL students before and after ESL expanded courses. Track number of ESL students successfully completing college courses.	✓ 78% persistence rate before; 76% after [Mike Green]	Ongoing, useful, institutional research will result in a cyclical process of continuous program improvement and program change.
Expanding freshman course sections for	Fall '99 1. Develop and team	Compare completion rates of ESL students in special ESL		ESL students will attain the same

ESL students.	teach special sections of ENGL 1301. [NHC] 2. Assign ESL faculty as advisors to students in special sections of ENGL 1301. [NHC]	sections of ENGL 1301 to those in regular ENGL 1301 sections. Survey faculty and student [including native - speakers] satisfaction with special sections of ENGL 1301.	[Mike Green]	high level standards in Freshman English as fully proficient English-speaking students.
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Goal Statement # 6	Increase the number of ESL students completing ESL courses, and/or entering and successfully completing College courses.			
Desired Outcomes	Activities with Timelines	Plan for Measuring Outcomes	Evaluation Conducted and Status	Use of Outcomes Measures (close the loop)
Training faculty on teaching non-native English speakers.	Fall '99 1. Conduct a series of workshops for ESL faculty on portfolio assessment and process writing. [NHC] 2. Provide training for new adjuncts in ESL program. [TC] 3. Develop a Curriculum Guide for ESL programs.	Faculty evaluation of workshops. Faculty evaluation of training. Publication of Curriculum Guide and faculty feedback.	✓ 6 workshops provided; evaluations on file ✓ Curriculum Guide published and distributed	Content area faculty will become aware of the importance of language in relationship to their disciplines so that they can better facilitate the academic achievement of their ESL students.
Obtaining national certification for ESL Program	Spring, 1999 Conduct a Self-Study of ESL program based on national guidelines set by Teachers of English to Speakers of Other Languages [TESOL] and the American Association of Intensive English Programs [AAIEP].	▪ ESL Program certified. ▪ Self-Study Report on File; Findings addressed. ▪ ESL Program listed in AAIEP publication, "Member Profiles."	✓ Site Visit conducted; program met all standards for accreditation ✓ IEP accredited by Commission on English Language Program Accreditation ✓ IEP listed in AAIEP publication and website	Involve faculty in focussed reflection on the program, curriculum, and teaching as well as in setting goals and determining appropriate courses of action.

GOAL 7- Learning Communities

Goal Statement: Support the development of existing learning communities (paired or clustered classes, cohort programs, team-taught programs, Freshman interest groups, or "Federated" learning communities) and the formation of new ones.

RELATIONSHIP OF GOAL TO EXISTING STRATEGIC PLANS

The activities under this goal are tied to the following components of the District Strategic Plan:

1. Provide quality accessible courses and programs of instruction which meet transfer and workforce development needs and lifelong learning needs of students.
2. Improve student success.
3. Provide quality accessible support services for students that enhance the learning process and their educational experience.
4. Provide effective systems of communication to both internal and external constituencies.

In addition, the activities support the following components of college strategic plans.

Kingwood College

1. Provide maximum educational access and a system for retention
2. Enhance instruction, curriculum, and support systems for maximizing student success

Montgomery College

1. Increase retention of students in courses
2. Foster the growth and greater campus integration of the Extended Learning Process
3. Implement comprehensive programs to assist high risk students in the successful completion of their education
4. Offer interdisciplinary blocked courses so that both teachers and students experience a more coherent and enriched teaching and learning environment.

North Harris College

1. Increase student success in the developmental sequence and the core academic courses that form the foundation for their future
2. Increase student persistence and reduce time to graduation
3. Expand programs to serve the neediest in our communities, especially those in transition from welfare to work
4. Create a system to assure that every student has a plan for his/her learning program at North Harris and beyond and that every student exercises ownership and personal responsibility for pursuing their plan
5. Improve systems of communication with students

6. Develop and apply a “learning paradigm” approach to NHC’s mission.
7. Design and implement a new advising model with appropriate responsibilities for faculty, counselors, advisors and other staff.
8. Create a system to assure that every student has a plan for his/her learning program at North Harris and beyond and that every student exercises ownership and personal responsibility for pursuing their plan.

Tomball College

1. Promote scholarship of students and employees through encouragement and flexibility
2. Develop activities and opportunities that support life-long learning
3. Increase the use of interdepartmental or cross-functional work teams for planning, teaching, problem-solving, and building core competencies
4. Provide quality education opportunities through a wide variety of scheduling options, locations, and delivery methods
5. Encourage a broad spectrum of culturally enriching and intellectually stimulating activities for the college and its community

ACTIVITIES TO ACHIEVE GOAL

Kingwood College

Current

1. Dual enrollment of students in developmental and HumD
2. Use of electronic portfolios
3. Register students for the next semester in class during the last two weeks of the previous semester

Proposed

1. Expand "success course" offerings linking HUMD 0330 with developmental courses
2. Refine use of electronic portfolios
3. Revise developmental course curriculum by increasing the number of contact hours per course to four and by including affective as well as cognitive skills
4. Continue process of registering students for the next semester in class during the last two weeks of the previous semester
5. Foster development of new learning communities in the district through presentations, consultations, and mentoring activities
6. Expand "success course" offerings linking HUMD 0330 with developmental courses

Montgomery College

Current

1. Enrolled 27 full time students (new or limited college experience) in two of three developmental courses (Engl. 0305, Engl. 0307, and Math 0306) and Human Development 0330. In addition students were allowed to enroll in an Introduction to Sociology course, if they wanted
2. Classes held five days a week from 9 to 2

3. Faculty involved meet once a week to compare and exchange notes about educational and student issues that emerge
4. Individual counseling sessions with each student three times a semester
5. Scheduled social events (lunches, breakfasts, etc. for students and other college employees to provide informal opportunity for feedback and to foster sense of community
6. Held focus group sessions to obtain student feedback, suggestions, criticism, etc, regarding the first semester of program
7. Provide additional tutoring in the classroom for math and writing during class time
8. Administer Quick TASP to students at end of semester to allow reading and writing students to complete TASP requirement so they can take college level English the following semester

Proposed

1. Double the number of students in the cohort program from 27 to 54 and increase number of sections and course offerings (add another college-level course: Speech)
2. Integrate curriculum in cohort program through more cross-disciplinary student assignments and activities
3. Evaluate practices in existing cohort program for effectiveness
4. Improve system of placing students into cohort program
5. Implement "coaching connection" (each student in developmental program maintains weekly contact with an employees (teaching and non-teaching) of the college
6. Increase involvement and support of associate deans
7. Increase contact hours in sociology course to include an hour a week in study group activity in the lab
8. Use current cohort program students as mentors for next group
9. Increase number of faculty assigned to work in cohort program
10. Integrate the Human Development concept in all cohort courses
11. Foster development of new learning communities in the district through presentations, consultations, and mentoring activities

North Harris College

Current

1. ITV classes within the district, particularly with TC & KC
2. Construct and administer the CareerStart program according to learning community principles

Proposed

1. Plan and implement a weekend college cohort/learning community
2. Construct and administer the CareerStart program according to learning community principles
3. Implement a pre-professional program for honors students headed for health professions
4. Foster development of new learning communities in the district through presentations, consultations, and mentoring activities

Tomball College

Current

1. Interdisciplinary courses in sociology and psychology
2. Use of ITV to expand literature offering on campus extension
3. Expansion of campus extensions
4. Use of Internet to make available English team offering to Distance Learning Students
5. Scheduled events (meetings by students with the President to provide informal opportunity for student input)
6. Scheduled events (small group lunch meetings with the President to provide informal opportunity for faculty input)
7. Scheduled social events (monthly supper gatherings for faculty, staff, and administrators to encourage collegiality)
8. Involvement of faculty coordinators with input from colleagues in their discipline in instructional budget choices and decision-making
9. Weekly meetings of faculty and staff committee concerned with the differing facets of Alternative Delivery Modalities
10. Expansion of Alternative Delivery Modalities and offerings
11. Foster the growth of the Tutor Coach Program (students meet weekly for a 45 minute prescheduled session with a Program tutor to encourage writing skill development, classroom assignment completion, goal setting and achievement, and to facilitate the transition into the college setting as well as the transition into the college credit composition classes).
12. The Tutor Coach program is designed to improve student retention and success in development writing courses, and is currently in a trial phase generated by randomly assigning students to a control and experimental group during the spring semester 1999.
13. Current tutors in the program have varied academic backgrounds but all have tutoring experience with developmental studies students.
14. The program focuses on the benefits of a one-on-one relationship with a mentor at the college, and is reporting statistically significant success at the midterm.
15. Commission of financial resources for technology and technological issues that are sufficient to support student and faculty needs

Proposed

1. Increase number of students in the Tutor Coach Program for developmental writing students.
2. Expand Tutor Coach Program into other academic disciplines.
3. Continue development of supplemental instruction program
4. Assess past learning community pilots with purpose of revising and refining them for future programs
5. Foster development of new learning communities in the district through presentations, consultations, and mentoring activities
6. Expansion of weekend college offerings and times
7. Expansion of interdisciplinary courses in all teaching modalities

8. Develop an evaluation plan focusing on Distance Learning offerings in terms of faculty training and certification, student need and retention as well as learning effectiveness
9. Expansion of ITV and Internet courses
10. Development and implementation of a professional development plan promoting employee professional growth and exposure to colleagues from other disciplines and geographic areas
11. Develop a plan to make available a child-care facility combined with a gerontology component serving students, staff and faculty
12. Purchase and develop a set of evaluation instruments to provide human services, social and behavioral science students with first-hand experience in the development of social science data and analysis
13. Foster partnerships with local K-12 providers so those college faculty and public school teachers collaboratively integrate educational efforts to enhance student success and facilitate a transition for high school graduates entering college
14. Foster partnerships with senior colleges to strengthen programs and increase transfer pathways for career graduates
15. To further train faculty coordinators in the budgeting process for their programs so that they may be better able to address the uniqueness of their disciplines
16. To prepare and distribute quality information brochures to heighten awareness by the service area communities of the various special programs and individual offerings that may be taken at Tomball College and its extension campuses

SPECIFIC DESIRED OUTCOMES OF ACTIVITIES

1. Measurable outcomes of Tomball's Tutor Coach Program include student retention rate, attendance, passing rates in writing modules, feedback from reading and writing instructors regarding student participation in class, and assignment completion rates.
2. Establish a sense of belonging crucial for persistence among underprepared students
3. Reinforce skills of collaborative problem-solving among underprepared students
4. Implant among underprepared students a family-like sense of individual responsibility for the success and welfare of a group
5. Facilitate the students' discovery of coherence among different academic disciplines
6. Improve learning within and across disciplines
7. Provide an environment geared toward student satisfaction and self-esteem upon completing academic goals

DISTRICT PERSONNEL TO AUTHORIZE ACTIVITIES

- Associate deans
- Vice-presidents for educational programs and student development
- Director of Learning Assistance (Tutor Coach Program)- Tomball

DISTRICT PERSONNEL TO CONDUCT ACTIVITIES

Goal Subcommittee Members

Kingwood College: Daniel Coleman, Ann McCormick, Lynn Hoke

Montgomery College: Ron Heckelman, Karin Lyle, Karen Murphy, Martina Kusi-Mensah

North Harris College: Cher Brock, Marian Ervin, Crescentia Neuman
Tomball College: Martha Newsome, Ruth Telschow

Others

Heather Mitchell, Maureen Loiacano, Ed Albracht, Elaine Ader

OUTSIDE CONSULTANTS DESIRED

None

TIMELINE FOR ACTIVITIES

Spring 1999

Planning and budgeting of activities

Fall 1999-Spring 2000

Implementation of activities

Summer 2000

Assessment and interpretation of outcomes of activities, planning for continuation of most successful activities

PROPOSED BUDGET FOR ACTIVITIES

Existing (approximate amounts)

Kingwood College

Instructional:

2 fulltime instructors, 1 extra-service compensation each @ \$1,390 ea.

11 sections @ \$1300/section \$14,300

Faculty Inservice: 3 @ \$50/each \$ 150

General Faculty Inservice: 3 @ \$100/ea. \$ 300

Total Cost (Spring '99 Semester) \$17,530

Montgomery College

Tutoring (\$5.50/hour, 19 hours a week for sixteen weeks) \$3,344

Faculty extra-service compensation to teach courses

4 instructors, 1 extra-service compensation @ \$1, 390 ea \$11,120

Supplies (file cabinets, lunches, etc) \$1,712

Total (one semester) \$16,176

North Harris College

CareerStart - grant funded currently.

ITV work study student to assist classes for which NHC is
the receiver \$3,000

Tomball College

Tutor Coach Program currently (Spring 99) has two tutors meeting 15 hours
per week at an hourly rate of \$14.00 \$6,300
Supplies for Tutor Coach Program \$500
Funding for Supplemental Instruction program is through
Carl Perkins Grants and is listed under another Goal.

Proposed ('99-2000)**Kingwood College**

Instructional Costs:

2 fulltime instructors, 1 extra-service compensation. @ \$1,390 ea. \$ 2,780
24 added hours @ 26.00/hr \$9,360
Faculty Inservice: 3 @ \$50/each \$150
General Faculty Inservice: 3 @ \$100/each \$300

Total (Fall '99 Semester) \$ 12,590

Montgomery College

Tutoring (6 tutors:

3 math, 2 writing, 1 reading) \$10,540
(\$5.50/hour, 19 hours a week for sixteen weeks)
Mentoring (using 3 former Cohort students) \$ 1,760
Faculty extra-service compensation to teach courses
(9 faculty @ \$1, 390 each for 2 semesters) \$13,900
Supplies, (file cabinets, lunches, etc) \$ 4,000

Total \$30,200

North Harris College

Weekend College Orientation & Workshops \$1,000
Scholarships \$2,400
Preprofessional Program-
Preprofessional research release time for medical (\$2322/semester) \$4,644
Publicity for Preprofessional Program and Honors Technology \$500
High School scholarships (9 @ 800 each, fall semester only) \$7,200
Tech & Instructional support for integrating technology \$1,400
Faculty mentors for (2 faculty @ 20/hr) \$400

Total \$ 17,544

Tomball College

Tutor Coach Program (Fall 99)

4 tutors meeting 30 hours per week at an hourly rate of \$14.00
\$12,600
Supplies for Tutor Coach Program \$500

PLAN FOR MEASURING AND INTERPRETING OUTCOMES

- Collect persistence and success data on learning community students from institutional research officers
- Administer student opinion survey questionnaires and focus groups to determine levels of satisfaction and suggestions for improvement
- Interview "coaching connection" participants for similar information as above

PLAN FOR USING OUTCOMES INFORMATION FOR FURTHER IMPROVEMENTS

- Host faculty-staff workshops on establishing and improving learning community programs (co-ordinate with Goal 11 on professional development)
- Assess best features of existing learning community programs and make recommendations to administrators for their continuation
- Establish a regular roundtable meeting of district learning community practitioners
- Create district web page and Listserv for the sharing and dissemination of ideas among learning community practitioners

RELATIONSHIP OF GOAL 7 TO THE 11 OTHER GOALS

Goal 1- Electronic portfolio will make available to students and faculty student goals, previous grades, and scores

Goal 2- Institutional research system will produce cohort data on student success rates from developmental sequence through freshman courses

Goal 3- Student success newsletter can "showcase" and advertise learning community students' activities and programs

Goal 11- Learning communities will provide opportunity for professional development and growth for faculty involved

Goal Statement #7	Support the development of existing learning communities (paired or clustered classes, cohort program, team-taught programs, Freshman interest groups, or "Federated" learning communities) and the formation of new ones.			
Desired Outcomes	Activities with Timeline	Plan for Measuring Outcomes	Evaluation Conducted and Status	Use of Outcomes Measures (close the loop)
KC 1. Provide maximum educational access and a system for retention 1. Enhance instruction, curriculum, and support systems for maximizing student success	KC - Dual enrollment of students in DS and HumD. Courses. (Fall 1999) - Use of electronic portfolios (Fall 1999) - Register students for the next semester in class during the last two weeks of the previous semester (late Fall 1999) - Expand course offerings for DS and HumD (Spring 2000) - Refine use of electronic portfolios (Spring 2000) - Continue process of registering students for the next semester, the last two weeks of the current semester (Spring 2000) - Conduct presentations, workshops, mentoring activities to foster the development of new learning communities at other colleges in the district	KC - Collect persistence and success data on learning community classes from institutional research officer - Administer student opinion survey questionnaires and compile focus group reports to determine levels of satisfaction and suggestions for improvement	KC - The actual scheduling of the linked courses was extremely difficult because of the numbers. The plan was to link 16 sections of human development with 16 sections of English 0305 (Reading II) or Math 0308 (Introductory Algebra). - Scheduling of students in the linked courses was equally difficult - Getting instructors to give shared assignments was basically ineffective	Kingwood has, as a result of the outcomes of its learning communities attempts, abandoned its initial efforts at "organized" or planned learning communities and is, instead, trying to register students together in as many classes as possible and focus on the "more productive elements" of its program.

Goal Statement #7	Support the development of existing learning communities (paired or clustered classes, cohort program, team-taught programs, Freshman interest groups, or "Federated" learning communities) and the formation of new ones.			
Desired Outcomes	Activities with Timeline	Plan for Measuring Outcomes	Evaluation Conducted and Status	Use of Outcomes Measures (close the loop)
MC 1. Increase retention of students in courses 2. Foster the growth and greater campus integration of the extended learning process 3. Implement comprehensive programs to assist high risk students in the successful completion of their education 4. Offer interdisciplinary blocked courses so that both teachers and students experience a more coherent and enriched teaching and learning environment.	MC FALL 1998 1. Enrolled 27 full time students (new or with limited college experience) in 2 of 3 developmental courses (English 0305, English 0307, and Math 0306) and Human Development 0330. 2. Students were allowed to enroll in an Introduction to Sociology course if they wanted 3. Classes met 5 days a week from 9 a.m. to 2 p.m. 4. Faculty involved met once a week to compare and exchange notes about educational and student issues that emerge 5. Individual counseling sessions scheduled with each student three times a semester 6. Social events (lunches, breakfasts, etc) scheduled for students and other college employees to provide informal opportunity for feedback on program and to foster sense of "community" 7. Focus group sessions held to obtain student feedback, suggestions, criticism, etc, regarding the first semester of program 8. Additional tutoring provided in the classroom during class for math and writing 9. Administered Quick	MC 1. Compile retention and success data on learning community classes for comparison with non-cohort classes 2. Administer student opinion survey questionnaires to determine levels of satisfaction with program and obtain suggestions for improvement	1. Retention and success rates of students in cohort courses were higher compared to students in non-cohort classes. 2. Based on instructor feedback and student problems it was decided that the number of courses cohort students would enroll in would be reduced from 4 to 2.	1. Increased student retention and success rates among cohort population led to expansion of program by increasing the number of courses offered to cohort students 2. The above increases also caused cohort organizers to offer the cohort option to a larger number of students the next year

	TASP to students at end of semester to allow reading and writing students to complete TASP requirement so they could take college level English the following semester			
	SPRING 1999 1. Double the number of students in the cohort program from 27 to 54 and increase number of sections and course offerings (add another college-level course: Speech) 2. Integrate curriculum in cohort program through more cross-disciplinary student assignments and activities 3. Evaluate practices in existing cohort program for effectiveness 4. Improve system of placing students into cohort program 5. Implement "coaching connection" (each student in developmental program maintains weekly contact with a college employee (teaching or non-teaching) 6. Increase involvement and support of associate deans 7. Increase contact hours in sociology course to include an hour a week in study group activity in the lab 8. Use current cohort program students as mentors for next group 9. Increase number of faculty assigned to work in cohort program 10. Integrate the Human Development concept in all cohort courses 11. Foster development of new learning communities in the	Same as 1. And 2. above	Same as 1 and 2 above	Same as 1 and 2 above

	district through presentations, consultations, and mentoring activities			
	Fall 1999 1. Offered 7 cohort classes: Dev. Reading II, Dev. Writing II, Math 0306 (pre-algebra), Math 0308 (Intro Algebra), English 1301, Sociology 1301, and Human Development 0330 (Student Success) 2. Students registered for 4 of above courses 3. Faculty in cohort program met once a week to plan community-building events, consult about student success, and integrate the curriculum 4. Employed student mentors from previous semester's cohort group to act as "guides" and resource for negotiating the college experience. 5. Social events such as catered breakfasts and luncheons were held to create and nurture a sense of community and to get students acquainted with each other and with other members of the college community involved with the cohort program and student organizations (counselors, advisors, peer mentors, etc.)	1. Compile retention and success data on learning community classes for comparison with non-cohort classes 2. Administer student opinion survey questionnaires to determine levels of satisfaction with program and obtain suggestions for improvement	1. This semester's program was not as successful as the first semester (Fall 1998) because registration for the cohort program did not start until August, limiting the pool of students to late registrants. 2. Math 0306 and English 1301 were not a good combination offering for the students' starting semester 3. Peer tutors who were present in-class to work with students made a significant difference in student success and retention .	1. Decision was made to start the advertising and registration for cohort courses as early as possible to attract a larger pool of students 2. Course offering were once again limited to paired courses based on student needs and to increase their chances of successful completion
NHC 1. Increase student success in the developmental sequence and the core academic courses that form the foundation for their future 2. Increase student persistence and	NHC FALL 1999 1. ITV classes within the district, particularly with TC & KC 2. Construct and administer the CareerStart program according to learning community principles			

reduce time to graduation 3. Expand programs to serve the neediest in our communities, especially those in transition from welfare to work Create a system to assure that every student has a plan for his/her learning program at North Harris and beyond and that every student exercises ownership and personal responsibility for pursuing their plan 5. Develop and apply a “learning paradigm” approach to NHC’s mission.	SPRING 2000? 1. Plan and implement a weekend college cohort/learning community 2. Construct and administer the CareerStart program according to learning community principles 3. Implement a pre-professional program for honors students headed for health professions 4. Foster development of new learning communities in the district through presentations, consultations, and mentoring activities			
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TOMBALL COLLEGE 1. Increase the use of inter-departmental work teams for planning, teaching, problem-solving, and building core competencies for student success 2. Provide quality education opportunities through a wide variety of scheduling options, locations, and delivery methods 3. Increase retention, attendance, passing rates in writing modules for students in the Teacher Coach Program 4. Establish a sense of belonging crucial for persistence among under-prepared students 5. Reinforce skills of collaborative problem-solving among under-prepared students 6. Implant a family-like sense of individual responsibility for the success and welfare of the group among Tutor Coach program students 7. Facilitate the students' discovery of coherence among different academic disciplines	FALL 1999 1. Interdisciplinary courses in sociology and psychology 2. Weekly meetings of faculty and staff committee concerned with the differing facets of Alternative Delivery Modalities 3. Expansion of Alternative Delivery Modalities and offerings 4. Foster the growth of the Tutor Coach Program (students meet weekly for a 45 minute prescheduled session with a Program tutor to encourage writing skill development, classroom assignment completion, goal setting and achievement, and to facilitate the transition into the college setting as well as the transition into the college credit composition classes). 5. The Tutor Coach program is designed to improve student retention and success in development writing courses, and is currently in a trial phase generated by randomly assigning students to a control and experimental group during the spring semester 1999. 6. The program focuses on the benefits of a one-on-one relationship with a mentor at the college, and is reporting statistically significant success at the midterm. SPRING 2000 1. Increase number of students in the Tutor Coach Program for developmental writing students.			
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8. Improve learning within and across disciplines	2. Expand Tutor Coach Program into other academic disciplines. 3. Continue development of supplemental instruction program 4. Assess past learning community pilots with purpose of revising and refining them for future programs 5. Expansion of weekend college offerings and times 6. Expansion of interdisciplinary courses in all teaching modalities			
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GOAL #8- Alternative Delivery Systems

Goal Statement: Expand alternative delivery systems such as flexible entry / flexible exit for courses.

