FY 17 UNIT PLANNING: CLOSING THE ASSESSMENT LOOP

Unit: Developmental Education and Adult Literacy Services - Developmental

The purpose of assessment is to help HCC determine how effective we are, and to allow us to document continuing improvement. The overarching question to answer is, "How did your unit use data to make changes within your unit, processes, procedures, etc."? The results of your analysis of your unit's assessment data should be used to review, adjust, and plan the unit's goals, targets, and action plans.

1. **What do the KPIs, SLOA data, survey results, and/or additional information from the last three years (FY14 through FY16), as applicable, show? What strengths have been revealed? Are there any areas for improvement?**

ENGLISH

Beginning 15/SU, developmental ENG courses moved to online only content in the form of the MySkillsLabPlus software program and OERs.

ENG-098	Reading	Writing	Sentence Skills
15/SU	75.0 (6/8)	66.7 (4/6)	16.7 (1/6)
15/FA	81.8 (54/66)	46.9 (23/49)	10.2 (5/49)
16/SP	84.2 (16/