- Identify current benchmarks.
- Improve student retention and successes in alternative scheduling.
- Promote alternative scheduling system of course offering.
- Promote professional development for faculty teaching in alternative time frames.

RELATIONSHIP OF GOAL TO EXISTING STRATEGIC PLANS

NHMCCD Institutional Goal #1: Provide quality accessible courses and programs of instruction which meet transfer and workforce development needs and lifelong learning needs of students.

NHMCCD Institutional Goal #2 Improve student success.

NHMCCD Institutional Goal #3 Provide quality accessible support services for students that enhance the learning process and their educational experience.

ACTIVITIES TO ACHIEVE GOAL

In the course of the self study, the activities and goals of this committee evolved and were refined. Ultimately, those activities focused on student success in courses that were offered in formats different from traditional 16-week classes. It was determined at the beginning of the study that distance learning courses, summer courses and mini-term courses would not be considered for this study. The formats that were ultimately identified as relevant for this study were all offered during fall and spring semesters and may be categorized as follows:

1. Open entry / open exit classes – individualized but structured classes which a student could begin at any time of the semester and complete when they were ready to do so.
2. Second start classes – classes which begin during the third week of the semester but, by increasing contact time per week, finish at the same time as traditional 16 week courses
3. Paired fast track classes – classes designed, by increasing contact time per week, to run for 5 or 8 weeks which were paired sequentially with one or two other such classes so the students could finish a two or three semester sequence in one semester.
4. Unpaired fast track classes – classes designed to run 5 or 8 weeks but which are not paired to other such classes sequentially.

Courses in these formats began to be offered in substantial numbers in the North Harris Montgomery Community College District in the 1998 – 1999 school year. The committee, using the published course schedules for that year selected all alternative format sections offered that year and selected a sample of sections of the same set of courses taught in traditional format to serve as a control group. Where possible, sections were chosen for the control group that were taught by the same instructor or at least at the same college as those identified for the test group.

With the aid of district technology personnel, grade distributions were obtained for all sections in both the test and control groups. Also, the names of all the instructors were obtained as were the class rosters. From the class rosters for the unpaired fast track classes (chosen as a sample), the entire grade report for each student in the class was obtained for the semester in which the fast track class was taken.

The grade distributions were analyzed by studying the control group as a whole and the test group as a whole and by also studying the test group subdivided into each of the four different class formats and the control group subdivided into groups of courses that correspond to those in the subgroups of the test group. For each of these categories, four statistics were calculated:

- percent of students enrolled in the course who completed the course (made an A, B, C, D or F as opposed to an I or a W). For the purpose of this study the developmental studies grade of IP was counted as an F.
- percent of students enrolled who succeeded in the class (made an A, B or C)
- percent of those students who completed the course (A, B, C, D or F) who also succeeded in the course (A, B or C)
- average number of grade points earned in the class by those students who completed the class

The complete results of this study on grade distributions may be found in Appendix A. The purpose of this portion of the study was to validate or reject the hypothesis that participation in alternative format classes enhances student success in the particular class.

The report comparing grades in other courses was scanned subjectively for evidence of trends. This report may be found in Appendix B. The purpose of this part of the study was to validate or reject the hypothesis that participation in alternative format classes enhances student performance in the remainder of their classes.

A survey was sent via email to faculty members who had taught in the various alternative formats to gain both their impressions and feed back. This survey and its responses may be found in Appendix C. The purpose of this portion of the study was to glean from faculty experiences subjective impressions of student success and ideas for enhancing student success in alternative format classes.

From each alternative format class, a sample of three students was randomly chosen. To the collection of students thus resulting, a survey was sent by paper mail to gain their impressions and feed back. This survey and its responses may be found in Appendix D. The purpose of this portion was to study students' rationale for taking these classes, their subjective impressions of their own success and ideas for improving success in these courses.

Two other activities originally planned by this committee were deleted.

One planned activity was to study the effectiveness of using grades of “I” and “IP” to “extend the semester” to give students a greater chance of success. This activity was deleted for two reasons. First, the committee could not identify a substantial core of instructors who regularly used grades of “I” for this purpose. Second, the grade of “IP”, used exclusively in developmental courses, is a terminal grade and cannot be used to give students more time. Students who make this grade must repeat the course.

Another planned activity of this committee was to study the use of early exit challenge exams as a means to promote student success. Regrettably, the committee did not accomplish this activity.

Summary of Findings

From the study of grade distributions for alternative format classes (Appendix A), the committee searched for evidence that student success was significantly better in alternative format classes as opposed to the traditional 16 week format. Such evidence did not present itself.

As measured by the four statistics described above, when looked at altogether, student success in alternative format classes was essentially identical to student success in traditional 16 week classes. Three statistics were marginally higher for alternative formats while one was marginally higher for the traditional format:

Statistic	All alternative formats	Standard 16 wk format
Percentage Completing	67.7%	65.7%
Percentage Succeeding	55.0%	52.3%
% Compl. who Succeed	81.2%	79.6%
Grade Points Earned	2.48	2.52

Based on the results of this study, the committee concluded that evidence does not support the hypotheses that using alternative formats leads to improved student success in the course. On the other hand, the evidence also does not suggest that student success is diminished in these formats.

When the data is broken down into separate formats or even to individual courses, some differences appear. Completion and success rates were lower for open entry / open exit courses than for similar 16 week courses due, primarily, to a significantly higher drop rate (46% for open entry / open exit sections versus 31% for comparable traditional sections). The success rate among students who completed, however, was nearly the same for open entry / open exit and traditional formats.

Statistic	Open Entry / Open Exit	Comparable 16 Week
Percentage Completing	50.0%	65.5%
Percentage Succeeding	37.5%	49.6%
% Compl. who Succeed	75.0%	75.6%
Avg. Grade Points	2.48	2.62

Comparing students in paired fast track classes to those in similar traditional classes the reverse phenomenon holds with a higher percentage of Ws for traditional classes (25.7%) than for the alternative format (14.6%). However, again, the success rate among students who completed was nearly identical as was the average grade points earned.

<u>Statistic</u>	Fast Track Paired	Comparable 16 Week
Percentage Completing	66.9%	56.1%
Percentage Succeeding	61.3%	49.8%
% Compl. who Succeed	91.6%	88.8%
Avg. Grade Points	2.68	2.73

The pattern for second start classes and their comparison classes is more complicated. Careful examination shows that a higher percentage of students in second start classes completed the course but received grades of F (Second Start: 17.4%, Traditional: 7.8%) whereas a higher percentage of student in traditional classes failed to complete the class, receiving an I or W (Second Start: 34.9%, Traditional: 41.6%). Ultimately, success rates were similar.

<u>Statistic</u>	Second Start	Comparable 16 Week
Percentage Completing	65.1%	58.4%
Percentage Succeeding	44.2%	49.2%
% Compl. who Succeed	67.9%	84.2%
Avg. Grade Points	2.04	2.61

Statistics for Unpaired Fast Track classes and similar classes taught in the traditional 16-week format were very similar to one another.

<u>Statistic</u>	Fast Track Un-paired	Comparable 16 week
Percentage Completing	79.9%	73.3%
Percentage Succeeding	60.3%	55.5%
% Compl. who Succeed	75.5%	75.7%
Avg. Grade Points	2.47	2.41

Basically, the committee concluded that, even when broken down into separate formats, evidence still did not exist to confidently support any assertion that alternative format classes either significantly enhance or significantly diminish student success.

From the study of student performance in courses taken concurrently with an alternative format class (Appendix B) we draw no conclusions. There is no apparent pattern in these grade distributions with students doing well and poorly, both comparatively and absolutely, in the remainder of their schedule.

The survey of faculty who taught alternative formats (Appendix C) indicates that faculty are basically neutral in their subjective opinions on issues related to student success in

these classes. When given an opportunity for free responses, the instructors point to consistent attendance and keeping up with an accelerated homework load as particularly important characteristics of successful students in these classes. They emphasize setting and maintaining a calendar as crucial for instructors and encourage counseling prospective students so they are aware of the fast pace and heavy work load involved.

The survey of students who enrolled in alternative format classes (Appendix D) sheds light on why students decide to enroll in these classes. The most common reasons given were “my work schedule made this format preferable”, “I feel I perform better when I focus on a course more heavily for a shorter period of time”, “it was offered at a convenient time” and “family or personal issues made this format preferable”. Finishing degree requirements more quickly and interest in a particular instructor were also cited as motivation.

Students indicated, overall, that they felt they had adequate time to study for their class in spite of the compressed time frame and indicated that they felt that the quality of instruction they received was as good as it would have been in a standard 16 week course. There was some weak indication that the students felt subjectively that they were somewhat more successful in their course than they thought they would have been in a traditional class. As a group, they indicated willingness to take more courses in alternative formats.

In their open responses, students pointed, as instructors did, to regular attendance and staying caught up with class work as crucial to success. Open entry / open exit students suggested review sessions before exams as an idea that would help them be more successful and point to the issue of working largely on their own as a particular challenge with which they must deal. These two points may be relevant in explaining the higher drop rate in these classes.

Conclusions

Based on the data received and the results of the surveys, the committee concludes that, in the main, alternative format classes of the type that have been offered in our district have little impact in improving student success. Thus, the stated goal of this committee, namely to expand alternative delivery systems, is not a course to be recommended if the expectation is that students will perform better in them.

On the other hand, the committee also believes that these formats are not deleterious to student success, especially if students are adequately counseled regarding the expectations of the class. Since that is the case, the committee would encourage the use of these formats to achieve a different, but very valid goal. This goal is probably best revealed by a statement made by one of our student respondents:

“Thank you for trying to be so accommodating to such a wide range of people and their family / work situations.”

As community college populations increasingly reflect a large proportion of nontraditional students, alternative formats offer access to students who might not otherwise be able to participate.

As a final project, the committee has written a document which we will distribute to heads of counseling departments and associate deans across our college district detailing our findings and relaying comments and suggestions from our student and faculty respondents. This document is intended to be a professional development tool reflecting one of the goals of the committee. The goals of this report are:

1. Counselors will be able to share with prospective students information that will help them to decide if these formats are the right choice for them and will help them to be successful in the class.
2. Associate deans will be able to share with prospective instructors of these formats the insights of those who have taught and taken these types of classes in the past which they will be able to use in their own teaching.

This document may be found in Appendix E.

ACTIVITIES TO ACHIEVE GOAL & TIMELINE FOR ACTIVITIES

1. Identify NHMCCD courses offered through alternative schedules. Collect data on the courses offered beginning Fall 1997 semester. The data will assist the team in identifying the current courses and instructors.

Timeline: Data Collection - April 1999.

Resources: District Office Institutional Research

Person Responsible: Rajiv Malkan

2. Develop and conduct survey of instructors and students in alternative schedules courses. The survey will identify the successes and failures encountered by the instructors and students. The results will assist the team in identifying potential student success strategies.

Timeline: May 1999.

Pilot: Summer 1999

Implement: Fall 1999

Person Responsible: John Burghduff and Jodi Johnson

3. Analyze the grade distribution report for alternatively scheduled courses offered beginning Fall 1997. The analysis will determine the dropout rate. Based on the analysis, appropriate recommendations will be determined.

Timeline: Data Collection – April 1999.

Statistical Analysis – September 1999

Resources: District Office Institutional Research

Person Responsible: Lane Johnson

4. Develop a system to mentor/coach students with grades of “I” and “IP” for student success.

Timeline: Data Collection – April 1999

Curriculum Team Feedback – November 1999

Proposed system – March 2000
Implementation – September 2000
Resources: Curriculum Teams

5. Develop and promote a system for early exit exams for courses.
Timeline: Data Collection – November 1999
Curriculum Team Feedback—March 2000
Proposed System—June 2000
Implementation—September 2000
Resources: Curriculum Teams
External Tests/Organizations
6. Develop training workshop for instructors teaching in alternative timeframe.
Timeline: Identify resources through focus/groups (November 1999)
Curriculum Teams feedback (November 1999)
Pilot Workshops (January 2000)

SPECIFIC DESIRED OUTCOMES OF ACTIVITIES

1. Identify current benchmarks.
2. Improve student retention and successes in alternative scheduling.
3. Promote alternative scheduling system of course offering.
4. Promote professional development for faculty teaching in alternative timeframe

DISTRICT PERSONNEL TO AUTHORIZE ACTIVITIES

Linda Stegall (CESD)

DISTRICT PERSONNEL TO CONDUCT ACTIVITIES

Goal Subcommittee Members

John Burghduff (KC)
Jadi Johnson (TC)
Lane Johnson (NHC)
Vincent Laffredo (MC)
Carolyn Wade (KC)

Others

Mike Green (DO)
Cliff Blackerby (DO)
Linda Gilles (DO)
District faculty
District Curriculum Teams

OUTSIDE CONSULTANTS DESIRED

Professional to conduct workshops for faculty.

PROPOSED BUDGET FOR ACTIVITIES

Existing

None

Proposed Additions

\$500 Printing - Surveys

\$10,000 for professional development training.

PLAN FOR MEASURING AND INTERPRETING OUTCOMES

1. Identify the current benchmarks for student success.
2. Monitor the retention of students in alternative scheduling format.

PLAN FOR USING OUTCOMES INFORMATION FOR FURTHER IMPROVEMENTS

1. The survey results and data analysis will determine additional support needed for student success in alternative scheduling format.
2. Continuous improvement strategies in alternative scheduling format.

GOAL 9- Assessment and Placement Instruments

Goal Statement: Evaluate and Make Recommendations Concerning Assessment Instruments and Processes for Placement.

RELATIONSHIP OF GOAL TO EXISTING STRATEGIC PLANS

A major goal of any educational institution is to improve each student's success (NHMCCD, #2 & NHC, #1). By placing each student at the proper course level, success is not guaranteed, but it is certainly enhanced. A student's background knowledge, particularly in the English language, reading, writing, and mathematics, may be determined by proper placement testing. With this information, faculty and support services will provide better guidance, enhancing the student's educational experience (NHMCCD, #3 & NHC, #3).

By researching the possible correlation between the student's placement score and the student's success in several courses and by providing a pilot study in which students gain more insight into their individual learning processes, the committee seeks to determine the effect on the student's academic success (SACS, #2, #10, & #12). The placement scores would be a part of the student's electronic portfolio (SACS, #1) and could have an effect on the expansion of the ESL freshman courses (SACS, #6).

ACTIVITIES TO ACHIEVE GOAL

Activity #1: Study the placement scores of first time NHMCCD students who entered and attempted developmental mathematics (Math 0306, 0308, and 0310) or first credit level courses (Math 1314, 1335, 1332, and 1324) in Fall 1998 and the placement scores of new students who entered and attempted developmental English (English 0304, 0305, 0306 and 0307) or the first credit level courses (English 1301) in Fall 1998.

New students (those who are enrolling for the first time at NHMCCD in a mathematics or English course) have taken the COMPASS, ASSET, ACT, SAT, and/or TASP tests. The committee wants to investigate whether particular scores on one or all of these instruments predict class grade and student success. The appropriate institutional research person will be asked to prepare a report showing the scores for each student arranged by grade (A, B, C, IP, F, and W), by test, and by college. The report could show a range of scores for each grade and include the mean, standard deviation, median and mode. Committee members felt it important to include the test score information for the unsuccessful or withdrawn students because some scores may be predictors of academic failure. After the research is completed, the committee will make recommendations for the range of scores used to place students. If new ranges for scores were approved, the same research reports would be required for evaluation purposes.

In addition, the committee wants to investigate and evaluate the effect of additional placement screening for a cohort of sixty students at each college to determine if additional screening will increase retention and success. This activity will take place during a new student orientation in the spring of 2000. Research comparing this cohort

with a cohort of sixty new students that did not receive the additional screening will be required for evaluation purposes.

Activity #2: Evaluate and make recommendations for placement in English as a Second Language by focusing on students placed into English 0312 and 0313 (reading) and English 0322 and 0323 (writing). Since all students entering must take TASP or its equivalent, some ESL students are not being given the more appropriate CELT test for placement.

When students enter the registration process, careful attention needs to be paid to the answer concerning ethnicity and citizenship on the information form. If it seems that English is not the primary or home language, those students should be sent to the Language Center for appropriate testing and placement. Research could define the breadth of the problem by evaluating schedule changes to find those who have moved from developmental studies or credit English courses into ESL courses in Fall 98 and Spring 1999. In addition, new placement testing by ACT is available. After evaluation, the test will be used in a pilot placement period during registration of Fall 1999 for currently enrolled students as well as new students. The placement instrument will be used again for new students during the Spring 2000 registration. ESL faculty will be used as advisors to pilot an intrusive mentoring model for second language students. Students recruited from the Cultural Awareness Club, Hispanic Student Forum and the Vietnamese Student Association would assist as volunteer interpreters at admissions during registration and paid interpreters at orientations.

SPECIFIC DESIRED OUTCOMES OF ACTIVITIES

Activity #1: The committee wants to find in the Fall, 1998 semester, for example, that :

At Kingwood college, of the 97 students that made an **A** in Math 0310:
33 students had taken COMPASS, and they scored between 53 and 58.
The mean is: The median is: The standard deviation is:
29 students had taken ASSET, and they scored between 36 and 42 (IA).
The mean is: The median is: The standard deviation is:
27 students had taken TASP, and they scored between 244 and 269. The
mean is: The median is: The standard deviation is:
3 students had taken ACT, and they scored between 244 and 269. The
mean is: The median is: The standard deviation is:
2 students had taken SAT, and they scored between 244 and 269. The
mean is: The median is: The standard deviation is:

If some underprepared students were better placed by one test in one or more areas, the institution would be better able to help students choose tests and courses. Better advising and placement will result.

If additional placement screening allows each college to intervene earlier in assessing a student's needs, better retention and success will result.

Activity #2: Provide appropriate placement for students with second language backgrounds.

DISTRICT PERSONNEL TO AUTHORIZE ACTIVITIES

Activity #1: Linda Stegall, Mike Green

Activity #2: Linda Stegall, Mike Green

DISTRICT PERSONNEL TO CONDUCT ACTIVITIES

Goal Subcommittee Members		Judy Dickson, Chairman	
John Burghduff	KC	Ann McCormick	KC
Peg Crider	TC	Dorothy Reade	NHC
Raquel Henry	KC	Vicki Stanfield	NHC
Maureen Loiacano	MC	Beverly Turner	MC
Bonnie Longnion	DO	Pat Winters	NHC
George Loughran	TC		

Others

Mike Green

Institutional Research Officers

Institutional Associate Deans of English(ESL) and Mathematics

ESL faculty; Counseling and Admissions staff; Language Institute staff

Curriculum Teams

OUTSIDE CONSULTANTS DESIRED

Activity #1: USA Group/Noel-Levitz or other appropriate vendor

TIMELINE FOR ACTIVITIES

Activity #1: Peruse literature to identify variables which predict and promote student success. Conduct research in Spring 1999 and evaluate the results by college and by discipline. To include placement using affective means, the committee will consider data from Kingwood Fall 98 placement which included LASSI, Myers/Briggs and an in-depth personal information form as well as the above placement test scores. In addition, the committee will evaluate data from the Montgomery cohort of students in Math 0306, English 0305 and 0307, Human Development 0310, and sociology. Tomball College is piloting new COMPASS math placement scores in Spring 1999.

Fall 1999 and Spring 2000 registration would pilot any placement score changes recommended by the committee. Any other assessment method recommended after the research is evaluated may concern particular areas at particular campuses as curriculum teams find appropriate and will take place in the spring of 2000.

Spring 2000 registration would pilot additional placement screening for a cohort of sixty students to determine if additional screening will increase retention and success. Research comparing this cohort with a cohort of sixty new students that did not receive the additional screening would be required for evaluation purposes at the end of the semester..

Activity #2: Conduct institutional research Spring and Summer 1999 and evaluate the results. Involve volunteer student translators in Fall 1999 and Spring 2000 registrations. Employ student translators for the 14 orientations in Fall 1999 and Spring 2000. Pilot ACT placement exam for ESL students in Fall 1999 at NHC and use the test for entering ESL students at Tomball. Use the ACT placement exam for all entering ESL students in Spring 2000. Conduct institutional research regarding placement and course changes at the end of Spring 2000.

PROPOSED BUDGET FOR ACTIVITIES

Existing

None

Proposed Additions

Activity #1: Noel-Levitz pilot group of 60 students at each college
Materials and feedback - \$2300

Activity #2: Employ 4-5 student translators at standard student worker pay rate as needed for orientation periods.

7 hours at \$5.15 per hour for 14 CELT orientations per year - \$505

ACT Compass ESL Placement Test:

Fall, 1999: 100 entering students at \$4.00 per student = \$ 400

Spring, 2000: 250 entering students at \$4.00 per student = \$1,000

PLAN FOR MEASURING AND INTERPRETING OUTCOMES

Activity #1: Evaluate pilot placement score groups for Fall 1999 and Spring 2000 using the same test scores and grade correlation. Evaluate grade correlation and retention of Noel-Levitz pilot for Spring 2000.

Activity #2: Evaluate the efficiency of students registered Spring 2000. Compare those changing from developmental courses and between ESL sections with number found in earlier research.

PLAN FOR USING OUTCOMES INFORMATION FOR FURTHER IMPROVEMENTS

Activity #1: Better placement of students into appropriate courses
Better performance of students in developmental courses
Discernment of best placement instruments
Streamline and simplify the process so faculty can confidently and successfully advise students.

Activity #2: Better placement of students into appropriate courses
Better performance of students in developmental and/or ESL courses
Discernment of best placement instruments
Streamline and simplify the process so faculty can confidently and successfully advise students.

Goal Statement # 9	Evaluate and Make Recommendations concerning Assessment Instruments and Processes for Placement.			
Desired Outcomes	Activities with Timelines	Plan for Measuring Outcomes	Evaluation Conducted and Status	Use of Outcomes Measures (close the loop)
1. Evaluate NHMCCD placement instruments, COMPASS, Asset, TASP, ACT, and SAT, for placement of students in mathematics. 2. Evaluate NHMCCD placement instruments, COMPASS, Asset, TASP, ACT and SAT, for placement of students in English.	1. Study the placement scores of first time NHMCCD students who entered and attempted developmental mathematics (Math 0306, 0308, and 0310) or first credit level courses (Math 1314, 1335, 1332, and 1324) in Fall 1998 and Spring 1999. 2. Study the placement scores of first time NHMCCD students who entered and attempted developmental English (English 0304, 0305, 0306 and 0307) or the first credit level courses (English 1301) in Fall 1998 and Spring 1999.	1. Generate a report to determine whether particular scores on one or all of the placement instruments predict class grade and student success. The appropriate institutional research person will prepare a report showing the scores for each student arranged by grade (A, B, C, IP, F, and W), by test, and by college. 2. Generate a report to determine whether particular scores on one or all of the placement instruments predict class grade and student success. The appropriate institutional research person will prepare a report showing the scores for each student arranged by grade (A, B, C, IP, F, and W), by test, and by	1. The report was incomplete due to a changeover in Colleague. Another report is planned in order to look at Fall, 1999. No report for the fall 1999 semester was received. 2. The report was incomplete due to a changeover in Colleague. Another report is planned in order to look at Fall, 1999. No report for the fall 1999 semester was received.	1. Based on the research, make recommendations for the range of scores used to place students for each placement instrument and each college. After using the new scores, generate a report similar to the original research showing the scores for each student arranged 2. Based on the research, make recommendations for the range of scores used to place students for each placement instrument and each college. After using the new scores, generate a report similar to the original research showing the scores for each student arranged

				by grade, by test, and by college to see if there is a significant increase in student success.
3. Determine the impact, if any, of late registration on student success and student retention. 4. Determine any added value of additional screening to increase student success, improve student retention, and enhance advising effectiveness for new students to NHMCCD.	3. Investigate the success and retention of all students who registered late in Math 0306, 0308, 0310, 1314 and English 0304, 0305, 0306, 0307, and 1301. 4. If funded, investigate and evaluate the effect of additional screening for a cohort of sixty students at each college to determine if additional screening with the Noel Levitz Retention Management System's College Student Inventory will allow the school to intervene earlier to reduce students' self-identified road blocks to success and to link students with support services in order to increase retention and success. This activity will take place during a new student orientation in the spring of 2000.	3. The appropriate institutional research person will prepare a report showing the grade (A, B, C, D, IP, F, and W) for each course by college for students who registered late and for students who registered on time. 4. Generate a report looking at retention and success by comparing this cohort with a cohort of sixty new students on each campus that did not receive the additional screening.	3. The information for the report was deleted. Another report is planned in order to look at Fall, 1999. No report for the fall 1999 semester was received 4. Each campus gave additional screening to approximately 60 students using the Noel-Levitz College Student Inventory. The test was administered late in the semester so further research is needed. North Harris College and Tomball are going to proceed with this endeavor.	3. Based on the research, make recommendations concerning late registration. 4. Based on the research, if there is a significant increase in student success and retention, recommend the additional screening for new students to NHMCCD.
5. Provide appropriate placement for students with second language backgrounds.	5. Evaluate and make recommendations for placement in English as a Second Language by focusing on students placed into English 0311, 0312 and 0313 (reading) and English 0321 - 0326 (writing).	5. Generate a report to evaluate schedule changes finding those students who have transferred from developmental studies or credit English courses into ESL courses (0311, 0312, 0313, 0321, 0322, 0323, 0310) in Fall 1998 and Spring 1999.	5. The research received showed very little problem with students that needed to be in ESL courses being placed into ESL courses.	5. No further action is required unless instructors notice an increase in students being transferred.

6. Determine the placement potential of the new ACT COMPASS instrument for ESL students. 7. Determine the added potential of the use of ESL students and faculty during registration periods.	6. Research the background of the ACT COMPASS placement instrument for ESL students. Pilot the ACT Compass placement instrument during the fall 1999 for all current ESL students. Pilot the instrument in the spring 2000 registration for new students. 7. Use ESL faculty as advisors to pilot an intrusive mentoring model for second language students. Recruit students from the Cultural Awareness Club, Hispanic Student Forum and the Vietnamese Student Association to assist as volunteer interpreters at admissions during registration and paid interpreters at orientations.	6. Receive a copy of the ACT generated research report including an analysis of the relationship between the faculty judgments of correct placement and student performance on the new ACT ESL measures. 7. Generate a survey to measure satisfaction of students with second language backgrounds regarding placement and orientation.	6. The results of the ACT generated research is part of the ESL report in the SACS #6. 7. ESL faculty acted as advisors and students were recruited to act as interpreters at orientations during registration. The results are part of the ESL report in the SACS #6.	6. Receive a copy of the ACT generated research report including an analysis of the relationship between the scores on the new ACT ESL measures and success (grades) and completion (retention) in student performance on the new ACT ESL measures. 7. Give the survey to measure satisfaction of students with second language backgrounds regarding placement and orientation to see if satisfaction has improved.
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GOAL 10- College-level Reading and Writing Prerequisites

Goal Statement: Identify, pilot, and recommend a list of prerequisite skills (e.g., reading, writing, cognitive, etc.) for entry into all courses.

RELATIONSHIP OF GOAL TO EXISTING STRATEGIC PLANS

Improve student success; provide quality accessible support services for students that enhance the learning process and their educational experience.

ACTIVITIES TO ACHIEVE GOAL

1. Find matrix of prerequisites that was completed in 1989. (Accomplished)
2. Send survey to faculty via curriculum teams:
 - a. identify the variables affecting student learning readiness
 - b. define if / how these variables can be measured
 - c. compile results and submit to curriculum teams for comment
3. Create survey form and send to each curriculum team (can be done cooperatively with other committees)
 - a. list catalog courses appropriate to each curriculum team
 - b. for each course, specify: skill needed level needed
4. Report results of survey to faculty-at-large for perusal/approval
5. Isolate pilot area
6. Set up process for implementation and evaluation of pilot

SPECIFIC DESIRED OUTCOMES OF ACTIVITIES

1. To identify college-level learning readiness skills
2. To determine how/if these skills can be measured effectively
3. To determine the need for individual course prerequisites
4. To determine how course effectiveness in relation to prerequisites will be evaluated
5. To set up (or use and existing) pilot program
6. To implement pilot program
7. To evaluate pilot program
8. To recommend prerequisites for all courses

DISTRICT PERSONNEL TO AUTHORIZE ACTIVITIES

SACS Steering Committee
Instructional Vice-Presidents
District Curriculum Committees

DISTRICT PERSONNEL TO CONDUCT ACTIVITIES

Goal Subcommittee Members:

Ed Albracht	Bonnie Longnion
Elizabeth Chapman	Ann McCormick
Raquel Henry	Pat Stone
Barbara Ice	Allen Vogt
Martina Kusi-Mensah	

Others:

Office of Institutional Research

OUTSIDE CONSULTANTS DESIRED

None.

TIMELINE FOR ACTIVITIES

To be determined. Since pilot program must be implemented during Fall 1999 semester, all activities must be completed during Spring 1999 semester.

PROPOSED BUDGET FOR ACTIVITIES

Existing:

Proposed Additions: Secretarial and printing: \$500.00

PLAN FOR MEASURING AND INTERPRETING OUTCOMES

To be determined. If a current "B" TASP level course is used, grade statistics from psychology, history, or government could be compared with grades from those courses following the implementation of new TASP laws of Fall 1998 that required reading prerequisites. Kingwood College's Student Success Course statistics could be used, as could other programs currently in existence or being tried.

PLAN FOR USING OUTCOMES INFORMATION FOR FURTHER IMPROVEMENTS

Results would be used to justify recommendation either to require entry-level prerequisites for college-level courses or to maintain status quo.

Goal Statement #10	Identify, pilot, and recommend a list of prerequisite skills (e.g., reading, writing, cognitive, etc.) for entry into all courses.			
Desired Outcomes	Activities with Timeline	Plan for Measuring Outcomes	Evaluation Conducted and Status	Use of Outcomes Measures (close the loop)
1. To identify college-level learning readiness skills 2. To determine how/if these skills can be measured effectively 3. To determine the need for individual course prerequisites 4. To determine how course effectiveness in relation to prerequisites will be evaluated 5. To set up (or use and existing) pilot program 6. To implement pilot program 7. To evaluate pilot program 8. To recommend prerequisites for all courses	1. Find matrix of prerequisites that was completed in 1989. (Accomplished) 2. Send survey to faculty via curriculum teams: a. identify the variables affecting student learning readiness b. define if / how these variables can be measured c. compile results and submit to curriculum teams for comment 3. Create survey form and send to each curriculum team (can be done cooperatively with other committees) a. list catalog courses appropriate to each curriculum team b. for each course, specify skill needed level needed 4. Report results of survey to faculty-at-large for perusal/approval 5. Isolate pilot area 6. Set up process for implementation and evaluation of pilot	1. Collect and compile feedback from faculty via matrix 2. Finalized matrix will be measurement of outcome	1. A list of skills necessary for student success (grades of A, B. or C) were identified with the help of committee members 2. Because of the limited nature of the 1989 matrix, it was deemed inappropriate	1. Produce a list of co- and pre-requisites for each course taught at NHMCCD 2. Examine relevance of matrix of prerequisites completed in 1989 to current project 3. Define student success 4. Suggest a list of skills 5. Determine if/how these skills can be measured

GOAL 11- Professional Development

Goal Statement: To identify and document information on **professional development resources** and to promote **professional development activities** for faculty and staff (full-time and part-time) which foster success for under-prepared students.

RELATIONSHIP OF GOAL TO EXISTING STRATEGIC PLANS

Goal #11 supports the following NHMCCD District Goals:

Goal #2. Improve student success. Faculty awareness of the unique factors that affect the success of under-prepared students will directly impact student success.

Goal #5. Maintain a work environment that appropriately rewards employees, supports employee professional growth and development, and maintains the staffing necessary to effectuate strategic priorities. Increased awareness of professional development resources and support for professional development activities will enhance the work environment for employees.

Goal #6. Provide effective systems of communication to both internal and external constituencies. Documentation of professional development resources will enhance communication between faculty (full-time and part-time).

ACTIVITIES TO ACHIEVE GOAL

1. To coordinate district-wide resources of information for faculty
 - Develop an on-line district-wide Faculty Resource Book for Student Success and an abbreviated hardcopy version. The resource book will include a catalog of information, an on-going calendar of professional development activities; and a directory of in-district experts.
 - Investigate existing faculty handbooks at each college to identify universal themes appropriate for a resource book.
 - Coordinate with district personnel to develop website and links to faculty handbooks and other appropriate sites.
 - Compile information about existing and on-going professional development opportunities within district
 - Survey individual colleges to determine what professional development activities are ongoing, who in the district are experts on teaching and learning and technology, what needs exist, and what materials and resources are needed.
 - Compile a reference list of existing resources in the LRC and other locations that relate to teaching and that meet the needs identified in the survey.

- Develop a newsletter targeted to faculty and staff that highlight professional development activities and/or exemplar activities from website.
- 2. To augment professional development opportunities for part-time and full-time faculty.
 - Identify “exemplar” programs for professional development
 - Investigate the feasibility of establishing an ongoing professional-development program for part-time and full-time faculty.
 - The program would consist of activities and classes that would focus on under-prepared students, adult learners, and students with special needs. Appropriate activities and classes would include, but are not limited to, learning and teaching theory related to adult learners, learners with special needs, and under-prepared learners, as well as technology-based skill development, and discipline-specific techniques and skills.
 - Part-time faculty would receive stipends and/or expenses to participate in the professional-development program. The feasibility of linking professional development to accelerated progression through the part-time faculty pay-scale will be discussed.
 - Coordinate with University Center schools to explore possible courses for graduate credit.
 - Establish professional development activities for student employees to enhance their skills in working with under-prepared students.
 - Establish a speaker forum on professional development. In-district experts and nationally recognized experts would be invited make presentations and/or workshops to faculty and/or staff.

SPECIFIC DESIRED OUTCOMES OF ACTIVITIES

1. A comprehensive source of information about resources for teaching and learning that focuses on under-prepared and special needs students will exist in a vital, updatable format (website) easily accessed by faculty and staff.
2. New faculty will quickly assimilate into the teaching environment.
3. A database consisting of needs for professional development; identification of *experts* within the district; the existence of ongoing professional development activities, and needed materials will exist.
4. Faculty and staff will benefit from the development and implementation of a training program that focuses on the needs of under-prepared student, the adult learner, and students with special needs.

5. Faculty (full-time and part-time) will be motivated to engage in professional development activities.

DISTRICT PERSONNEL TO AUTHORIZE ACTIVITIES

1. The supervisors of district faculty/staff who currently produce the faculty books must authorize the compilation of , and must authorize participation in professional development activities. These are probably the vice-presidents for educational programs at each college.

NHC: Nockie Zizelmann
KC Katherine Persson
MC: Earl Campa or Elaine Adair
TC: Joe McCann

2. The district webmaster, Sandro Sarang, or Ron Stauss, the Vice Chancellor for Information Technology, must authorize the development and approve the structure of the webpage.
3. Mike Green may provide collaboration on the webpage.
4. The Vice Chancellor for External Affairs/The University Center, Nellie Thorogood, must authorize collaboration with universities in offering graduate courses. The Associate Vice Chancellor for Curriculum & Instruction, Bonnie Longnion, must coordinate authorization of a professional development program.
5. CESD must give appoint a standing committee to maintain the website and database. CESD must also approve implementation of a training program.

DISTRICT PERSONNEL TO CONDUCT ACTIVITIES

Goal Subcommittee Members

The Alternative Study Subcommittee on Professional Development (Goal #11) will conduct the activities:

The Goal #11 manager is Peg Crider (TC).

Committee members are:

Beth Gotcher (NHC, team leader), Cliff Blackerby (DO), Marta Fairclough (NHC), and Peg Crider (TC) will conduct activities related to development of an on-line resource book, and linking to other resources.

Linda Austin (KC, team leader); Charles Peveto (NHC); Katherine Miller (TC); and Ann McCormick (KC) will identify exemplar programs and survey professional development resources and needs.

Sharon Humphries (MC, team leader); Barbara Thomas (MC); Anice Bullock (TC), and Bonnie Longnion (DO) will investigate the feasibility of a professional development program and graduate courses for faculty and/or staff and a training program for student staff.

Others

1. The individual at each campus who currently has responsibility for part-time faculty information packets:
 - Nancy Reichert, MC (may be one of several individuals)
 - Debra Rockefeller, TC
 - Joy Tichenor, NHC (may also include Cher Brock or Marion Irving)
 - Peggy Whitley, KC (or *Cynthia Baker*).
2. Teresa James or Lisa Schulze may provide information via the Faculty-Staff Center.
3. CE coordinators may be consulted concerning the professional development program: Katherine Miller (TC); Pam Dolezal (NHC); Kenne Turner (MC); Linda Austin (KC)
4. Bonnie Longnion as resource person for certification program.
5. Librarians for existing teaching/learning resources: Ruth McDonald (TC); Elizabeth Lunden (KC); Janice Peyton (MC); Maryann Readal (NHC)
6. Webpage designer (Sandro Sarang and/or Mike Green)
7. Part-time faculty liaisons: Cynthia Baker (KC), David Ragsdale (NHC)
8. Developmental Studies student newsletter editors: Olin Joynton (NHC).

OUTSIDE CONSULTANTS DESIRED

None identified at this point in time; however, once exemplar programs are identified, speakers may be invited for the forum.

TIMELINE FOR ACTIVITIES

- On-line faculty resource book.

Spring-Summer, 1999

1. Identify key personnel currently responsible for college faculty books, and schedule meeting to set goals.
2. Specify content for web-based resource book.
3. Design web page and template for supplemental resources to be added to site.
4. Recommendation to CESD to appoint standing committee to maintain and update information.

Fall 1999-Summer 2000

1. Post the initial web page online.
2. Begin dialogue with associate deans and program coordinators to encourage development of discipline or division specific information to be linked to online use.
3. Survey activities, needs, personnel, materials

Spring-Summer, 1999

1. Research literature to identify exemplar professional development programs
2. Identify target population to survey.
3. Design survey to determine professional development needs, activities, experts, and needed material.
4. Administer survey.
5. Compile results.

Fall 1999-Summer 2000

1. Build database of information found.
2. Build links to faculty resource book.
 - Professional development program and graduate programs.

Spring-Summer, 1999

1. Research feasibility of establishing a professional development / graduate course schedule.
2. Submit authorization to CESD to begin design of program.
3. Identify appropriate professional development classes, possibly offered through CE; identify appropriate graduate courses through University Center partners.
4. Submit recommendation to CESD to appoint a coordinator for the program.

Fall 1999-Summer 2000

1. Design one class for professional development.
2. Begin dialogue with university faculty about establishing one graduate course.
3. Establish two professional development forum workshops/seminars for 1999-2000 year.

PROPOSED BUDGET FOR ACTIVITIES**Existing**

Moneys for printing part-time faculty books are probably absorbed within existing division budgets. Professional development funds exist at individual colleges for ongoing professional development activities.

Proposed Additions (May be allocated from existing resources).**TOTAL: \$8,600 - \$9,600**

Reproduction costs for survey questionnaires, advertising, etc. (~\$100)

Extra-service compensation to coordinate development of on-line resource book (~75 hours @ \$20/hr =~\$1500).

Extra-service compensation to coordinate survey and compile results of district resources and build database (~75 hours @ \$20/hr =~\$1500).

Extra-service compensation to coordinate development of professional development program (~75 hours @ \$20/hr =~\$1500).

Stipend to pay faculty to teach professional development class (~\$500-\$1500, depending on extent of class)

Stipend funds to pay part-time faculty to attend class (\$50 ×30=\$1500).

Funds to pay expenses and/or stipend to visiting lecturers (estimated \$1000 each-total \$2000)

PLAN FOR MEASURING AND INTERPRETING OUTCOMES

1. A “counter” will be built into the on-line part-time faculty book to count the number of “hits” as a measure of use.
2. Part-time faculty will be surveyed during Spring 2000 to determine their attitudes and suggestions for improving online book.
3. Enrollments in professional development classes and graduate classes will measure effectiveness of coordination.
4. End of class evaluations completed by participating faculty.
5. End of forum evaluations for visiting lecturers.

PLAN FOR USING OUTCOMES INFORMATION FOR FURTHER IMPROVEMENTS

1. Recommendation to CESD to establish standing committee to review and update the online book.
2. Recommendation to CESD to appoint director of professional development and graduate course offerings.
3. Add additional courses and classes to meet needs identified in survey results.

RELATIONSHIP OF GOAL #11 TO OTHER GOALS:

- | | |
|----------|---|
| Goal #1 | Include information about Electronic Portfolios in Faculty Resource Book. |
| Goal #2. | Include training/professional development activities related to use of student tracking information in Faculty Resource Book. |
| Goal #3. | Coordinate to produce newsletter targeted to faculty and staff. |
| Goal #4. | Coordinate to include training calendar in on-line faculty resource book. |
| Goal #5. | Coordination to include alignment information in on-line Faculty Resource Book. |
| Goal #6. | Coordination to include professional development activities and resource information for ESL in the on-line Faculty Resource Book. |
| Goal #7 | Establish links from on-line Faculty Resource Book to learning community web page and listserv. Include faculty-staff workshops in the professional development calendar. |
| Goal #8 | Include information about advising program in Faculty Resource Book. |

- Goal #9 Include information about placement guidelines in Faculty Resource Book.
- Goal #10 Include information about prerequisites in Faculty Resource Book.
- Goal #12 Include Academic Support information concerning Advising, Labs and Tutorials, Tutor Certification (CRLA) in Faculty Resource Book. Include training dates in calendar of professional development activities. Establish links to web pages.

Goal Statement #11	To identify and document information on professional development resources and to promote professional development activities for faculty and staff (full-time and part-time) that foster success for under-prepared students.			
Desired Outcomes	Activities with Timeline	Plan for Measuring Outcomes	Evaluation Conducted and Status	Use of Outcomes Measures (close the loop)
1. A comprehensive source of information about resources for teaching and learning that focuses on under-prepared and special needs students will exist in a vital, updatable format (website) easily accessed by faculty and staff.	1. Develop an on-line district-wide Faculty Resource Book for Student Success and an abbreviated hard copy version. The resource book will include a catalog of information, an on-going calendar of professional development activities; and a directory of in-district experts. 2. Investigate existing faculty handbooks at each college to identify universal themes appropriate for a resource book. 3. Coordinate with district personnel to develop a website and links to faculty handbooks and other appropriate sites.	1. Record the number of "hits" on the on-line site. 2. Include web address for responding to user inquiries. Update FAQ file. 3. Ask faculty senate presidents to include question on annual faculty survey about usefulness and appropriateness of website.	Investigation revealed that each campus has their own faculty handbook and prefer to keep this local. The committee decided to explore a district-wide Web site with information for faculty about developmental studies. The development of Campus Cruiser and Campus Star (at Montgomery first) led to the decision to coordinate with Ryan Carstens and Ellene Polidor to include information for faculty and students about developmental studies resources and ADA accommodations for students with special needs which may include: Students with Special Needs: ♦ Intake procedures at each campus ♦ ADA guidelines (law) ♦ Assistive technology ♦ Teacher support and procedures ♦ Student support and procedures ♦ Disability handbook LAC/ELC at each campus: ♦ Hours ♦ Location ♦ Tutoring ♦ Contacts ♦ Resources for students ♦ Resources for	Website becomes a dynamic and current resource for faculty, staff, and students.
1. Information	1. Survey individual colleges to determine what			

about existing and on-going professional development opportunities within district will be compiled and linked to resource guide. 2. A database consisting of needs for professional development; <i>experts</i> within the district; ongoing professional development activities, and needed materials will exist. 3. To augment professional development opportunities for part-time and full-time faculty.	professional development activities are ongoing, who in the district are experts on teaching and learning and technology, what needs exist, and what materials and resources are needed. 2. Compile a reference list of existing resources in the LRC and elsewhere that relate to teaching and that meet the needs identified in the survey. 3. Develop a newsletter targeted to faculty and staff that highlights professional development activities and/or exemplar activities 4. Identify “exemplar” programs for professional development 5. Investigate the feasibility of establishing an ongoing professional-development program for part-time and full-time faculty..		faculty ♦ Study skills	
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4. New faculty will quickly assimilate into the teaching environment. 5. Faculty will benefit from the development and implementation of a training program that focuses on the needs of under-prepared student, the adult learner, and students with special needs. 6. Faculty (full-time and part-time) will be motivated	6. The program would consist of activities and classes that would focus on under-prepared students, adult learners, and students with special needs. Appropriate activities and classes would include, but are not limited to, learning and teaching theory related to adult learners, learners with special needs, and under-prepared learners, as well as technology-based skill development, and discipline-specific techniques and skills. 7. Part-time faculty would receive stipends and/or expenses to participate in the professional-		♦	
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will be motivated to engage in professional development activities. 7. Staff will benefit from the development and implementation of a training program that focuses on the needs of under-prepared student, the adult learner, and students with special needs	development program. The feasibility of linking professional development to accelerated progression through the part-time faculty payscale will be discussed. 8. Coordinate with University Center schools to explore possible courses for graduate credit. 9. Establish a speaker forum on professional development. In-district experts and nationally recognized experts would be invited make presentations and/or workshops to faculty and/or staff. 10. Establish professional development activities for student employees to enhance their skills in working with under-prepared students.			
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GOAL 12- Academic Support Programs

Goal Statement: Enhance and expand academic support programs.

Goal Overview:

Goal 12 of the SACS initiatives involved several academic support programs that encompass both instruction and student services. The success of the underprepared student is largely dependent on availability of programs that are designed to enhance the students' experiences in an academic setting. In this project, four areas that directly impact students by providing academic programs have been identified. These areas include advising, labs and tutorials, library, and success courses.

In an effort to narrow the focus, subgoals for each area were identified. Each college adapted the subgoals to meet the college's mission, the needs of the students, and the goals of that academic support area. The subgoals are as follows:

Advising

- Evaluate effectiveness and student awareness of existing support services and programs

Labs and tutorials

- To increase access to services and assistance in all academic disciplines with the expectation of improving underprepared students' basic skills, grades, and retention rates
- To encourage independent, life-long learning through interactive tutoring techniques

Library

- To provide activities and services that promote the use of a variety of information resources by the underprepared student
- To collaborate to develop, in consultation with classroom faculty, an instructional unit for Developmental Studies classes that promotes critical thinking and information literacy skills for independent learning.

Success course

- To improve persistence and enhance academic progress through early identification of the underprepared student

During the 1999-2000 academic year, committee members from all the colleges have conducted activities to accomplish these goals. Based on successful results, many of these initiatives have been continued in the 2000-2001 academic year.

ADVISING

The advising committee began with two queries: what academic support programs and services are available at the college, and are students aware of these programs and services. A survey was developed to be distributed to students to assess the knowledge and satisfaction of students with current academic support services provided at each college. The objective was to determine if new services were needed and to assess students' knowledge of available services and resources. Each college representative provided a list of services at her/his respective college. The survey, reflected several different types of services and contained questions to determine students' awareness. These surveys

were distributed in fall 2000. The results will provide valuable information that can be used to meet students' needs.

LABS AND TUTORIALS

Focusing on providing services that improve basic skills, grades, and retention rate, the labs and tutorial committee developed several initiatives. Additionally, many of these activities incorporated tutoring as a means of creating independent learners. Other activities focused on teaching skills through a specific content area. One target population included history students. The students completed a diagnostic test and a self-assessment test on research writing to determine their writing competency. Groups were formed and supported by the writing specialist and the research librarian for eight weeks to formulate, research, plan and write a research paper. At the conclusion of the group meetings, 85% of the attendees received a grade of 80 or above on the research paper. Another target population included biology students. In one initiative, study groups were formed based on working styles after students completed an assessment of their styles. Each group met with a facilitator who was knowledgeable of biology content, group dynamics, and learning strategies. The retention rates improved by 30%. The second initiative, evolved from a peer-facilitated study session to a biology study skills workshop. A reading/study skills specialist presented the workshop and tutored students. Students worked independently using study skills packets that were content specific. Due to the success of this initiative, biology study skills materials are being developed to be integrated into classroom lectures. Another initiative utilizing tutoring is the tutor coach program. The program was available to writing II and probationary students. Students completed a pre- and post-test and worked with a tutor to improve identified skills. The testing focused on the students' attitude, motivation, time management and anxiety before and after interaction with the tutor coach. An average of 70% improvement was noted in these areas.

LIBRARIES

The librarians worked collaboratively in developing the subgoals listed above to identify specific strategies for expanding and enhancing their academic support area. A number of existing activities that focused on the underprepared student were evaluated for their effectiveness and continued as a part of the SACS initiatives. Additionally, a number of creative and innovative activities were begun.

There were two approaches for implementing the subgoals. The first subgoal, promoting activities and services to encourage the use of a variety of information resources, was developed based on the individual needs of the college and the needs of the faculty and students served by that library. A few of the activities that have been developed to meet this goal are as follows:

- Providing a balanced collection of library resources that supports the academic needs of the students, encourages critical thinking and meets the requirements of a variety of learning styles and levels of readiness
- Providing student success seminars to improve use of the internet as well as improve information evaluative skills by including workshops such as "Internet Search Secrets", "Evaluating Web Resources", and "Beyond the Web-Electronic Research Tools"
- Providing a high interest – low reading level pleasure reading collection that enhances the reading skills of the student population as well as promote reading as a lifelong activity

- Providing department specific support and resources by working collaborative with the math lab to provide a collection of resources to meet the needs of developmental math students.

The second subgoal was approached as a collaborative effort. Instructional units were developed to promote critical thinking and information literacy skills. A pre-test and post-test accompanied these instructional units or modules to quantify their effectiveness.

The range of instructional units were based on the following objectives: exhibit the ability to locate, select, and use information from various sources, identify research tools, identify what information is needed for the assignment, develop a research strategy and execute a search, evaluate the located information, and credit information appropriately.

SUCCESS COURSE

The early alert program allowed instructors to become a part of the students' success by initiating contact with students who missed class or showed signs of academic distress. This initiative was a collaborative effort between instruction and student services. The instructor completed a form containing the student's contact information and forwarded the form to the admissions office. A calling team member contacted the student, offered information about resources available to assist the student, and forwarded information to the instructor as well as the offices providing the resource. To quantify the information, the activity will continue using instructors teaching at least two sections of high enrollment courses. Two groups will be formed from the sections and a comparison of these sections (one where students were contacted and one where students were not contacted) will be made to determine student success rate.

IMPLEMENTATION ACTIVITIES BY SUBGOAL

SUBGOALS FOR LABS & TUTORIALS

1. To increase access to services and assistance in all academic disciplines with the expectation of improving underprepared students' basic skills, grades, and retention rates
2. To encourage independent, life-long learning through interactive tutoring techniques

COLLEGE-ACTIVITIES TO ACHIEVE GOAL

Kingwood College

- Plan curriculum and participants for videos
- Produce videos through media department
- Duplicate and distribute videos to libraries and learning centers

Montgomery College

- Plan and develop curriculum for curriculum-focused writing workshops and individualized assistance
 - Writing in the History Classroom
 - Writing for the Sciences
- Offer English as a Second Language tutoring to target population

North Harris College

- Plan, offer, and encourage participation in peer-facilitated study sessions for students in targeted courses (this program is being piloted as a mini-grant-funded project in Spring 1999 in Biology I, Anatomy & Physiology I, and Microbiology at NHC)
- Conduct training sessions for chosen peer tutors to learn methods of facilitating study sessions and of combining content tutorials with study skill enrichment

Tomball College

- Develop and implement tutor certification program, The Tutor Development Program, based on criteria set by the College Reading and Learning Association (CRLA)
- Submit application for certification of tutor program to CRLA
- Encourage tutor participation in certification program

SPECIFIC DESIRED OUTCOMES OF ACTIVITIES

Kingwood College

- Improve success of underprepared second-language students in targeted developmental studies and English classes

Montgomery College

- Improve writing skills and research skills of students in college-level courses

North Harris College

- Increase participation in academic support programs
- Improve the academic performance of the participants
- Increase the persistence of students enrolled in the targeted courses
- Provide participants with study skill habits that will transfer to other courses
- Explore and evaluate a new and different approach to providing academic support that may serve as a model for many academic disciplines

Tomball College

- Increase tutors' understanding of tutoring techniques and skills
- Increase tutors' understanding of how individual students learn and how that knowledge can be used to accommodate individual needs
- Help students become independent learners
- Improve students' mastery of the study skills necessary to master content
- Facilitate tutors' personal growth and professional development
- Expand programs offered to students as tutors complete projects designed to increase tutor knowledge and service to students
- Expand Learning Center programs through unification of goals and support of tutor projects through Development Program activities

DISTRICT PERSONNEL TO AUTHORIZE ACTIVITIES**Kingwood College**

- Learning Center Directors
- Associate Dean of Technology

North Harris College

- Lisa Schulze, Associate Dean of The Learning Center
- Associate Deans of participating academic disciplines

Tomball College

- Barbara Ice, Director of Learning Assistance Center
- Ed Albracht, Assistant Dean of Outreach and Retention

DISTRICT PERSONNEL TO CONDUCT ACTIVITIES**Goal Subcommittee Members****Kingwood College**

Gloria Ferguson, Coordinator
Academic Support Center

Montgomery College

Stacey Brown, Extended Learning Center Writing Specialist
Extended Learning Center

North Harris College

Lisa Schulze, Learning Center Associate Dean;

North Harris College, (continued)

Program Coordinator of participating disciplines;

Dawn Baxley, Academic Support Coordinator

Tomball College

Ramona Billingsley, Lead Tutor

Kitty Jay, Learning Center Coordinator

Others**Kingwood College**

Media/TV Department

OUTSIDE CONSULTANTS DESIRED

None

TIMELINE FOR ACTIVITIES**Kingwood College**

(Proposed project)

- Fall 1999—plan topics and participants
- Spring 2000—produce videos
- Summer-Fall 2000—make videos available to students

Montgomery College

- Fall 1999 - assess needs, plan and develop curriculum for workshops, schedule ESL tutoring
- Spring 2000 - offer curriculum based writing workshops, offer ESL tutoring

North Harris

(Current Project)

- Spring 1999—pilot program in Biology I, A & P I, and Microbiology at NHC
- May/June 1999—evaluate program; make results known to NHC and other colleges
- Fall 1999—repeat program in Biology I, A & P I, and Microbiology
- Fall 1999—offer program in other appropriate disciplines throughout the district, as desired

Tomball College

- Summer 1999-Completion of development and approval of program by CRLA
- Fall 1999-Implementation of Level One Certification training
- Spring 2000-Level Two Certification training to begin
- Fall 2000-Level Three Certification training

PROPOSED BUDGET FOR ACTIVITIES

Existing

North Harris College

\$1,578--funded in Spring 1999 through NHMCCD mini-grant
(\$1428 for reading/study skills specialist and 3 peer tutors, \$25 for supplies, and
\$125 for printing/reproduction)

Proposed Additions

Kingwood College

Approximately \$576 for video production per campus
Approximately \$6,000 for release time and participants
Approximately \$100 for printing costs
*Video production costs based on model video-production project implemented
by NHC Math Division.

Montgomery College

Approximately \$12,000.00 for release time, planning, development and delivery
Of curriculum focused writing workshops
Approximately \$100.00 for duplication costs
Approximately \$2,000.00 for ESL tutoring services

North Harris College

In pilot, underestimated cost of supplies and salary of reading/study skills specialist (need
additional money for initial training sessions) by approximately \$350. Also, in pilot, only
three peer tutors were needed at \$6.15/hr—other disciplines may require a greater
number of peer tutors.

Tomball College

\$1200.00 for ten hours of training for 10 tutors @ \$12.00 per hour
\$200.00 for materials

PLAN FOR MEASURING AND INTERPRETING OUTCOMES

Kingwood College

- Number of videos checked out by students
- Feedback from students on quality of videos
- Success rate of students in targeted developmental studies and other course work

North Harris College

- Number of students participating, as compared with number who have participated in
traditional tutoring
- Grade average of participants, as compared with course grade averages

Tomball College

- Survey form for workshop participants
- Client evaluation of tutors and tutoring experience
- LAC supervisor observation of tutors and tutoring sessions

PLAN FOR USING OUTCOMES INFORMATION FOR FURTHER IMPROVEMENTS**Kingwood College**

- Number of videos being checked out will reveal whether more usage should be encouraged by support center personnel and instructors
- Feedback and success rate of students will reveal whether additional topics need to be covered and/or whether additional instruction is needed on topics already covered

North Harris

The outcomes of the above measures will indicate whether the project was successful, and if so, they will validate a model of a new, innovative approach to providing academic support to disciplines in which traditional tutoring is not as effective as desired.

Tomball College

- Modify workshop content, if needed
- Use client evaluations to improve tutor skills and tutoring sessions
- Conference with tutors to discuss observations, develop suggestions for improvement, and to discuss effective strategies

SUBGOALS FOR ORIENTATION

- To inform students of available college resources
- To develop an ongoing orientation model based upon students' needs

ACTIVITIES TO ACHIEVE GOAL**Montgomery College**

- Extension of advising session
- Orientation dates
- Seminars on various topics

North Harris College

- Develop orientation curriculum
- Develop multimedia orientation materials
- Develop flexible delivery plan to accommodate varying student constraints regarding time and location

SPECIFIC DESIRED OUTCOMES OF ACTIVITIES**Montgomery College**

- Student awareness of campus resources/services/personnel

- Student awareness of college policies/procedures

North Harris College

Extensive multimedia materials will have been developed, allowing personnel at the colleges to adapt various pieces of the orientation curriculum to suit the needs of particular groups of students. An orientation course, with flexible delivery options, will be piloted.

DISTRICT PERSONNEL TO AUTHORIZE ACTIVITIES

Montgomery College

Dean/Assistant Dean of Student Development

DISTRICT PERSONNEL TO CONDUCT ACTIVITIES

Goal Subcommittee Members

Linda Bilides

Georgia Carmichael

Others

Montgomery College

Advisors, Faculty, Assistant Deans of Academic Divisions

OUTSIDE CONSULTANTS DESIRED

None

TIMELINE FOR ACTIVITIES

Montgomery College

- First semester in which student is enrolled
- Ongoing

North Harris College

May 2000 - Develop multimedia materials

Fall 2000 - Pilot orientation course

PROPOSED BUDGET FOR ACTIVITIES

Proposed Additions

North Harris

\$6,000 for faculty to develop course content and flexible delivery plan

\$10,000 for development of multimedia materials

PLAN FOR MEASURING AND INTERPRETING OUTCOMES

Montgomery College

- Student evaluations/feedback
- Departmental goal-setting

North Harris College

Track success and persistence rates of students participating in pilot program as compared with those of the entering freshmen at large.

PLAN FOR USING OUTCOMES INFORMATION FOR FURTHER IMPROVEMENTS**North Harris College**

- Implement course or course elements more widely, as indicated by the success of the pilot

North Harris College (continued)

- Examine viability of requiring orientation course or course elements for all entering freshmen

SUBGOALS FOR SUCCESS COURSES

To improve persistence and enhance academic progress through early identification of the underprepared student by:

- Addressing affective and cognitive skills within various content areas
- Creating and implementing programs to meet students' specific learning needs

ACTIVITIES TO ACHIEVE GOAL**Kingwood College**

- To continue refining assessment of all areas affecting student success: cognitive, affective, and content
- To incorporate instruction in those areas affecting student success into all developmental studies courses
- To effect the previous goal by changing contact hours on D.S. courses from 3 to 4 hours
- To train D.S. instructors in methods of including affective and cognitive skills in course content
- To evaluate program effectiveness by analyzing retention and success data
- To examine the role of orientation courses and other student support programs in reinforcing the above-referenced skills
- To reinforce the above-referenced skills in all college-level and/or work-related courses

Montgomery

- To offer scheduled reading and study skills workshops weekly
- To offer the service of facilitated reading groups and study groups across disciplines (in particular, in reading intensive disciplines)
- To offer one-credit and three-credit Human Development courses covering reading, writing, math, career exploration and study strategies
- To present discipline-specific reading and study skills information within classrooms.
- To work with students on a one-on-one basis to enhance their understanding of reading and study skill strategies

SPECIFIC DESIRED OUTCOMES OF ACTIVITIES

Kingwood College

- To increase student retention
- To increase student success
- To enhance instructor flexibility and knowledge in delivering course objectives

Montgomery College

- To improve retention rates of students who attend study skills workshops, participate in study groups, complete Human Development courses and receive individual assistance with respect to reading and study skills issues
- To enable students to recognize and utilize different reading and study skills strategies for different disciplines
- To enhance students' understanding of effective reading and study skills strategies

DISTRICT PERSONNEL TO AUTHORIZE ACTIVITIES

Kingwood College

CESD

Montgomery College

Elaine Ader

DISTRICT PERSONNEL TO CONDUCT ACTIVITIES

Goal Subcommittee Members

Ann McCormick

Sondra Whitlow

Heather Mitchell

OUTSIDE CONSULTANTS DESIRED

None

TIMELINE FOR ACTIVITIES

Montgomery College

Began Fall 1997 and to continue through Spring of 2000

PROPOSED BUDGET FOR ACTIVITIES

Proposed Additions

Montgomery

\$15,452.00

PLAN FOR MEASURING AND INTERPRETING OUTCOMES

Montgomery College

- To track student attendance at workshops and compare the students' success rates and retention rates with those of students not attending workshops

- To analyze student success and retention rates based on class averages of the courses participating in study groups
- To track the students who have completed Human Development courses and compare their success and retention rates with those of students who have not completed Human Development courses

SUBGOAL FOR ADVISING

Evaluate effectiveness and student awareness of existing support services programs

ACTIVITIES TO ACHIEVE GOAL

- Develop questionnaire to solicit relevant data to achieve goal. Among others, the following should be addressed:
 1. Identifying support services programs offered at each college
 2. Determining how students learned about these programs
 3. Allowing students to rate the effectiveness of these programs in which they participated
- Administer questionnaire to students at each college
- Evaluate data collected
- Assess students' perceptions to determine if there is a need for more parent and faculty involvement

SPECIFIC DESIRED OUTCOMES OF ACTIVITIES

- Obtain a better understanding of students' needs
- Determine methods that improve marketing and student participation in these programs
- Provide feedback to faculty and staff responsible for the administration of the programs
- Determine the of impact of existing programs and make recommendations for new programs
- Enhancement of student retention

DISTRICT PERSONNEL TO AUTHORIZE ACTIVITIES

Vice Presidents of Instruction, Associate Deans, appropriate Faculty and Staff

DISTRICT PERSONNEL TO CONDUCT ACTIVITIES

Goal Subcommittee Members

Barbara Lujan, Chair – TC
 Jennifer Bernhardt - TC
 Beth Brown – TC
 LeeAnn Coulson – KWC
 Earl Campa - MC
 Gloria Mallett – NHC
 Linda Mark – NHC

Others

Appropriate faculty

OUTSIDE CONSULTANTS DESIRED

- Research & Planning Coordinators
- Faculty & staff to provide feedback regarding survey questionnaire

TIMELINE FOR ACTIVITIES

- March 31, 1999 – August 31, 1999: Write and refine survey
- August 31, 1999 – September 15, 1999: Administer survey
- September 16, 1999 – October 15, 1999: Evaluate survey & write report
- October 16, 1999: Disburse survey information to appropriate District personnel

PROPOSED BUDGET FOR ACTIVITIES

Proposed Additions

\$200 printing

SUBGOALS FOR LIBRARY

- To provide activities and services that promote the use of a variety of information resources by the underprepared student
- To collaborate to develop, in consultation with classroom faculty, an instructional unit for Developmental Studies classes that promotes critical thinking and information literacy skills for independent learning.

RELATIONSHIP TO GOAL

Kingwood College

Provide a balanced collection of library resources which supports the academic needs of our students, encourages critical thinking and meets the requirements of a variety of learning styles and levels of readiness

- Increase the alternative format collection by adding resources that will directly support student academic needs, including video and print resources

Provide a user instruction program, utilizing all levels of technology, which assures academic success, successful student transfer, critical evaluation and research skills for life long learning

- Develop lifelong learning skills in research and critical evaluation
- Emphasize critical evaluation and universal research skills in class and individual instruction settings, the web page and written guides
- Develop additional instructional alternatives incorporating technologies which may include video or web formats
- Customize class and individual instruction to reflect the changing technological environment and focus on critical evaluation of information
- Secure equipment, software, and technological expertise to ensure a seamless transition from one information resource to another

- Foster professional development and training opportunities for all appropriate staff to fully utilize new technologies and system upgrades

Montgomery College

Target the improvement of student learning, persistence, and success

- Increasing student success in the developmental sequence and the core academic courses that form the foundation for their future studies
- Create a system of assimilation of students to connect them closely with faculty/staff mentors and peers

North Harris College

- Develop a research instruction unit for Developmental Studies classes with other district librarians
- Provide activities to encourage use of library and its services
- Enable students to locate and select online and print information sources to answer their research questions

Tomball College

- Promote scholarship of students and employees through encouragement and flexibility
- Assess student needs and develop plans for implementing support services such as advising, LRC, learning labs
- Provide a facility that enhances student involvement, participation and a sense of pride and belonging
- Create an instructional environment to equip students with the skills and abilities to adapt to changing technologies
- Integrate literacy, language and communications skills throughout all programs so that all students become proficient in the written and spoken word and are effective in the workforce

ACTIVITIES TO ACHIEVE GOAL

Kingwood College

Existing:

- Library participation in the Student Success Workshop series
- Library instruction and assignment components of the HUMD 0330 Student Success Course
- Circulating Videos which is target alternative learning styles
- Paperback and Large Print collections for high interest/low level recreational reading
- Several major Reference works that are high interest/low level

Montgomery College

- Organize, coordinate, research, and lead class-specific research orientations to meet assignment objectives
- Develop and maintain research-oriented web pages designed to help students find and evaluate Internet information efficiently

- Develop and lead workshops designed to help students find and evaluate Internet information efficiently
- Develop and maintain print guides that provide information resources related to achieving personal and research objectives
- Provide high-interest, low-reading level print library collection to encourage mastery of reading skills

North Harris College

- Organize, coordinate, research, and lead class-specific research orientations to meet assignment objectives
- Develop and maintain research-oriented web pages designed to help students find Internet information efficiently
- Develop and maintain print guides that provide information resources related to achieving personal and research objectives
- Provide high-interest, low-reading level print library collection to encourage mastery of reading skills

Tomball College

- Current collections include a strong representation of information in a variety of media including, print, audiovisual, multimedia and digital. The philosophy is to appeal to different learning styles and also reflect current information dissemination modalities.
- A collection of high interest/low reading level materials to encourage mastery of reading skills
- A video collection of math resources to encourage math skills
- Catalog providing access to both the reading materials in the library as well as those owned by the Learning Center. The LAC resources may then be easily accessed as the "Center" is accessed through the library
- Library instruction which is provided to a good percentage of all developmental reading and writing classes
- Access to the Internet resources through web pages
- Print library guides covering most of the disciplines taught

Proposed:

Kingwood College

- Participate in districtwide collaborative project to develop a research instruction unit for the DS reading classes districtwide
- Emphasize critical evaluation and universal research skills in class and individual instruction settings, the web page and written guides
- Develop methods to assure consistency and quality of library instruction in class and individual instruction settings, the web page and written guides including opportunities to evaluate and improve presentation skills
- Become an alternative TASP lab setting for the TASP students

- Expand collection of research materials in video format to respond to alternative learning styles

Montgomery College

- Enlarge and diversify high-interest, low-reading level collection (see above)
- Designate "librarian mentors" and encourage collaborative student research projects for pilot classes to encourage connection and assimilation with the college
- Alert Developmental Studies faculty to the materials available to them to aid them in developing projects and programs
- Foster partnerships with interested Developmental Studies faculty and others to continue developing research and critical thinking projects
- Collaborate with district librarians to develop an instructional unit for Developmental Studies classes

North Harris College

- Enlarge and diversify high-interest, low-reading level collection (see above)
- Designate "librarian mentors" and encourage collaborative student research projects for pilot classes to encourage connection and assimilation with the college
- Foster partnerships with interested Developmental Studies faculty and others to continue and develop research and critical thinking projects
- Collaborate with district librarians to develop an instructional unit for Developmental Studies classes

Tomball College

- Foster partnerships with Developmental Studies, Learning Center, ESL educators and others to consider:
 - developing better ways to develop student research projects
 - integrating a library research module in all 0306 and 0307 classes
 - finding ways to ensure access to appropriate materials
 - work with Math Lab coordinator on collection revision and enhancement
- Install Pac4Windows for seamless interface between all library resources
- Develop guides (both web and text-based) to high interest materials, such as sports, science fiction, careers, and dress for success
- Collaborate with other district librarians to develop an instructional unit for Developmental Studies classes
- Network with other district librarians and keep abreast of new initiatives and methodologies through conferences, listservs and other professional development activities
- Ensure through the proposed Reference faculty training program that the specific needs of the underprepared student and the resources available in the Tomball College Library/LAC areas are known to all TC librarians
- Market the library resources and services through a variety of methods

SPECIFIC DESIRED OUTCOMES OF ACTIVITIES

Kingwood College

- Develop skills in effective critical evaluation of information
- Enable students to do effective research in all settings
- Expose DS students to all types of access to information
- Develop and maintain a positive relationship between students and library personnel
- Provide greater awareness of information resources
- Improve students' facility in locating and using print and online information successfully
- Promote life-long learning

Montgomery College

- Produce research skills and critical thinking instructional unit for Developmental Studies classes
- Develop and maintain a positive relationship between students and library personnel
- Provide greater awareness of information resources
- Improve students' facility in locating and using print and online information successfully
- Promote life-long learning

North Harris College

- Produce research skills and critical thinking instructional unit for Developmental Studies classes
- Develop and maintain a positive relationship between students and library personnel
- Provide greater awareness of information resources
- Improve students' facility in locating and using print and online information successfully
- Promote life-long learning

Tomball College

- Develop a greater confidence in the under-prepared student to become an independent learner.
- Promote an enhanced and ongoing partnership between the Library and Learning Assistance Center
- Promote an enhanced and ongoing partnership between the Library and Developmental Studies faculty
- Ensure a greater awareness for developmental studies students of services and resources available in the library

DISTRICT PERSONNEL TO AUTHORIZE ACTIVITIES**Kingwood College**

Elizabeth Lunden – Library Director

Montgomery College

Janice Peyton - Library Director

North Harris College

Maryann Readal – Library Director

Tomball College

Katherine Massey, Dean of Information and Technology Services

DISTRICT PERSONNEL TO CONDUCT ACTIVITIES**Goal Subcommittee Members**

Monica Norem

Helena VonVille

District Librarian Representatives from Tomball

Kingwood College Reference Staff:

Rebecca Bradley

Sue Goodwin

Charles Gillis

Others**Kingwood College**

Developmental Studies faculty from Kingwood

Montgomery College

COM/DS/Library faculty

North Harris

Melinda Barneycastle

Melissa Dennis

Pradeep Lele

Sarah Naper

Lynn Porter

Dorothy Reade

Pat Szmania

Martha Whitley

Possible other COM/DS faculty

Tomball College

Ruth McDonald

Claire Gunnels

Ruth McDonald

Claire Gunnels

OUTSIDE CONSULTANTS DESIRED

None

TIMELINE FOR ACTIVITIES

Kingwood

Spring/Summer 1999

- Install Pac4Windows for a seamless interface between electronic library resources
- Initiate District Collaborative Project for DS Research Unit
- Identify goals for research video collection development
- Staff training to improve the success of librarian/student contact
- Install TASP lab computer
- Initiate development of research and critical evaluation guides

Fall/Winter 1999

- Continue development of research and critical evaluation guides
- Continue to develop the Circulating Video collection for those with alternative learning styles
- Improve subject access to research video collection
- Continue districtwide collaborative project; implement on campus
- Publish library newsletter and/or brochures to publicize and promote library services and resources
- Develop survey instrument to evaluate projects

Beyond Spring, 2000

- Review student evaluations to determine needed revisions in initiatives
- Further revise and expand initiatives as needed in consultation with library personnel and classroom faculty

Montgomery College

Spring & Summer 1999:

- Continue existing initiatives
- Begin ordering new additions for the high-interest, low-reading level collection
- Determine and develop specifics with classroom faculty partners and reference librarians for research and critical thinking assignments
- Develop and prepare support material for students
- Develop pre- and post- tests to evaluate benefits of new initiatives

Fall 1999 & Spring 2000:

- Continue existing initiatives
- Implement new initiatives and monitor outcomes
- Administer pre- and post- tests to evaluate new initiatives
- Revise initiatives and support material within and between semesters, based on professor, student and district librarian evaluations
- Prepare evaluative report of new initiatives
- Conduct inservice activities for librarians focusing on teaching critical thinking

Beyond Spring 2000:

- Review student evaluations to determine needed revisions in initiatives
- Further revise and expand initiatives as needed in consultation with district librarians and classroom faculty

North Harris College

Spring & Summer 1999:

- Continue existing initiatives
- Begin ordering new additions for the high-interest, low-reading level collection
- Determine and develop specifics with classroom faculty partners and reference librarians for research and critical thinking assignments
- Develop and prepare support material for students
- Develop pre- and post- tests to evaluate benefits of new initiatives

Fall 1999 & Spring 2000:

- Continue existing initiatives
- Implement new initiatives and monitor outcomes
- Administer pre- and post- tests to evaluate new initiatives
- Revise initiatives and support material within and between semesters, based on professor, student and district librarian evaluations
- Prepare evaluative report of new initiatives

Beyond Spring 2000:

- Review student evaluations to determine needed revisions in initiatives
- Further revise and expand initiatives as needed in consultation with district librarians and classroom faculty

Tomball College

Spring and Summer 1999

- Continue existing initiatives
- Install WinPac for a seamless interface between all library resources
- Develop high interest/low reading level library guides
- Collaborate with district librarians to develop an instructional unit for Developmental Studies classes.

Fall 1999 & Spring 2000

- Continue existing initiatives
- Implement new initiatives and monitor outcomes
- Conduct evaluative surveys to students and faculty
- Revise initiatives and support materials based on student and faculty evaluations
- Prepare evaluative report of new and revised initiatives

- Develop and implement a library resources and services marketing plan

PROPOSED BUDGET FOR ACTIVITIES

Existing

Kingwood College

- Use existing funds for remaining fiscal year to fund collection development
- Increase adjunct hours to allow time for the subcommittee to work on development

Montgomery College

- Use existing funds for remaining fiscal year to fund existing and new initiatives
- Increase adjunct librarian hours to allow development time by Goal Subcommittee Member

North Harris College

- Use existing funds for remaining fiscal year to fund existing and new initiatives
- Possibly increase adjunct librarian hours to allow development time by Goal Subcommittee Member

Tomball College

- Use existing funds for remaining fiscal year to fund existing and new initiatives

Proposed Additions

Kingwood College

- Increased adjunct librarian hours to allow more interaction with students needing extra assistance
- Provide adequate varieties of self-service media services for students including transparencies and scanning equipment
- Funding for additions to Circulating Video Collection
- ProQuest Site Builder function to “reserve” articles on the Internet to facilitate assignment development and implementation = \$1250

Montgomery College

- Increase adjunct librarian hours at reference desk to allow implementation and revision time by Goal Subcommittee Member

North Harris College

- Possibly increase adjunct librarian hours at reference desk to allow implementation and revision time by Goal Subcommittee Member
- ProQuest Site Builder function to “reserve” articles on the Internet to facilitate assignment development and implementation = \$1250

Tomball College

None

PLAN FOR MEASURING AND INTERPRETING OUTCOMES**Kingwood College**

- Student Surveys
- Continual informal monitoring of student questions and capabilities by observation by Reference Librarians

Montgomery College

- Monitor use of research orientations, web pages, and reading collection
- Review student, faculty, and district librarian evaluations of research orientations, web pages, and other services
- Use pre- and post- tests to evaluation student perceptions and knowledge gained from new initiatives

North Harris College

- Monitor use of research orientations, web pages, and reading collection
- Review student, faculty, and district librarian evaluations of research orientations, web pages, and other services
- Use pre- and post- tests to evaluation student perceptions and knowledge gained from new initiatives

Tomball College

- Monitor use of web and or print guides and reading resources
- Review all evaluations

PLAN FOR USING OUTCOMES INFORMATION FOR FURTHER IMPROVEMENTS**Kingwood College**

- Revise and expand existing and new initiatives with input from students, librarians, and participating classroom faculty
- Apply for supplemental funding as needed
- Revise and expand bibliographic instruction as needed
- Purchase newer, more user-friendly databases as they become available
- Monitor use of research orientations, web pages, and reading collection
- Review student and faculty evaluations of research orientations, web pages, and other services
- Use pre- and post- tests to evaluation student perceptions and knowledge gained from new initiatives

Montgomery College

- Monitor use of research orientations, web pages, and reading collection

- Review student, faculty, and district librarian evaluations of research orientations, web pages, and other services
- Use pre- and post- tests to evaluation student perceptions and knowledge gained from new initiatives

North Harris

- Revise and expand existing and new initiatives with input from students, district librarians, and participating classroom faculty
- Apply for supplemental funding as needed

Tomball College

- Reevaluate existing initiatives and modify them as needed
- Identify any new initiatives required
- Budget for additional funding as needed

GOAL 12 IMPLEMENTATION REPORTS

LABS AND TUTORIALS

KINGWOOD COLLEGE

Goal Statement: Plan and produce a series of ESL videos depicting (in English) typical situations which second language speakers might encounter in the United States. Videos were to be accompanied by handouts containing vocabulary, grammar, sentence patterns, and pronunciation.

Sub-goal Statement: To improve underprepared students' basic skills, grades, and institutional retention rates by enhancing and expanding the academic support programs for second language students.

Since September, thirteen lessons have been written. The first is a preliminary lesson showing the alphabet (small and capital letters) and its vowels and consonants. All vowels, consonants, and consonant blends are shown, and they will be pronounced on the video. A summary of information on silent letters and pronunciation irregularities has been included. The other twelve lessons include dialogue (to be on the videos), useful (idiomatic) expressions, a word bank, a grammar section, conversation practice, and written activities.

Rather than handouts, the Print Shop at North Harris College will bind the work as a booklet. If there is interest in any particular item, handouts can always be printed later.

Timeline for Activities:

May 19, 2000: completion of book and selection of cast for videos.
May 22- 26: rehearsal of the dialogues.

May 30-June 2: filming of videos. (Laina Johnson from the Kingwood College Media Department will be in charge of filming and editing.)
Summer & Fall 2000: Videos made available to students

Activities to Achieve Goal

1. Plan curriculum and participants for videos,
2. Produce videos
3. Duplicate and distribute videos to libraries and learning centers throughout the district.

Desired Outcomes of Activities

To improve the success of underprepared second-language students in targeted developmental studies and English classes.

District Personnel to Conduct Activities

Gloria Ferguson, ASC Coordinator
Kathie Hassett, Grant Projects Specialist
Laina Johnson, Kingwood Media Specialist
Sondra Whitlow, Learning Center Director

Proposed Budget

\$576 for video production per campus (approx);
\$6,000 for release time and participants (approx)
\$100 for printing costs (approx)

Plan for Measuring and Interpreting Outcomes:

- Number of videos checked out by students,
- Feedback from students on quality of videos,
- Success rate of students in targeted developmental studies and other course work.

Plan for Using Outcomes Information for Further Improvements:

- Number of videos being checked out will reveal whether more usage should be encouraged by support center personnel and instructors;
- Feedback and success rate of students will reveal whether additional topics need to be covered and/or whether additional instruction is needed on topics already covered.

MONTGOMERY COLLEGE

Labs and Tutorials Sub-Goal:

1. To increase access to services and assistance in all academic disciplines with the expectation of improving underprepared students' basic skills, grades and retention rates
2. To encourage independent, life-long learning through inter-active tutoring techniques

Activities to Achieve Goal and Specific Desired Outcome

In response to the need for enhanced academic support programs, the Montgomery College Extended Learning Center offered expanded academic support to two groups of target populations: history students (TASP tracked and mainstream) and English as a Second Language students. These students received additional services to improve research, writing and speaking abilities throughout the Fall of 1999 and the Spring of 2000. The purpose of these projects was to expose the students to additional research resources and teach additional research and writing techniques outside of the classroom.

Personnel Involved in Activities:

Stacey Brown, Writing Specialist, Extended Learning Center
Debbie Cox, Research Librarian, Library

Budget Resources Used for Activities:

None allocated for this activity

CURRICULUM FOCUSED HISTORY WRITING GROUPS

Phase One: Diagnostic Instrumentation, Data Collection, and Results

At the beginning of each semester, students completed the TASP sample diagnostic pre-test to determine their writing competency. This instrument measures the following competencies:

- Appropriateness
- Unity and Focus
- Development
- Organization
- Sentence Structure
- Usage
- Mechanical Conventions.

Students were also required to complete a self-assessment test relating to research writing. They responded to the following statements:

- The purpose of research writing is...
- A research paper only presents summaries and quotes from outside sources;
- A thesis statement...
- Authors do not need to give credit to outside sources that are used in the research paper;
- Research writers do not need to evaluate outside sources if they find each one on the Internet.

The TASP diagnostic tests were evaluated and scored. Approximately 80-85% of students initially scored within the 3-4 range, indicating a moderate writing competency.

The self-assessment tests were also evaluated. 98% of the students exhibited an awareness of the purpose of research papers. After the tests were evaluated, the students were then required to select a research topic.

Phase Two: Delivering Instructional Support Services to the Students

During this phase of the program, students were placed into groups according to the research topic they selected. They arranged to meet—in groups—with the Writing Specialist in the

Extended Learning Center and a Research Librarian in the Library for hour-long instructional sessions that focused on research and writing topics. Students met with professionals for a total of eight weeks to formulate, research, plan and write a research paper. During this time, many students received additional individual tutoring in the Extended Learning Center. At the conclusion of these meetings, students submitted their research papers to the professor for formal evaluation.

Phase Three: Professor Evaluation and Analysis

The research papers were evaluated and graded by Dr. Powers. During the fall 1999 semester, approximately 85% students who attended the writing group meetings scored an 80-99 on the research paper project. The Spring 2000 numbers are still being compiled. Dr. Powers remarked that the papers show much “improvement in organization and style.”

Observations about the Project

- Although students often remark that the writing group meetings are helpful and informative, time constraints prevent them from devoting more time to the group.
- Students may receive additional assistance outside of the classroom, but they often fail to read relevant materials or devote more time to the writing assignment.
- Most students do, however, benefit from the writing groups and learn valuable new skills. They point out in evaluations that they believe they possess the skills to formulate and write a research paper in future college classes.

ENGLISH AS A SECOND LANGUAGE TARGETED TUTORING

This program could not be expanded to a lack of funding. Consequently, the normal level of services was offered to the target population.

Plan for Using Outcomes for Further Improvements

With additional funds, these projects could be expanded and improved.

NORTH HARRIS COLLEGE

SUB GOAL 1:

Plan and produce a series of supplemental reading, writing, and study skill videos which accompany specific developmental studies and English courses in order to provide additional assistance to underprepared students in these courses.

RELATIONSHIP OF GOAL TO EXISTING STRATEGIC PLANS:

Enhance and expand academic support programs.

ACTIVITIES TO ACHIEVE GOAL:

- Plan curriculum and presenters for videos
- Produce videos through media department

- Duplicate and distribute videos to libraries and learning centers

SPECIFIC DESIRED OUTCOMES OF ACTIVITIES:

- Improve success of underprepared students in targeted developmental studies and English classes.

DISTRICT PERSONNEL TO AUTHORIZE ACTIVITIES:

- Learning Center Director
- Writing Center Director

DISTRICT PERSONNEL TO CONDUCT ACTIVITIES:

Goal Subcommittee Members:

Writing Center Director/Coordinator;

Selected Developmental Studies and English Faculty

Others

Part-time reading, writing, study skills specialist

OUTSIDE CONSULTANTS DESIRED:

None anticipated.

TIMELINE FOR ACTIVITIES:

(Proposed project)

- Fall 2000—plan topics and begin producing videos
- Spring 2001—make videos available to students

PROPOSED BUDGET FOR ACTIVITIES:

Existing: None

Proposed Additions:

-Approximately \$600 for video production

-Approximately \$2,000 for part-time specialist

*Video production costs and release times based on model video-production project implemented by NHC Math Division.

PLAN FOR MEASURING AND INTERPRETING OUTCOMES:

- Number of videos checked-out by students
- Feedback from students on quality of videos
- Success rate of students in targeted developmental studies and English courses

PLAN FOR USING OUTCOMES INFORMATION FOR FURTHER IMPROVEMENTS:

- Number of videos being checked-out will reveal whether more usage should be encouraged by writing center personnel and English instructors
- Feedback and success rate of students will reveal whether additional topics need to be covered and/or whether additional instruction is needed on topics already covered.

SUB GOAL 2:

Implement a tutor certification program in order to extensively train tutors on effective methods to help improve success of underprepared students.

RELATIONSHIP OF GOAL TO EXISTING STRATEGIC PLANS:

Enhance and expand academic support programs.

Provide professional development of professional and peer tutors.

ACTIVITIES TO ACHIEVE GOAL:

- Plan and offer tutor training sessions which meet CRLA (College Reading and Language Association) certification requirements while focusing on unique methods of tutoring underprepared students.
- Submit application for certification of tutor program to CRLA.
- Encourage tutor participation in certification program.

SPECIFIC DESIRED OUTCOMES OF ACTIVITIES:

Once program is certified, tutors will be eager to participate in training because they will be made aware of the many personal and professional benefits of tutor certification. Once tutors receive specialized training, they will be more effective in assisting underprepared students, which will then increase the success of those students.

DISTRICT PERSONNEL TO AUTHORIZE ACTIVITIES:

- Learning Center Director
- Associate Deans of participating academic disciplines

DISTRICT PERSONNEL TO CONDUCT ACTIVITIES:**Goal Subcommittee Members:**

- Learning Center Director; Writing
- Center Director & Coordinator
- Math Lab Director and Coordinator

Others

Training specialists, such as counselors and faculty.

OUTSIDE CONSULTANTS DESIRED:

None

TIMELINE FOR ACTIVITIES

(Current Project)

- Spring 1999—introduce program and offer preliminary training for Level 1 certification
- July 1999—submit application for Level 1 certification to CRLA
- Fall 1999—advertise, offer, and encourage participation in CRLA-approved Tutor Certification Program, Level 1; offer preliminary training for Level 2 certification
- December 1999—submit application for Level 2 certification to CRLA
- Spring 2000—advertise, offer, and encourage participation in CRLA-approved Tutor Certification Program, Level 1 & 2; offer preliminary training for Level 3 certification
- Summer 2000--submit application for Level 3 certification to CRLA
- Fall 2000--advertise, offer, and encourage participation in CRLA-approved Tutor Certification Program, Levels 1, 2, & 3.

PROPOSED BUDGET FOR ACTIVITIES:**Existing:**

- \$50 for Level 1 certification (good for one year)
- \$50 for Level 2 certification (good for one year)
- \$50 for Level 3 certification (good for one year)
- \$150 for three-year renewal fee of each level (required after first year)

Proposed Additions:

- \$250 for training materials, i.e. videos, notebooks, handouts
- \$125 for material duplication
- Proposed pay rate of certified tutors:
 - raise from current \$13/hr rate to \$14/hr at Level 1, \$15/hr at Level 2, and \$16/hr at Level 3 for professional tutors;
 - raise from current \$10.65 to \$11.15 at Level 1, \$11.65 at Level 2, and \$12.15 at Level 3 for Associate-degreed tutors;
 - raise from current \$5.50/hr rate to \$6.00 at Level 1, \$6.50 at Level 2, and \$7.00 at Level 3 for peer tutors

PLAN FOR MEASURING AND INTERPRETING OUTCOMES:

- Number of tutors participating in the program
- Number of tutors who complete certification requirements
- Feedback from students on quality of tutoring program
- Feedback from tutors on quality of training

PLAN FOR USING OUTCOMES INFORMATION FOR FURTHER IMPROVEMENTS:

- Number of participating tutors will reveal whether more encouragement/incentive is needed
- Number of certified tutors will reveal whether enough training sessions are being offered at times that meet people's schedules
- Feedback from students will reveal whether they are benefiting from the trained tutors and which additional topics/areas need to be covered in training
- Feedback from tutors will reveal whether the training they received was useful in assisting underprepared students and which additional areas/topics need to be covered in training

SUB GOAL 3

Implement a peer-facilitated study group program which provides comprehensive academic support that combines content tutorials with study skills enrichment in order to improve class averages and student persistence in targeted courses for which traditional tutoring is not as effective.

RELATIONSHIP OF GOAL TO EXISTING STRATEGIC PLANS

Enhance and expand academic support programs.

ACTIVITIES TO ACHIEVE GOAL

- Plan, offer, and encourage participation in peer-facilitated study sessions for students in targeted courses (this program is being piloted as a mini-grant-funded project in Spring 1999 in Biology I, Anatomy & Physiology I, and Microbiology at NHC).
- Conduct training sessions for chosen peer tutors to learn methods of facilitating study sessions and of combining content tutorials with study skill enrichment.

SPECIFIC DESIRED OUTCOMES OF ACTIVITIES

- Increase participation in academic support programs.
- Improve the academic performance of the participants.
- Increase the persistence of students enrolled in the targeted courses.
- Provide participants with study skill habits which will transfer to other courses.
- Explore and evaluate a new and different approach to providing academic support which may serve as a model for many academic disciplines.

DISTRICT PERSONNEL TO AUTHORIZE ACTIVITIES

- Learning Center Directors
- Associate Deans of participating academic disciplines

DISTRICT PERSONNEL TO CONDUCT ACTIVITIES

Goal Subcommittee Members:

Learning Center Directors; Academic
Support Coordinators

Others

Reading/Study Skills specialists; peer tutors

OUTSIDE CONSULTANTS DESIRED

None anticipated.

TIMELINE FOR ACTIVITIES

(Current Project)

- Spring 1999—pilot program in Biology I, A & P I, and Microbiology at NHC
- May/June 1999—evaluate program; make results known to NHC and other colleges
- Fall 1999—repeat program in Biology I, A & P I, and Microbiology
- Fall 1999—offer program in other appropriate disciplines throughout the district, as desired

PROPOSED BUDGET FOR ACTIVITIES**Existing:**

\$1,578--funded in Spring 1999 through NHMCCD mini-grant
(\$1428 for reading/study skills specialist and 3 peer tutorsl, \$25 for supplies, and \$125 for printing/reproduction)

Proposed Additions:

- In pilot, underestimated cost of supplies and salary of reading/study skills specialist (need additional money for initial training sessions) by approximately \$350.
- Also, in pilot, only three peer tutors were needed at \$6.15/hr—other disciplines may require a greater number of peer tutors.

PLAN FOR MEASURING AND INTERPRETING OUTCOMES:

- Number of students participating, as compared with number who have participated in traditional tutoring
- Grade average of participants, as compared with course grade averages

PLAN FOR USING OUTCOMES INFORMATION FOR FURTHER IMPROVEMENTS:

The outcomes of the above measures will indicate whether the project was successful, and if so, they will validate a model of a new, innovative approach to providing academic support to disciplines in which traditional tutoring is not as effective as desired.

TOMBALL COLLEGE**SUB GOAL 1-Tutor Coach Program**

- Increase number of students in the Tutor Coach Program for developmental writing students
- Expand Tutor Coach Program into other academic disciplines

ACTIVITIES TO ACHIEVE GOAL

In the Spring and Fall 1999 semesters, the program was limited to a control group that did not participate and an assigned class that did participate and an assigned class that did participate (with the exception of the probationary students in the Fall 1999 semester). Some probationary students participated in the program in the Fall 1999 and Spring 2000 semesters.

The program was opened up to all Developmental Writing II students in the Spring 2000 semester

All Writing II students were administered the Learning and Study Strategies Inventory (LASSI) to determine need for participation in the program. Based on those inventory results and tutor availability, students were invited to participate. Thirty-one students are currently participating in the program.

In Fall 1999 and Spring 2000, the program helped probationary students in English 1301 as well as the developmental writing students. Also, the study skills, note-taking skills, and time management skills addressed in the program are transferable by participants into all other classes.

SPECIFIC DESIRED OUTCOMES

1) Student Retention Rate

Exact figures currently not available.

However, LASSI test results pre- and post- program indicate an overall improvement in student attitude, motivation, time management and anxiety as follows:

- 81% of students improved in attitude, some as much as 94 and 84%.
- 63% of students improved in motivation, some as much as 75 and 55%.
- 69% of students improved in time management, some as much as 62 and 55%.
- 69% of students improved in anxiety, some as much as 85 and 60%.

2) Attendance

Participants in the Spring 2000 semester are all voluntary. The average attendance rate for sessions is approximately 80%.

3) Passing rates in writing modules

Instructors report that participating students perform better on average on writing modules than non-participants.

The participating group in the Spring 1999 semester made more B's than the control group.

4) Feedback from reading and writing instructors regarding student participation in class Instructor Reflections:

Students participating in the program are comprehending and passing grammar modules at higher rates than the non-participating students and respond more quickly and correctly than non-participants when working on in-class grammar reviews.

Participating students have an edge over those in the control group in terms of completing assignments on time, show greater confidence and are more willing to defend their writings than those who do not participate.

DISTRICT PERSONNEL TO AUTHORIZE ACTIVITIES

Barbara Ice, Director of Learning Assistance Center
Ed Albracht, Assistant Dean of Outreach and Retention

DISTRICT PERSONNEL TO CONDUCT ACTIVITIES

Ramona Billingslea, Lead Tutor
Kitty Jay, Learning Center Coordinator

OUTSIDE CONSULTANTS DESIRED

None anticipated

TIMELINE FOR ACTIVITIES

- Spring 2000—program opened to all Developmental Writing II students
- Fall 2000—program opened to all developmental writing and reading students, as well as interested probationary students

PROPOSED BUDGET FOR ACTIVITIES

Existing:

\$12,600 awarded for Fall 1999/ Spring 2000 school year

Used:

Fall 1999

3 tutors @ 10 hrs./wk each @ \$14/hr for 16 weeks=\$6720

Xerox materials = \$150

Spring 2000

31 hours/wk total divided between 5 tutors @ \$14/ hr for 16 weeks=\$6944

Xerox materials = \$150

LASSI tests = \$1200

Total Used Monies: \$15164

Proposed additions

Fall 2000

45 hours/wk total divided between 5 tutors @ \$14/ hr for 16 weeks=\$10080

Xerox materials = \$150

LASSI tests = \$1400

Spring 2000

45 hours/wk total divided between 5 tutors @ \$14/ hr for 16 weeks=\$10080

Xerox materials = \$150

LASSI tests = \$1400

Total amount: \$23260

PLAN FOR MEASURING AND INTERPRETING OUTCOMES

The following evaluations have been a regular part of all activities since implementation of the program:

- LASSI pre- and post-test
At beginning and end of each semester
- Student evaluations of program
Gathered at end of semester
- Tutor coach record of each session
At end of each session throughout semester
- End of semester reflections
By tutor coach and participating student instructors

PLAN FOR USING OUTCOMES INFORMATION FOR FURTHER IMPROVEMENTS

- Modify program eligibility as needed
Feedback from interested students encouraged us to open the program to all developmental writing students.
- Use client evaluations to improve tutor skills and tutoring sessions
Tutor coaches participate in tutor training to continue to improve skills
- 15-20 minute conference with tutors to discuss observations, develop suggestions for improvement, and to discuss what is working and what isn't
Tutor coaches are self-evaluating with supervisor input based on what they are learning in the tutor training workshops. Most tutor coaches can offer concrete examples of improvements they have made in their tutoring based on information gained in the training workshops.

SUB GOAL 2- Tutor Development Program

- Develop and implement Tutor Development Program based on criteria established by the College Learning and Reading Association (CRLA)
- Submit application for certification of tutor development program to CRLA
- Encourage tutor participation in certification program

ACTIVITIES TO ACHIEVE SUBGOALS:

- Submit application for certification of tutor program to CRLA

(CRLA approval of program for levels one and two granted July 1, 1999)

Fall 1999 Records:

Sixteen tutors participated in level one training. Each attended four 1.5 hour workshops. Each viewed three video lessons. Each worked on a special project which comprised four to fifty hours of work and was of benefit to the LAC and/or its tutoring program.

As of the beginning of the Spring 2000 semester, 6 tutors were level one certified. The other level one trainees only lacked completion of their special projects to finish level one certification.

Spring 2000 Records:

Four tutors began level one certification this semester, one of which is now certified. The other three are completing special projects and video lessons.

Sixteen tutors are participating in level two training, which includes three workshops, three video lessons, and two special projects.

SPECIFIC DESIRED OUTCOMES:

1. Increase tutor understanding of tutoring techniques and skills
2. Increase tutor understanding of how individual students learn and using that knowledge to accommodate individual needs
3. Help students become independent learners
4. Improve student mastery of the study skills necessary to master content
5. Facilitate tutor personal growth and professional development
6. Expand programs offered to students as tutors complete projects designed to increase tutor knowledge and service to students
7. Expand Learning Center programs through unification of goals and support of tutor projects through Development Program activities

DISTRICT PERSONNEL TO AUTHORIZE ACTIVITIES

Barbara Ice, Director of Learning Assistance Center
Ed Albracht, Assistant Dean of Outreach and Retention

DISTRICT PERSONNEL TO CONDUCT ACTIVITIES

Ramona Billingslea, Lead Tutor
Kitty Jay, Learning Center Coordinator

OUTSIDE CONSULTANTS DESIRED

None anticipated

TIMELINE FOR ACTIVITIES

- Fall 1999 to Spring 2000—program approved and implemented for levels one and two training

- Summer 2000—develop and seek approval for level three training
- mid-Fall 2000—begin level three tutor training

PROPOSED BUDGET FOR ACTIVITIES

Existing:

\$3780 awarded for Fall 1999/ Spring 2000 school year

Used:

Fall 1999

16 tutors X 6 hours level one training X \$13/hr = \$1248

Training book purchase= \$96

Xerox materials = \$50

Spring 2000

4 tutors X 6 hours level one training X \$13/hr=\$312

16 tutors X 4.5 hours level two training x \$13/hr=\$936

Xerox materials = \$50

Total Used Monies: \$2692

Proposed additions:

Level Three Program Development Cost: \$450

8 tutors X 6 hours level one training X \$13/hr=\$624

6 tutors X 4.5 hours level two training X \$13/hr=\$351

16 tutors X 6 hours level three training X \$13/hr=\$1248

Xerox materials=\$75

Total Needed Monies: \$2748

PLAN FOR MEASURING AND INTERPRETING OUTCOMES

The following evaluations have been a regular part of all activities since implementation of the program:

- tutor training workshops following each workshop
- client evaluation of tutors and tutoring experience administered two times each semester
- LAC supervisor observation of tutors and tutoring sessions once each school year

PLAN FOR USING OUTCOMES INFORMATION FOR FURTHER IMPROVEMENTS

- Modify workshop content, if needed

Evaluations have been used to delete tutor cycle information and replace with more practical approaches for workshop one. Problem-based learning approach will be modified before workshop one is addressed again. More information has been added to workshop two and four based on tutor feedback.

- Use client evaluations to improve tutor skills and tutoring sessions

Client feedback has been used to point out need for even more skills-based workshops for tutors, though most feedback from clients has been completely positive.

- 15-20 minute conference with tutors to discuss observations, develop suggestions for improvement, and to discuss what is working and what isn't

Most tutors are self-evaluating with supervisor input based on what they are learning in the workshops. Most tutors can offer concrete examples of improvements they have made in their tutoring based on information gained in the training workshops.

GOAL 12- SUB GOALS FOR SUCCESS COURSES

MONTGOMERY COLLEGE

GOAL STATEMENT

The Study Skills and Success Course objectives at Montgomery College are to improve students' retention rates, grades and to enhance the students' academic progress. These objectives are implemented by providing study skills workshops, study groups, Human Development courses, and individual assistance to students within specific disciplines in areas such as reading comprehension, test-taking, learning styles, note-taking, listening, time management, adjusting to college life, and brain based learning.

ACTIVITIES TO ACHIEVE GOAL

1. Offer scheduled reading and study skill workshops/seminars weekly.
2. Offer the service of facilitated reading groups and study groups across disciplines, especially those that are reading intensive.
3. Offer one-credit and three-credit Human Development courses covering reading, writing, math, career exploration and study strategies.
4. Present discipline-specific reading and study skill information within classrooms at the request of professors.
5. Work with students on a one to one basis to enhance their understanding of classroom content and strategies for learning that content.

SPECIFIC DESIRED OUTCOMES OF ACTIVITIES

- To improve retention rates of students who attend study skills workshops, participate in study groups, complete Human Development courses and receive assistance with respect to reading and study skills issues.
- To enable students recognize and utilize different reading and study skills strategies for different disciplines.
- To enhance students' understanding of effective reading and study skills and other variables that impact learning.

PERSONNEL INVOLVED IN ACTIVITIES

- Dr. Elaine Ader, Director, Extended Learning Center, (through December, 1999)
- Karen Miner, Interim Director, Extended Learning Center (from January 2000)
- Heather Mitchell, Success Coordinator, Extended Learning Center (through August 1999)
- Dr. Sharon Herrmann, Assistant Dean, Extended Learning Center (from August, 1999)
- Tutors and Study Group Facilitators

TIMELINE FOR ACTIVITIES

Fall, 1977 through spring, 2000

BUDGET RESOURCES USED FOR ACTIVITIES

Existing: \$0.00

BUDGET RESOURCES USED FOR ACTIVITIES (continued)

Additions: \$15,452.00

Proposed Additions to Continue Activities: \$20,000.00

MEASUREMENT AND INTERPRETATION OF OUTCOMES

- Human Development Courses: In December 1999 students who participated in Human Development courses were compared to a random selection of students who did not participate in the same courses and no differences were found in retention rate or grade averages. The following semester, Spring 2000, all except two of the Human Development courses did not make. The Math/Science Human Development Course had an enrollment of 4 students, the eight-week Career Exploration Courses were continued. In the Fall of 2000 only the Career Exploration Human Development courses will be offered.
- Over 200 students participated in the Student Success Seminars in the Fall of 1999. The seminars were interactive and promoted experiential learning and dialogue among participants. Of those, 38 students were repeat attendees. Of these 38, twenty-three student profiles were examined for registration in content courses for the Spring Semester. (15 student profiles were unavailable) Seventeen students were retained for the spring Semester 2000. In the Spring 2000 semester, seminar attendance dropped to a total of seventy-eight and none of those students were returnees from the Fall semester (one new seminar topic was added for the Spring Semester). Student evaluations regarding the content of the seminars were positive. One hundred percent reported the content to be valuable and usable in their current or future learning situations.
- Classroom presentations of discipline specific study skill information or TASP preparations were by the professor's invitation only. The requests more than doubled in the Spring semester with more than 23 classroom and divisional presentations being requested. Instructors also sometimes requested follow-up visits. Students responded favorably to these presentations and instructors reported increased grade averages for those students who implemented the strategies suggested in the presentation.
- A total of 220 hours of Accounting tutoring occurred for the academic year 1999-2000. One tutor provided all of these hours. This tutor offered small group review sessions, homework help as well and individual tutoring. Her hours were flexible and she also worked on Saturdays to meet the needs of the students. Tutees were often the same students returning for help or guidance throughout the semester.
- Hours for foreign language (French and Spanish) tutoring totaled 224 for both semesters. Help was offered in small group or on a one on one basis. Two tutors provide these services with flexible scheduling to meet individual student needs.

- The biology study groups at Montgomery College were initiated in the spring of 1998 and have continued through Spring 2000 with plans to support twice the number of students in Biology I in the Fall semester of 2000. They are organized into groups of 4-6 students who meet regularly outside of class for 2 hours per week. Teaching faculty are fully committed to supporting/requiring study group participation by making it a part of the course outline with built-in incentives (points added to exam grades), and begin the semester communicating to their students the effectiveness and necessity of meeting with study groups.
- The groups are formed after students participate in a True Colors presentation and learn about their own working style as well as others' in their classroom. Professors group the students so that a diverse set of learners is represented in each group. It was interesting to note that in the Spring semester 50% of the students who dropped the Biology I course were designated as orange in the True Colors presentation.
- Open communication between and among the facilitators, the Assistant Dean of the ELC (who coordinates scheduling and facilitator training) and faculty is maintained throughout the semester. Facilitators are chosen based on three factors: (1) substantive biology background, (2) skilled in group dynamics and ability to establish rapport with students, and (3) able to teach learning strategies that augment the mastery of biology content. Facilitators provide a major supportive role model for students, often sharing techniques or learning strategies that make complex concepts easier to understand.
- Students who were committed to study groups in Biology I and also take Biology II the next semester often form their own study groups at no further cost to the college. Retention rates for the Biology I classrooms continue to improve by 30% or more, (75-78% this academic year). For example, one professor reported 50% retention in the Fall semester, having not participated in study groups. In the Spring semester, the same professor committed to participating in study groups and her retention rate increased to 75%. Faculty reports that there seems to be a significant positive correlation between retained students and grade averages and students who participate in study groups on a regular basis. Exam grades of those students who attend and participate in study groups are significantly higher (one to two letter grades) than for those students who do not participate in study groups. Note the following table:

Group attendance/ participation	exam 1 avg.	exam 2 avg.	exam 3 avg.
0	68 (n=5)	50 (n=13)	65 (n=6)
+	77 (n=19)	58 (n=14)	64 (n=14)
++	83 (n=17)	78 (n=15)	79 (n=16)

Overall student evaluations of study groups indicate that students find they are effective tools for using their own words to discuss material, develop a common set of class notes, preparing for tests, and for hearing additional ideas and examples from peers and facilitators. They

also find that the groups support common learning goals and timelines and value the strengths of individual learners as important contributions of the group.

PLANS FOR USING OUTCOMES INFORMATION FOR FURTHER IMPROVEMENTS

- The biology study groups are a channel for active and cooperative learning among students and have been found to be successful vehicle for academic support outside the classroom. One tutor will assist Biology I classes in the lab or the ELC at the start of the summer session. Plans for increasing this intervention for the academic year 1999-2000 are in place. Additional procedures are under discussion. For example, the training of the facilitators will be increased to include more “learning how to learn” strategies and strategies to deal with individual differences in students. To increase student control of the operation of the groups, all participants will commit to a “contract” which delineates their responsibilities to the study group. To increase facilitator and student knowledge of learning processes, all will complete a seminar using the Learning Styles Index.
- Foreign language and Accounting tutoring will continue in the coming academic year. Discussions are being held with the BCF Division regarding strategies for improving services to these students.
- Student Success Seminars will continue on a limited basis throughout the summer. Plans are being made to include them as a part of regular Orientation. The seminars will again be offered six times weekly during the regular semester. At this reporting time, topics will remain the same. Plans for bringing outside presenters to provide additional topics are being made. Full time and Adjunct Professors will be made aware of seminar schedules. Contacts will continue to increase in-class presentations.
- Only the Career Explorations Human Development course will be offered in the fall.

TOMBALL COLLEGE

ACTIVITIES TO ACHIEVE SUBGOALS:

Successful Student Videos

- **Plan curriculum and presenters for videos**

A survey distributed early in the Spring 2000 semester has identified at least three or four interested presenters for the six videos to be produced. The survey also identified the desired topics to be covered as time management/goal setting, note-taking, four-year college/university information, test preparation and anxiety, MLA documentation, and TASP taking strategies.

- Produce videos through media department

Tomball media department lacks necessary equipment to splice and produce videos. Research is in progress on cost and availability of outside video production, or use of video production capabilities at Kingwood and North Harris.

Another possibility is the production of narrated powerpoint presentations for The videos, to be placed on CD-Rom and also video.

- Duplicate and distribute videos to libraries and learning centers
To be accomplished once videos are produced.

SPECIFIC DESIRED OUTCOMES:

- Improve success of underprepared students in targeted developmental studies and English classes.
- The topics of time management/goal setting, note-taking, four-year college/ university information, test preparation and anxiety, MLA documentation, and TASP taking strategies are all relevant to the success of underprepared students. Making the videos available for classroom and learning center use will ensure that students have access to the material for maximum benefit.

DISTRICT PERSONNEL TO AUTHORIZE ACTIVITIES:

Barbara Ice, Director of Learning Assistance Center
Ed Albracht, Assistant Dean of Outreach and Retention

DISTRICT PERSONNEL TO CONDUCT ACTIVITIES:

Ramona Billingslea, Lead Tutor
Adjunct and Full-Time Faculty, to be named

OUTSIDE CONSULTANTS DESIRED:

Possible outside video production

TIMELINE FOR ACTIVITIES:

- Spring 2000—finalize form of videos (powerpoint or live video) and line-up people to do videos. Expected progress has been delayed due to difficulties in finding the people to do what needs to be done.
- Summer 2000—begin work on the first three topics in the series
- Fall 2000—finish the first three topics in the series and distribute
- Spring 2001—use evaluations and feedback to improve produced videos and in creation of last three videos

PROPOSED BUDGET FOR ACTIVITIES

Existing

\$450 for Ramona's stipend

\$600 for video production

\$300 For faculty participants

Proposed additions (Fall 2000 and Spring 2001)

\$300 for Ramona's stipend

\$600 for video production

\$300 for faculty participants

Total Needed Monies: \$1200

PLAN FOR MEASURING AND INTERPRETING OUTCOMES

- Number of videos checked-out by students
- Feedback from students on quality of videos
- Success rate of students in targeted developmental and English courses

PLAN FOR USING OUTCOMES INFORMATION FOR FURTHER IMPROVEMENTS

- Number of videos being checked out will reveal whether more usage should be encouraged by writing center personnel and English instructors
- Feedback and success rate of students will reveal whether additional topics need to be covered and/or whether additional instruction is needed on topics already covered

GOAL 12- SUB GOALS FOR ADVISING

ACTIVITIES TO ACHIEVE GOAL:

- Each committee member created list of all academic support programs at their campus.
- As a committee created list of questions.
- Chair of committee created master list.
- Sent list to committee members for changes or corrections.
- Cleaned up list of questions using suggestions of committee members.
- Met as a committee to review final changes.
- Chair met with Mike Green regarding format of survey.
- Meeting scheduled for 5/18/00 with Mario Heredia for further planning.

SPECIFIC DESIRED OUTCOMES OF ACTIVITIES:

- Assess the satisfaction of students with current academic support services provided at each college.
- Determine if new services are needed.
- Assess how well students know of what services are available at the campus they are attending.

DISTRICT PERSONNEL TO AUTHORIZE ACTIVITIES:

Vice Presidents of Instruction & instructors whose classes are to be surveyed.

DISTRICT PERSONNEL TO CONDUCT ACTIVITIES:

Goal Subcommittee Members

Barbara Lujan	TC, Chair
Jennifer Bernhardt	TC
Beth Brown	TC
Gloria Mallett	NHC
LeeAnn Coulson	KWC
Linda Bilides	MC

Others

Instructors

OUTSIDE CONSULTANTS DESIRED:

Dr. Mike Green	NHMCCD Associate Vice Chancellor, Research
Mario Heredia	TC Assistant Dean, Research & Planning

TIMELINE FOR ACTIVITIES:

- | | |
|----------------------|---|
| • June 30, 2000 | Survey completed |
| • August 15, 2000 | Planning meeting regarding distribution of survey |
| • September 30, 2000 | Distribute surveys |
| • October 30, 2000 | Surveys analyzed |
| • November 30, 2000 | Report completed |

PROPOSED BUDGET FOR ACTIVITIES:**Existing**

\$150.00 - Copying

Proposed Additions

None

PLAN FOR MEASURING AND INTERPRETING OUTCOMES:

Develop analysis and report based on assistance from research consultants.

PLAN FOR USING OUTCOMES INFORMATION FOR FURTHER IMPROVEMENTS:

Distribute information to each campus, to include:

Associate Deans responsible for each academic area.
Personnel supervising academic support programs
Vice Presidents of Instruction

GOAL 12- SUB GOAL FOR LIBRARY

1. The District Librarians will provide activities and services that promote the use of a variety of information resources by the under-prepared student.
2. The District Librarians will collaborate to develop, in consultation with classroom faculty, an instructional unit for Developmental Studies classes that promotes critical thinking and information literacy skills for independent learning.

SACS Library Objectives

A. Articulate the importance of the ability to locate, select, and use information from books, periodical articles, and World Wide Web pages.

- ✧ Explain briefly why information research skills are valuable for successful decision making related to personal, educational, and professional goals.

B. Identify research tools used to find specific books, periodical articles, and World Wide Web pages.

- ✧ Locate the online catalog.
 - ✓ Describe briefly what information sources are included in the online catalog.
 - ✓ Identify what information you need from the catalog to find a book on the shelf.
 - ✓ Articulate that related information is kept together by subject on library shelves.
- ✧ Locate periodical databases.
 - ✓ Describe briefly what information sources are included in periodical databases.
 - ✓ Identify what information you need from the database to determine an article's availability.
- ✧ Locate an access point for the World Wide Web.
 - ✓ Describe briefly what information sources are included on the World Wide Web.
 - ✓ Identify a search engine.
 - ✓ Articulate that a search engine locates World Wide Web pages based on words entered for a search.

C. Identify the information desired for the research project.

- ✧ Develop a topic statement.
- ✧ Based on the topic statement and the requirements of the project, decide what information sources may be available for the research project.

D. Develop a search strategy and execute a search.

- ✧ Based on the topic statement, select appropriate subject terms and/or keywords.
- ✧ Based on the topic statement, select appropriate research tools, e.g., online catalog, periodical databases, World Wide Web search engines to search for information.

- ✧ Execute searches in research tools using subject terms and/or keywords based on your research topic.
- ✧ Use related subject terms and/or keywords or contact a librarian if your search is not locating desired information.
- ✧ Determine availability of and retrieve pertinent materials available online or in the library.

E. Evaluate the information located.

- ✧ Articulate that World Wide Web pages are likely to receive little or no editing or review before being published and therefore need more careful evaluation than books and periodical articles.
- ✧ Apply evaluation criteria (e.g., reliability, purpose, bias, currency, and coverage) to information located from your search.
- ✧ Based on your evaluation, select a variety of information sources.

F. Credit information appropriately.

- ✧ Document information sources using the designated citation format required by the professor.
- ✧ Explain briefly the importance of crediting information sources used in your project.

Goal Statements, Objectives, Measures and Proposed Outcomes

Sub-goal 1: The District Librarians will provide activities and services that promote the use of a variety of information resources by the under-prepared student.

Rationale:

Note: Referral to Strategic Plan is made by the notation KCLSP for Kingwood College Library Strategic Plan, and the item number indicating location within the planning document.

Desired Outcomes	Activities with Timeline	Plan for Measuring Outcomes	Evaluation Conducted and Status	Use of Outcomes Measures (close the loop)
Provide a balanced collection of library resources, which supports the academic needs of our students, encourages critical thinking and meets the requirements of a variety of learning styles and levels of readiness. (KCLSP IV.A)	Existing: Library collection provides materials in all areas including Circulating Video collection, Large Print Collection, Paperback Collection and Reference collection which reflect all levels of learning abilities and alternative learning styles. Proposed: Increase contact with full time and adjunct faculty of Developmental Studies Reading courses to increase awareness of resources in this area, and instructional opportunities. (KCLSP I.A.a.) Begin Fall, 1999. Increase alternative format collection by adding resources that will directly support student academic needs, including video and print resources (KCLSP IV.A.b.)	Existing: Annual collection plan is used to evaluate resources to insure a balanced collection addressing needs of Kingwood College Students including Developmental Studies Students. (KCLSP IV.A.a.) Proposed: Continue to monitor use of collection. Survey faculty for satisfaction with library resources and services. Faculty survey - Spring, 2000	Library collection is evaluated annually, with targeted collection additions where needed. Proposed: Survey results will be used to determine needed resources or additional services. Spring, 2000	Additions are made to areas of collection identified with deficiencies. Additions will be made to areas of the collection where deficiencies are noted.
Provide a user instruction program, utilizing all levels of technology, which assures academic success, successful student transfer,	Existing: Library participates in the Student Success workshop series. Library instruction includes introduction to and use of all levels of	Existing: Monitor attendance at Student Success Workshops. Developmental Studies Faculty require and monitor use of all forms of	Faculty of Developmental Studies evaluates student success in using library resources for completion of assignments	Faculty advises Library instructors of areas of need for additional instruction

critical evaluation and research skills for life long learning. (KCLSP I.A)	technology including the Library Electronic Catalog, Periodical Abstracts Research II Database, and the Internet. (KCLSP I.A.d.) Library provides point of use instruction where appropriate. (KCLSP I.A.e.) Use pre-test/post-test to determine areas of revision in Bibliographic Instruction for Developmental Studies Students. Fall, 1999. Proposed: Develop instruction outline to assure consistency and quality of library instruction in class and individual instruction settings, the web page and written guides including opportunities to evaluate and improve presentation skills. (KCLSP I.A.c.) Spring, 2000.	resources for assignment completion. Administer pre-test/post-test Fall, 1999. Survey completed bibliographies of student research papers after instructor has received them from students. Begin Fall, 2000.	Evaluate pre-test/post-test results to determine revisions for BI. Analysis of pre-test/post-test completed. Ongoing evaluation method will use questions at end of session, combined with analysis of student bibliographies accompanying research project. Data will be used to determine which types of research tools need increased instruction	Revise instruction outline for Dev. Studies Students. Incorporate revisions in on-going manner to encourage evolutionary process for revision of instruction to apply to changing student population.
Develop skills in effective critical evaluation of information (KCLSP I.A.)	Existing: Library instruction and assignments include critical evaluation of information. Proposed: Emphasize critical evaluation and universal research skills in class and individual instruction settings. (KCLSP I.A.b.) Spring, 2000.	Developmental Studies Faculty require and monitor use of all forms of resources for correct use in completion of assignments Proposed: Use student bibliographies to determine appropriate use of resources for individual projects.	Faculty of Developmental Studies evaluates student success in using library resources for completion of assignments Proposed: Request faculty evaluation of student success following library instruction.	Faculty advises Library instructors of areas of need for additional instruction. Incorporate revisions in on-going manner to encourage evolutionary process for revision of instruction for changing student population.
Enable students to do effective	Existing: Library instruction includes	Existing: Monitor use of library	Existing: Evaluate results of resource monitoring.	Existing: Use results to revise

research in all settings (KCLSP I.A.)	transferability of information skills to increase information literacy. Proposed: Emphasize universal research skills to increase awareness of transferability of information gathering skills. Spring, 2000.	resources. Proposed: Monitor use of all types of resources through faculty surveys of courses taken following Developmental Studies course work.	Proposed: Use faculty survey results to modify existing instruction.	instruction on transferability of research skills. Proposed: Treat instruction modification as evolutionary process.
Expose Developmental Studies Students to all types of access to information	Existing: Library instruction includes access and use of materials in all areas of the Library Collection including Circulating Video collection, Large Print Collection, Paperback Collection and Reference collection. Proposed: Create outline for instruction of Developmental Studies students to be used by Librarian teaching Developmental Studies class to insure instruction in all types of information resources. Spring, 2000.	Existing: Developmental Studies faculty review student assignments for use of all types of information resources. Survey Developmental Studies faculty to determine student use of information resources.	Existing: DS Faculty evaluates student assignment. Dev. Studies Faculty will use bibliographies submitted by students to determine student success in use of variety of information resources.	Existing: DS Faculty requests for revised instruction is incorporated into Library instruction program. Additionally, incorporate emphasis on variety of information resources into bibliographic instruction as need is determined.
Develop and maintain a positive relationship between students and library personnel. (KCLSP I.A.e.)	Existing: Library instruction includes emphasis on availability of Library personnel to aid in research needs of students for current as well as future information needs. Continue above. In addition, install Suggestion Box in prominent location in Library. Spring, 2000	Existing: Student surveys are conducted biannually. Box will be installed.	Existing: Survey results are collated and summarized for results <u>Box installed 3-7-2000</u>	Existing: Survey results are used to determine areas of needed Library personnel training. Suggestions will be used to develop requested programs.
Provide greater awareness of information resources (KCLSP	Proposed: Publish library newsletter and/or brochures to publicize and promote library	Existing: Monitor use of resources.	Existing: Evaluate results of monitoring to measure appropriateness of methods used.	Existing: Use results to create new opportunities to increase

VIII.A.)	services and resources to the Developmental Studies Students. (KCLSP VIII.A.a.) Seek Kingwood College cable TV opportunities to strengthen library link to the community. (KCLSP VIII.A.b.) Seek opportunities for targeted outreach to Developmental Studies instructors. Brochure created Spring, 2000. Kingwood College Cable TV used extensively during Winter, 1999/2000. Articles will continue to be included in <i>the Cadence</i> (student newspaper). Subject guides and citation handouts will undergo revision on periodic schedule. Begin Fall, 1999	Use bibliographies from student research projects and statistics gathered in library to determine use of resources. Spring and summer, 2000.	Evaluate bibliographies for variety of information resources used by students. Spring and Summer, 2000.	awareness of information resources. Continue to use results to create new opportunities to increase awareness of information resources.
Improve students' facility in locating and using print and online information successfully. (KCLSP I.A.d.)	Existing: Library instruction includes information on use of the Library Electronic Catalog, electronic databases (Periodical Abstracts Research II), as well as the Internet. Proposed: Instruction outline to include information to be given to students on use of print and online information sources. Summer, 2000.	Existing: Faculty determines successful use of resources in completion of assignment. Proposed: Develop Pre-test/post-test document to measure desired outcomes Pre-test/post-test completed. Use questions at end of instruction class to determine understanding of materials.	Existing: Faculty evaluates student assignments in order to determine successful completion. Proposed: Faculty will administer post-test document to determine results. Library instructor will question students on material covered in class. Statistics gathered in library will enable use of resources to be evaluated.	Existing: Faculty suggestions are incorporated into revisions of instruction. As above with addition of information gathered from questions and bibliographies.
Promote life-long learning (KCLSP I.A)	Existing: Library instruction includes transferability of information skills to increase information literacy to promote life-long learning.	Existing: Monitor use of library resources.	Existing: Evaluate results of usage figures. Proposed: Evaluate	Existing: Incorporate findings of usage figures evaluation into collection development.

	Proposed: Emphasize universal research skills to increase awareness of transferability of information gathering skills. (KCLSP I.A.) Provide a continued effective service response to needs of college students and faculty while responding to community demands. (KCLSP VIII.C.)	Proposed: Monitor impact on services and resources. (KCLSP VIII. C.)	impact on services and resources. (KCLSP VIII.C)	Proposed: Respond to impact with recommendations for staffing and resources which assure effective services and programs for our students while providing excellent services to community users. (KCLSP VIII.C.a.)
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SACS Alternative Model
Goal Statements, Objectives, Measures and Proposed Outcomes

Sub-goal 2: The District Librarians will collaborate to develop, in consultation with classroom faculty, an instructional unit for Developmental Studies classes that promotes critical thinking and information literacy skills for independent learning.

Desired Outcomes	Activities with Timeline	Plan for Measuring Outcomes	Evaluation Conducted and Status	Use of Outcomes Measures (close the loop)
District Librarians will collaborate with Faculty of Developmental Studies Reading classes to create an instructional unit. (KCLSP VI.A.)	<i>May '99</i> - Faculty will be consulted for input on activities appropriate to instructional unit Instructional unit will promote critical thinking and information literacy skills by • Appropriate resources for research • Evaluation of available resources • Instruction on universal information seeking skills	Summer '99 - Instructional unit will be created. Summer '99 – Pre-test/post- test document will be written Summer '99 - Draft of pre- test/post-test document will be sent to Faculty for input.	Summer '99 - Faculty will evaluate pre-test/post-test document for suggested additions or deletions <i>Tests Administered:</i> Nov. '99 Feb. 2000	Summer '99 – Pre-test/post- test document will be revised to include Faculty input Fall '99 – Pre-test/post-test document will be part of curriculum in Developmental Studies Reading classes Evaluation of pre-test/post-test completed. Alternative evaluation methods will be used continuously to insure process of instruction evolves with

				classes.
Library instruction will be integrated into all Developmental Studies Reading classes (KCLSP I.A.)	Fall '99 - Bibliographic instruction will be a part of the curriculum in Developmental Studies Reading and Writing classes which will be scheduled in consultation with Faculty. Develop Bibliographic Instruction outline which will be used to insure consistency of instruction to Developmental Studies classes. Spring, 2000.	Fall '99 – Pre-test will be administered in classroom prior to Library instruction. Fall '99 – Post-test will be administered in classroom following Library instruction. Pre-test/post-test completed. Fall, 2000 – Begin use of evaluation questions at the end of bibliographic sessions. Use student bibliographies as further measure of effectiveness	Fall '99 - Faculty will evaluate pre-test/post-test comparing for appropriate learning outcomes Spring 2000 – Pre-test/post-tests evaluated. Correct, change, re-emphasize or restate immediately upon questioning students.	Spring 2000 - Revise Bibliographic Instruction based on results of <i>questions</i> of students. Incorporate revisions into B. I. for Developmental Studies classes. Revision of Bibliographic Instruction is an evolutionary process and will continue.
Understand the basic organization of a college library/information center and the significance of the growing and changing world of information access. (KCLSP I.A.)	Fall '99 - Students will use exploration of a career or a topic of personal interest for research in the library. Library class will include - Investigation of different types of access tools, formats, and electronic resources. - Instruction on using the Internet as an information resource Emphasis will be placed on similarity of resources between college libraries Develop Bibliographic Instruction outline which will be used to insure consistency of instruction to Developmental Studies classes. Spring, 2000.	Summer '99 - Develop pre-test/post-test in consultation with Faculty. Pre-test/post-test will include questions on the location of information sources in the library <i>Pre-test/post-test completed.</i> Spring, 2000 - Develop questions to use at end of Bibliographic Instruction. Develop outline for instruction to be followed by all Librarians delivering instruction.	Fall '99 – Pre-test/post-test will be administered by Developmental Studies Reading instructor prior to Bibliographic Instruction and following Bibliographic Instruction Continue to observe use of all types of library resources by evaluating bibliographies for variety of information resources used by students.	Spring '00 - Revise Bibliographic Instruction based on results of <i>questioning</i> of students. Implement revisions during Spring '00 Developmental Studies classes. Implementation will be on-going to meet needs of changing student populations, and resources.
Identify the information needed. (KCLSP I.A.)	Search instruction will include: statement of	Pre-test/post-test will include questions on identification of	Pre-test/post-test administered.	Bibliographic instruction revised.

	information need • selection of subject terms/keywords • type of information needed Transferability of skills Information needs throughout college and into life will be examined Develop Bibliographic Instruction outline which will be used to insure consistency of instruction to Developmental Studies classes. Spring, 2000.	information need, selection of appropriate subject terms or keywords, and appropriate resource. Pre-test/post-test completed. Outline developed. Begin use of questions developed to determine student understanding of research process.	Observe use of library resources by evaluating bibliographies for variety of information resources used by students.	Implementation will be on-going to meet needs of changing student populations, and resources.
Develop a search strategy. (KCLSP I.A.)	Bibliographic instruction will include: • Identification of source needed • Selection of appropriate source • Determination of periodical availability Search strategy for a variety of information needs will be discussed. Develop Bibliographic Instruction outline which will be used to insure consistency of instruction to Developmental Studies classes. Spring, 2000.	Pre-test/post-test will include questions on search strategy. Pre-test/post-test completed. Outline developed. Use questions developed to determine student understanding of research process.	Pre-test/post-test administered. Observe use of library resources by evaluating bibliographies for variety of information resources used by students.	Bibliographic instruction revised. Implementation will be on-going to meet needs of changing student populations, and resources
Evaluate the information content (KCLSP I.A.)	Instruction will include • Differentiation between information and knowledge • Analysis of sources for quality, relevance, timeliness and authority Value of information quality, timeliness and authority, as applied to future needs will be discussed. Develop Bibliographic Instruction outline which	Pre-test/post-test will include questions on evaluation of information content. <i>Pre-test/post-test completed.</i> Outline developed. Use questions developed to determine student	Pre-test/post-test administered. Observe use of library resources by evaluating bibliographies for variety of information resources used by students.	Bibliographic instruction revised. Implementation will be on-going to meet needs of

	will be used to insure consistency of instruction to Developmental Studies classes. Spring, 2000.	understanding of research process.		changing student populations, and resources
Apply information appropriately in a research task. (KCLSP I.A.)	Bibliographic instruction will include • Use of citation formats • Importance of complete citation • Discussion of copyright Application of citation information, and copyright infringement law will be examined. Develop Bibliographic Instruction outline which will be used to insure consistency of instruction to Developmental Studies classes. Spring, 2000.	Pre-test/post-test will include questions on appropriate application of research Pre-test/post-test completed. Outline developed. Use questions developed to determine student understanding of research process.	Pre-test/post-test administered. Observe use of library resources by evaluating bibliographies for variety of information resources used by students.	Bibliographic instruction revised. Implementation will be on-going to meet needs of changing student populations, and resources

SACS Alternative Model- Montgomery College
Goal Statements, Objectives, Measures and Proposed Outcomes

Goal Statement 1: The District Librarians will provide activities and services that promote the use of a variety of information resources by the under-prepared student. Rationale: Information seeking skills are critical to be successful in both the college setting and in the real world. Under-prepared students frequently lack those skills and have difficulty performing tasks involving research, whether it be Internet related or utilizing library-based resources.

Desired Outcomes	Activities with Timeline	Plan for Measuring Outcomes	Evaluation Conducted and Status	Use of Outcomes Measures (close the loop)
1. Improve use of the Internet: • Gain a basic, beginner's vocabulary in Internet terminology; • Learn to use Netscape software • Learn to perform searches on the Web • Learn evaluative techniques	Fall 99- "Student Success Seminar" targeting developmental students- "Internet for Beginners" was offered in mornings and in late afternoon. In the Spring semester 2000, the seminar was offered in the mornings and early afternoons and the name of the class was changed to "Internet Search Secrets." These changes seemed to attract more students.	"Internet for Beginners" class will serve as a pilot project for creating an effective measurement tool. Pre and Post Assessment tests of Internet Use Confidence Levels will be administered to each student taking the class. Evaluate number of students voluntarily attending workshop.	Student assessments were measured quantitatively to determine achievement of desired outcomes. Instructor assessed attendance level of the class. Instructor also qualitatively assessed areas for improvement by accepting verbal comments from students after the class regarding class content and presentation.	In combined results from Fall and Spring Semesters, students reported on their confidence levels: Before the class, PRE TEST RESULTS: " Not confident at all" on 65% of the questions asked. After the class, POST TEST RESULTS: "Not confident at all" on only .05% of the questions asked--less than 1%. The instructor assessed that all students attended the class voluntarily, but that attendance in the Fall class was 50% below the number of students who could be accommodated by the classroom. Instructor made plans to improve attendance in two ways: By changing the name of the seminar and by changing the times the seminar

				was offered.
Improve information evaluative skills, learn to distinguish reliable and unbiased sources from others.	Summer 99- Update Web page "Evaluating Internet Resources" (http://www.mc.nhmccd.edu/elc/learning_resource_center/evaluate.html)	Will be measured for any needed improvements based on comments received from students and faculty who access the page.	Page updated and incorporated into Student Success seminar on Web site evaluation; use of the Web page aided the instructors and allowed other faculty the means of providing criteria for Web site evaluation	Page will be updated as necessary—when sites change or suggestions or comments are received from students and faculty.
	Summer 99- Incorporate WebCT into Web page above	Postponed indefinitely due to staffing concerns.	Postponed indefinitely due to staffing concerns	
<u>Desired Outcome</u>	<u>Activities with Timeline</u>	Plan for Measurement	<u>Evaluation Conducted</u>	<u>Use of Outcome Measures</u>
	Fall 99- Incorporate evaluative skills in "Internet for Beginners" workshops. This was done in the Spring 2000 "Internet Search Secrets" seminar.	One of the questions on the pre and post tests referred directly to evaluative skills	Results on this question indicated that 92% of the students felt an improvement in their ability to evaluate Internet resources.	Results indicate that an introduction to Internet Resources Evaluation at this Beginners' level is appropriate and beneficial for most students. This subject will continue to be taught at this level.
	Fall 99- "Student Success Seminars" targeting developmental students- "Evaluating Web Resources"	Informal, qualitative assessment only	Students not quantitatively assessed; pilot assessment project in progress	Qualitative results indicate that the Internet evaluation skills taught in this class were appropriate to the students level of understanding. This subject will continue to be taught at this level.
Understand basic organization of library	Fall 99- "Student Success" workshops targeting developmental students- "Effective Library Research"	Informal, qualitative assessment only	Students not quantitatively assessed ; pilot assessment project in progress	Attendance was very poor so marketing strategies need to be re-evaluated. Improvements in course content to

				be made based on verbal comments and suggestions of students taking the course.
Demonstrate use of information access tools in electronic formats available in the library and through library subscriptions via the Web to find different types of information	Fall 99- "Student Success" workshops targeting developmental students- "Beyond the Web: Electronic Research Tools"	Informal, qualitative assessment only	Students not formally assessed ; pilot assessment project in progress	Attendance was very poor so marketing strategies need to be re-evaluated. Improvements in course content to be made based on verbal comments and suggestions of students taking the course.
Think of the Library as the first stop for information hunting	Fall 99- Participate in all faculty orientations to ensure that faculty are aware of broad range of resources in Library	Librarians solicited faculty responses to librarian participation in faculty orientation "Adjunct Night." All faculty responses were positive with no suggestions for improvement.	Librarians made formal presentation at "Adjunct Night," an orientation program, held by each division. Librarians discussed library resources with both full-time and adjunct faculty and invited faculty to visit the library.	As a direct result of this librarian/faculty interaction, some faculty members, both full-time and adjunct, contacted librarians to make appointments to bring their classes to the library for instruction in library research skills.
	Fall 99- Market directly to students via e-mail and campus flyers to ensure they are aware of broad range of resources in Library.	Evaluation postponed indefinitely due to staffing and other concerns. Verbal response to brochures was good.	Students were contacted directly by e-mail and made aware of library materials. Campus brochures advertised library hours and resources	Students came into the library carrying the brochures in their hands and asking for library instruction.

SACS Alternative Model- Montgomery College
Goal Statements, Objectives, Measures and Proposed Outcomes

Goal Statement 2: The District Librarians will collaborate to develop a pilot project, in consultation with classroom faculty, an instructional unit for Developmental Studies classes that promotes critical thinking and information literacy skills for independent learning. Rationale: A collaborative effort will allow the District Librarians to develop a cohesive trial program which can be effectively evaluated and modified as needed. Through the development of critical thinking and information literacy skills, students will be better prepared for their courses and will have a higher retention rate.

Desired Outcomes	Activities with Timeline	Plan for Measuring Outcomes	Evaluation Conducted and Status	Use of Outcomes Measures (close the loop)
Understand basic organization of library and changing and growing world of information access	Student Success Seminar "Beyond the Web" Fall 1999 and Spring 2000.	Informal qualitative assessment only; pilot assessment project in progress (See 3 Below)	6-7 seminars per semester were scheduled. Students' verbal seminar evaluations afterwards were positive.	Marketing needs improvement so that more students are aware of the seminars.
Demonstrate use of information access tools in electronic and print formats available in the library and through library subscriptions via the Web to find different types of information	Student Success Seminar "Evaluating Information" Fall 1999 and Spring 2000.	Informal qualitative assessment only; ,pilot assessment project in progress (See 3 Below)	6 seminars scheduled in Fall 1999. Due to attendance, only 2 classes were held with the majority of the participants community members, not students. 2 seminars were held in Spring Semester 2000.	Marketing needs improvement so that more students are aware of the seminars.
3)Demonstrate the use of open or free Internet to find sources of information	Pilot Project, Seminar: "Internet for Beginners" in Fall Semester 1999. The same course under the title "Internet Search Secrets" was Taught.	Outcomes were measured quantitatively using a pilot assessment instrument: A Pre and Post test. Instructor also evaluated classes qualitatively based on students' comments and suggestions.	6 seminars were conducted in Fall Semester under the title "Internet for Beginners." The same seminar was retitled "Internet Search Secrets" in Spring 2000, and 4 seminars were taught.	Students indicated great improvement of skills after the class; Marketing plan was developed to make students more aware of the seminars in order to increase attendance. The subject matter and level of instruction were judged appropriate and will be continued
4)Cite Resources Accurately in a standardized Format	Student Success Seminar "Bibliography Basics" taught First time Spring 2000, emphasized MLA and	Informal qualitative assessment only; , pilot assessment project in progress (See 3 above)	4 seminars were conducted. Verbal comments and suggestions from students were	Responses from discussions with students who participated will be used to

	APA bibliography formats.		considered as a means of deciding how to improve the course. Overall, the comments were good.	improve the methodology to be used in the seminar in the future.
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Goal Statements, Objectives, Measures and Proposed Outcomes

1. The District Librarians will provide activities and services that promote the use of a variety of information resources by the under-prepared student.

To become successful information consumers of personal and course-related research material, students need to feel that the library provides unique materials and organization plus supportive assistance and services that answer their informational questions and promote their facility for learning now and in the future.

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				online catalog, online databases, periodical indexes, and Web searching. Most will be scheduled in conjunction with a class, but we may offer open workshops on the following topics as demand warrants.
1. Provide greater awareness of information resources 2. Improve students' facility in locating and using print and online information successfully	Ongoing - Develop and maintain research-oriented web pages designed to help students find Internet information efficiently	Web-based evaluation form & annual student/faculty surveys about library services and resources Fall 1999 (target) Spring 2000 (actual) - Conduct focus group session with students to help determine how to improve current and future library programs and services	Forms received through web site were minimal this year. The Patron Satisfaction Survey conducted during October 1999 included comments and a question related to satisfaction with the library web pages. Although 72% of patrons surveyed were either very satisfied or satisfied with the web pages, 25% had no opinion or did not use them. In the April 2000 Faculty and Associate Dean Survey, fifteen of eighteen respondents marked that the library web site met or exceeded their needs. However three respondents marked that they have not used the web site and the total number of respondents is a fraction of the 558 total part-time and full-time faculty serving during the spring 2000 semester. Student focus group interviews were	The patron and faculty surveys and the student focus group comments suggest that the library web pages receive some use (only one of the students in the focus group had used the library web page), but need additional marketing to explain that they can be used off campus and that they feature some time-saving tips and tools for locating useful Web-based information. Since the library web site is currently in the redesign phase, we plan to increase marketing efforts about the web site when the new site is ready for use in fall 2000. Also, a research instruction flyer and web page will be completed in Summer 2000

			conducted in April 2000, later than the originally scheduled fall 1999 date. There were eight students attending, all regular library users.	to increase faculty awareness of the web site and its role in supporting research instruction.
Provide greater awareness of information resources	Ongoing - Develop and maintain print guides (library research handouts) that provide information resources related to achieving personal and research objectives	Student/faculty surveys about library services and resources	In the October 1999 Patron Satisfaction Survey, 66% of respondents were very satisfied or satisfied with library research handouts. However, 30% of respondents had no opinion or did not use the handouts. In the April 2000 Faculty and Associate Dean Survey, 17 of 18 respondents marked that the library research handouts exceeded or met their needs. However, the total number of respondents is a fraction of the 558 total part-time and full-time faculty serving during the spring 2000 semester.	A research instruction flyer and web page will be completed in Summer 2000 to increase faculty awareness of library research handouts and their role in supporting research instruction. Mention will be made of the custom research handout service that can be requested to accompany a specialized research session led by a librarian. Student awareness of research handouts can be increased by providing access to handouts in librarian-led research classes. Signage next to the library handout racks will be explored. Other strategic marketing efforts will be reviewed.
Develop and maintain a positive relationship between students and library personnel	Ongoing – marketing efforts and staff training	Student surveys about library services and resources	In the October 1999 Patron Satisfaction Survey, 90% of respondents were either very satisfied or satisfied with library staff and 82%	The opportunity of moving to a new library building offered several solutions to major survey issues. Those

	Fall 1999 (target) Spring 2000 (actual) - Conduct focus group sessions with students to help determine how to improve current and future library programs and services	Review and analyze comments from focus groups	were either very satisfied or satisfied with research help. Some strategic areas mentioned for improvement in the survey have been addressed. The April 2000 focus group commented that the library is meeting student needs. There were eight students attending, all regular library users. However, the group promoted several ideas for enhancing the library environment.	issues already addressed include purchase of a greater variety of books, better computer workstation areas, improved noise control, new elevators, and additional study rooms. Prioritize efforts to improve and expand library services to promote student success from comments of focus groups. Several areas mentioned in the focus groups are being considered for future discussion: use of food in the library, peer research assistance, library promotions/book sales, and audio compact disc borrowing.
Enhance the reading skills of student population and to promote reading as a rewarding, lifelong activity.	Spring/Summer 1999 – Purchase high-interest, low-reading level library books and shelving with mini-grant funds. Advertise and promote the collection. Fall 1999-forward Continue adding fiction titles to the pleasure reading collection November 1999 & forward (target) - Begin adding nonfiction titles to	Survey ESL/ Developmental Studies faculty on student usage, faculty perception of collection, and faculty use of the collection as part of lesson activities. Collect usage statistics on collection via check-out statistics from the automated circulation system. Further usage beyond January 2000 of the pleasure reading has yet to be tallied. Additional circulation figures will be	November 1999 & forward (target) January 2000 (actual) – Surveys distributed and collected from ESL and Developmental Studies faculty favorably rated the pleasure reading collection as being a valuable resource for students, although some responses indicated the need for more awareness and use of the collection by faculty and	With all faculty survey respondents resoundingly approving expansion of the pleasure reading collection into the critical life skills arena, additional funds were sought through a mini-grant application. Librarian ordered life skills titles beginning in April 2000.

	the collection. February 2000 (actual) - Requested additional mini-grant funding for \$1500.00 (awarded \$2000.00) to purchase non-fiction pleasure reading books (“Read for Success” project) April 2000 - began ordering non-fiction titles for expanded pleasure reading collection	collected in December 2000 and will include use of newly purchased nonfiction titles.	students. December 1999 (target) May 1999 through January 2000 (actual) - over 900 checkouts were recorded for the 800+ collection of pleasure reading titles.	Donations of fiction and nonfiction titles are accepted on an ongoing basis. Further funding will be investigated as demand warrants. Additional marketing of the collection will be considered to increase awareness. Checkout statistics coupled with faculty surveys encouraged expansion of the collection. Future direction of the collection will be determined by fall 2000 student/faculty surveys in ESL and developmental studies. Project consultants will provide additional direction for the project as needed.
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SACS Alternative Model
Goal Statements, Objectives, Measures and Proposed Outcomes

Goal Statement

2. The District Librarians will collaborate to develop, in consultation with classroom faculty, an instructional unit for Developmental Studies classes that promotes critical thinking and information literacy skills for independent learning.

Rationale:

Students need to acquire the knowledge and competency to access, evaluate, and use information efficiently and effectively to excel academically and professionally. The intent of this unit is to enable students to become enlightened information consumers for academic and personal research projects – to develop skills necessary for independent, self-directed learning.

Desired Outcomes	Activities with Timeline	Plan for Measuring Outcomes	Evaluation Conducted and Status	Use of Outcomes Measures (close the loop)
1. Provide greater awareness of information resources 2. Improve students' facility in locating and using print and online information successfully 3. Promote life-long learning	<u>Spring & Summer 1999</u> – 1. Determine and develop specifics with classroom faculty partners and reference librarians for research and critical thinking assignments 2. Develop and prepare support material for students 3. Develop pre- and post- tests to evaluate benefits of new initiatives <u>Fall 1999 & Spring 2000</u> – Implement unit	Administer pre- and post- tests to evaluate new initiatives & survey classroom faculty and librarians	Fall 1999 (most results gathered in fall) & Spring 2000 Results of the pre- and post-tests could be deemed inconclusive since several factors could have affected any change in the test scores. Because of staffing limitations, librarians did not administer the tests but could have presented more explanation as to the importance of the tests. Ideally, pretests were to precede librarian-led instruction sessions. Because of time constraints in one instance, posttests were not preceded by pretests and in another situation, pretests were given after instruction sessions. Also, since different librarians led research sessions, there was likely some difference in style and presentation of material that was ultimately surveyed in the post-test. In a majority of the sample students reviewed, individuals on the whole did score higher in the posttest than	1. Revise initiatives and support material within and between semesters, based on classroom faculty, student and district librarian evaluations. Participating professors evaluated the fall 1999 initiatives via an e-mail survey sent in December 1999. Minor revisions were made to the pre- and post-tests to be distributed during the spring 2000 semester to improve clarity of the questions and possible responses. 2. Prepare evaluative report of new initiatives – Partnerships between developmental studies and English faculty

			the pretest. Whether the change was significant could be debatable. In the 1301 research paper bibliographies that were reviewed, students seemed to select a variety of reliable sources for their assignment (one of the objectives of the unit).	have been enhanced through these initiatives. Groundwork has been established to continue and expand these partnerships. Librarians wish to continue encourage faculty to try new and/or revised research assignments that expand critical thinking opportunities. Information evaluation strategies developed for these initiatives have been used with classes beyond this program. Formal evaluation in the future initiatives need more quality control to ensure valid and useable data. Librarians will explore better methods for constructing survey instruments and interpreting results. 3. Apply for supplemental funding as needed to expand initiatives – Title III grant funding was pursued to expand information literacy across the curriculum and in orientation sessions for new
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				students 4. To increase student facility in researching topics, librarians enlisted faculty input in the design of five research modules to be piloted in summer 2000 (30 – 60 minutes in length). Each module will be devoted to specific research tools or concepts in Summer 2000. Each session will focus on the basic research skills, online catalog, online databases, periodical indexes, and Web searching. Most will be scheduled in conjunction with a class, but we may offer open workshops on the following topics as demand warrants.
Develop and maintain a positive relationship between students and library personnel to encourage use of library materials and services for research	Fall 1999 – Spring 2000 Designate “librarian mentors” and encourage collaborative student research projects for pilot classes to encourage connection and assimilation with the college – postponed due to staffing limitations	Pre-Test and Post-Test of pilot instructional unit will include questions on attitudes toward library and librarians – not ultimately addressed by testing instruments	Fall 1999 & Spring 2000- not truly addressed in final testing instruments, although attitudes towards using information for school and life skills were measured by three questions. Results of these attitude measures were inconclusive, but many students seem to feel that finding and selecting information are valuable skills for personal growth.	Use results to develop ongoing, organized efforts to build positive relationships between students and library personnel – to be studied further to review possible strategic options
Develop and foster partnerships with interested	Ongoing – 1. Meet and correspond with classroom faculty	Classroom faculty and student evaluations of the research and critical	Ongoing anecdotal evidence – no formal study has been scheduled	Use results to improve and expand research

Developmental Studies faculty and others to continue and develop research and critical thinking projects to encourage information literacy activities across the curriculum	to discuss potential projects 2. Collaborate with classroom faculty to develop and implement projects	thinking projects	but will be considered	and critical thinking projects across the curriculum. An increased effort to provide research assignment consultation to improve student research success and critical thinking skills has been building momentum via email and personal contact. A Title III grant proposal yet to be funded targets high enrollment classes and the college orientation program to include an information literacy component.
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North Harris Montgomery Community College District
Strategic Topic Self-Study
Summary and Synthesis of Results

• **Introduction**

Beginning in 1997 with the formation of the Developmental Studies Task Force, and continuing through the planning and implementation of the Alternative Model Self-Study, NHMCCD has undertaken literally dozens of projects aimed at its overall goal of underprepared student success. These projects include

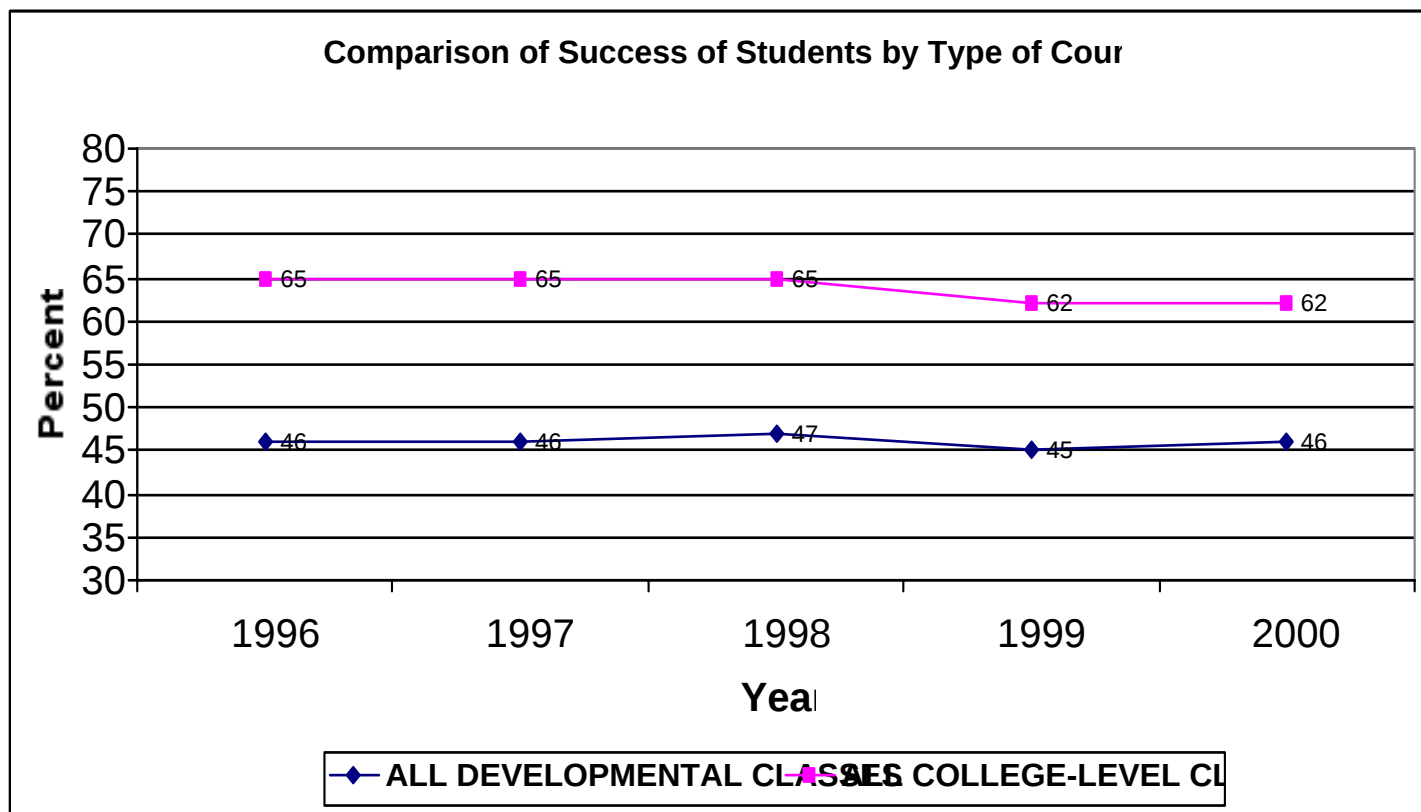
- A student records folder system called "Academic Decisions" for advising at Kingwood College
- An interactive website for targeted student communication and learning plan development called "Campus Star" at Montgomery College
- Programming for cohort tracking developed by institutional researchers at the District Office
- A student success newsletter called "Stellar News" used in classroom activities to inform and inspire students
- A curriculum review of developmental course sequences to optimize students' transitions from one course to the next
- Significant expansion of ESL course offerings
- Improvement in exit criteria and placement for ESL students
- Increases in classroom and support materials for ESL programs
- National accreditation of the Intensive English Program by the Commission on English Language Program Accreditation
- Expansion of cohort programs and learning communities at North Harris College and Montgomery College
- A study demonstrating that student retention and success rates in fast-track and other alternative-format classes are essentially no different from those of students in regular sixteen-week format classes—except for ESL courses, where the success rate is consistently greater for fast-track students.
- Additional screening of pilot groups of students at all four colleges using the Noel-Levitz Retention Management System and efforts to track the subsequent retention and success rates of the groups
- An inventory of both cognitive and affective skills needed for success with a view to a) modifying curriculum to reinforce those skills and b) setting skill-specific pre-requisite for courses
- A Carl Perkins grant supporting curriculum alignment, success skills awareness, learning communities, prerequisite determination, and professional development
- A host of professional development programs for faculty and staff focused the needs of underprepared students
- A student survey instrument on advising needs

- Close collaboration between the lead writing tutor and history faculty at Montgomery College
- Required facilitated study group sessions for biology at Montgomery College
- A tutor coach program at Tomball College
- Improved library resources indexed to a variety of learning styles and levels of readiness
- Robust additions to success seminar programs at the learning centers of all four colleges
- An early alert program at North Harris College to initiate contact with students missing class or showing signs of academic distress
- Student success courses integrated with developmental courses at Kingwood College

The plurality and diversity of these activities demonstrates the district's awareness that there is no single solution to the challenge of underprepared student success. The steering committee began with a commitment to pursue a systems approach and included information about inter-relationships among the twelve goals in its planning documents. The steering committee has fulfilled its function to serve as enabler and encourager of many relatively independent initiatives pursued opportunistically--while also respecting the existing lines of authority and responsibility at the colleges. The result has been a flowering of multiple approaches with a great deal of institutional learning on the subject of underprepared students.

A number of these initiatives led to immediate improvements in student success rates, as will be detailed in Section III. The district's infrastructure was strengthened in ways that will lead to longer-term improvements in the success of its underprepared students; these are reviewed in Section IV. Nevertheless, it must be acknowledged that over the past five years the success rates for the seven primary NHMCCD developmental education courses did not budge from around 46%, despite intensified focus on improvement. To the analysis of these data we now turn.

- **Underprepared Student Success Data***



*Data collected was from the spring semesters only.

The steering committee defines the success rate for a course as the percentage of students receiving an "A," "B," or "C" as the final grade. The data show that the rate of successful course completion for NHMCCD developmental students--the most important subset of our underprepared students--has varied from 45% to 47% over the last five years. This is frankly a disappointment and frustration for many who have made the improvement of our developmental programs a priority for some time.

Data tables by course and by college are shown at the end of this summary. They reveal the following trends.

- Among the seven core developmental courses in reading, writing, and math, the course with the highest five-year average success rate is Developmental Reading II (52.8%).
- The course with the lowest five-year average success rate is Introductory Algebra (41.1%).
- Reading courses overall have the highest success rates, followed by writing courses, followed by math courses.

- For the whole district, the widest five-year fluctuations in success rates exist for Developmental Reading I (11 points) and Developmental Writing I (12 points).
- On a college basis, the widest five-year fluctuations in success rates appear most often in Developmental Reading I.

NHC	Developmental Reading I	17 points
KC	Developmental Reading I	60 points
TC	Developmental Writing I	35 points
MC	Developmental Reading I	23 points

- In spite of widely varying demographics, there is no significant difference among the four colleges in developmental course success rates over the five-year period.

NHC	46%
KC	46%
TC	45%
MC	47%

• **Initiatives with Immediate Positive Results**

Many of the self-study initiatives are early formative stages and are expected to yield results in another year or two. Others have proven immediately effective in raising success rates (percentage of students with final grades of A, B, or C).

- In the spring of 1999 at Kingwood College the Academic Decisions self-advising folder project moved from pilot status to a wider effort. Every new student was given a folder during new student information sessions and was guided into its use by counselors and advisors. By the end of the semester the college's developmental course success rate increased by 7% to 48%, which is three points ahead of the district's rate for that term. (Goal 1)
- Also at Kingwood College, in the fall of 1999 a systems approach was taken to embed the student success course content into developmental reading, writing, and math courses (which were expanded from three to four contact hours). Instruction was delivered in learning communities, and teaching strategies included directed questioning, collaborative learning and modeling. The 260 students served achieved success rates well above those for the district at large. (Goals 7 and 12)

Course Type	District Success Rate	Embedded Course Success Rate
Reading & Writing	49%	67%
Math	44%	57%

- The Kingwood College Writing Center was created with students at every level (developmental and college) in mind. Faculty from every discipline area--from English to Nursing to Chemistry to developmental studies--are encouraged to send students to the Writing Center for help on any writing assignment in any subject. Tutors teach dialogically on process writing. (Goal 12)

	Visits	%Incrs	R-all	R-CR	R-NC	S-all	S-CR	S-NC
Fall/99	132	n/a	91.8 (71.2)	89.9 (62)	100 (45)	80.7	77.6	88.9
Spring/00	244	85%	77.5	69.4 (62)	76.9 (46)	83.6	85.7	80

Legend

Visits: Total number of students served for the semester listed.

% Incrs: The percentage of increase of students served from previous semester.

Q: District retention rates

S-all: Percentage of all students who visited the Writing Center who successfully completed the course in which they sought help

S-CR: Success rates for Credit students only.

S-NC: Success rates for non-credit students only.

R-all: Retention percentage for all students visiting The Writing Center.

R-C: Percentage of retention for Credit students only.

R-NC: Retention rates for non-credit(developmental) students only.

- At Montgomery College a learning center writing specialist and a research librarian worked with a section of American history students. After some assessment on research writing skills, the team coached the students closely for eight weeks through the process of writing a research paper for the class. The result was that 85% of the students received a grade of 80 or better on the paper. The overall success rate increased to 84% for the section. (Goal 12)
- A group of biology students at Montgomery College formed study groups on the basis of learning styles and worked with a facilitator who stressed not only biology content but also group dynamics and learning strategies. Retention and success rates improved by 30%. (Goal 12)
- At North Harris College in 2000 the Summer Bridge program took a group of Intermediate Algebra students, co-enrolled them in a student success/orientation course, and provided them with peer tutors, professional tutors, and program notebooks. Prior to the program, success rates for the course had averaged about 38%. The Summer Bridge students posted a retention rate of 94% and a success rate of 93%. (Goal 12)

- Beginning in the fall of 1998, Montgomery College implemented a cohort program for students placing into multiple developmental courses. The program required the same group of students to take developmental English and math courses together, in addition to a human development course on student success. A series of social events (with food) helped to bond the group together. The student success rates for the cohort group showed significant improvement over the rates for all students in the same classes. (Goals 7 and 12)

Course	General Success Rate	Cohort Success Rate
Developmental Reading II	53%	88%
Developmental Writing II	44%	78%
Pre-Algebra Math	46%	83%

- Also at North Harris College, ESL students were tracked from the fall of 1999 through the summer of 2000 to determine learning, persistence, and success rates. The focus of this study was comparison of success rates in intensive (eight-week) vs. regular-term (sixteen-week) sections in the Spring semester. The average successful completion rates [C or above for credit students; S for continuing education students] are as follows: (Goals 6 and 8)

Course	Fall 1999		Spring 2000		Summer 2000
	intensive	16-wk.	intensive	16-wk	intensive
Listening/Speaking	83%	75%	75%	37%	84%
Grammar/Writing	74%	56%	64%	49%	74%
Reading/Vocabulary	77%	65%	73%	66%	87%

- At Tomball College, peer facilitated biology study groups evolved into a series of workshops led by a reading specialist. No precise figures are available, but those involved report higher rates of success. (Goal 12)
- Also at Tomball College is the tutor coach program available to Developmental Writing II students and students on academic probation. The skills featured in the program include students' attitude, motivation, time management, and anxiety management. An average of 70% improvement in these areas was noted. Of 41 students helped since Fall 1999, 24 received A's, B's, or C's, for a success rate of 59%. (Goals 10 and 12)

- At Montgomery College in the spring semester of 2000 a group of students placed and advised using Noel-Levitz assessment instruments persisted and succeeded at higher rates than students in a control group. (Goal 9)

	Noel-Levitz Students	Control Group
Retention Rate	75%	70%
Success Rate	65%	60%

- At North Harris College the Noel-Levitz group posted a 2.03 GPA, compared to a 1.32 for the control group. (Goal 9)

• **Infrastructure Improvements for Long-term Results**

The long-term ability of a college to observe increased success rates of underprepared students depends on an infrastructure that supports the efforts of those who work directly with students. Maintaining and enhancing the district's infrastructure does not produce immediate results but pays dividends over time. The strategic topic project produced several notable advances under this category.

First, in relation to the electronic portfolio portion of Goal 1, Montgomery College began piloting a prototype of its Campus Star website featuring individualized learning plans. Campus Star sends specific e-mail messages to students

- prompting them to participate in seminars of relevance,
- reminding them of registration and financial aid resources,
- guiding them through a goal-setting process,
- assisting them in building a learning plan on their own or with the help of an advisor, and
- tracking their progress through their plan.

The leaders of this project are highly confident of its role as a motivator to keep students on track as they move through their programs.

Second, until recently the ability of institutional researchers to track the retention and success of cohorts of students through sequences of developmental courses has been limited and cumbersome. Yet this kind of information is critical for the district's ability to judge whether its systems for moving students through developmental programs are effective. By happy coincidence, Tomball College Associate Dean Terry Sawma needed longitudinal cohort data for his doctoral program research just as Associate Vice Chancellor Mike Green was beginning his work on Goal 2, so the two of them collaborated to develop programming to serve both requirements. The Visual FoxPro software they used is now ready for installation at the colleges, positioning the district for expanded use of the programs through publicity and training.

Third, as a result of surveys and discussions connected with Goal 5 (curriculum alignment) and Goal 10 (pre-requisites), the district's curriculum teams and administrative councils have directed new energy to improve the content and order of

coursework for underprepared students. A specific example is the current interest in the district to set college level skills as prerequisites for college transfer courses rather than allowing concurrent enrollment in both developmental and college-level classes. In the past, the procedures required withdrawal of students from all courses when they stopped participating in required remediation, which felt punitive to students, faculty, and advisors. Now the district is evolving the use of pre-requisites so that a student with a goal will take the necessary developmental work as a means of entering the college-level courses that are part of his/her program. In addition, a Carl Perkins grant has allow Goal Managers Bonnie Longnion, Ann McCormick, and John Burghduff to obtain comprehensive data from curriculum teams on the importance of the following skills for the success of students:

- Setting a high priority on personal, social, and career goals
- Seizing control and being responsible for one's learning
- Monitoring one's learning, persisting, and problem-solving to achieve learning
- Understanding the inter-connectedness of knowledge and integrating knowledge from different disciplines
- Exercising interpersonal skills necessary for collaborative learning
- Using technology to access and interpret information
- Listening, reading, speaking, writing, computing, and thinking in the process finding and using information

Finally, a very important part of the infrastructure strengthening the district's service to underprepared students is professional development, the focus of Goal 12. Programs relevant to underprepared student success at the college teaching and learning centers have included a faculty idea exchange, training in classroom management skills, use of technology to reach students with different learning styles, tutor training, promotion of active learning strategies, and workshops on community college student success. Several Steering Committee members attended the Community College of Denver's "Developmental Education in a Learning College" conference in October of 1999. In terms of professional development, the high point of our self-study year was a day that nearly one hundred district staff spent with the country's foremost college retention and success expert, Professor Vincent Tinto of Syracuse University.

• **The Imperative to Continue**

In the catalog statement of the district's mission/purpose there is a commitment to

- developmental education and literacy programs designed to improve the basic skills of students
- continuing adult education programs for academic, professional, occupational, and cultural enhancement

- a program of student support services, including counseling and learning resources, designed to assist individuals in achieving their educational and career goals

These portions of the NHMCCD mission have special pertinence for its work with underprepared students. They reflect a nation-wide response of community colleges to the sobering reality that not all students are prepared for college when they seek admission, and that for whatever reason, many learners arrive at college without one or more of the basic academic skills needed to advance through their programs.

The National Association of Developmental Education (NADE), in its planning assumptions for 1996-2003, notes several nation-wide trends that reflect issues of concern. The most obvious national trend is the reduction or elimination of developmental courses at four-year colleges and universities. While this trend gains popularity in one state after another, the need for developmental education and academic assistance continues across the nation. Texas is no exception to this increase in the demand for developmental education, according to a recent Texas Higher Education Coordinating Board report. The report lists a number of factors that have contributed to the increased enrollment, including the TASP program to identify students requiring developmental education and mandate enrollment in developmental courses for them. Another factor contributing to this increase in enrollment in developmental courses is the practice at more institutions, especially community colleges, of using local diagnostic tests and directing students into developmental education.

These trends have increased enrollment in our district's developmental education courses. NHCCD embraces its responsibility to provide a quality education to its students in all of their diversity and remains fully committed to searching for, designing, and implementing systems that enhance the success of its underprepared students.

• **Conclusion and Recommendation**

NHMCCD will continue to employ a multiplicity of approaches to improve the success of its underprepared students. In addition to offering three reading courses, three writing courses, four math courses, five human development/student success courses, one science, and nine English as a Second Language courses, the college district also delivers developmental education to students in many non-traditional formats. The question is, which combination of strategies with demonstrated effectiveness will the district adopt? Perhaps the greatest legacies of the self-study are a list of initiatives known to be effective and a high level of energy to push them into the mainstream of interaction with students. The district's best course of action from this point is to expand on the initiatives that have proven to work for students, making these "best practices" pervasive rather than isolated, characteristic rather than experimental.

The classroom instruction for underprepared students in the colleges of NHMCCD is of unparalleled quality. The most effective initiatives undertaken during the self-study have

pertained to out-of-classroom environmental structures dedicated to student success and have exhibited these salient features:

- Sophisticated advising that incorporates students' life and career goals as powerful incentives to persistence and that positions students for success in appropriate courses
- Strong social components that draw students together as learning communities and cause them to feel the caring and accountability emanating from both the college staff and their peers
- Extensive out-of-class academic support systems making use of library professionals, tutors at all levels with linkages to course sections, and study group facilitators

The Steering Committee strongly recommends that the district make programs with these features a priority in the allocation of resources. If NHMCCD wants to see the success of its underprepared students rise significantly above 46%, then full-scale advising, learning communities, and academic support must become hallmarks of the district.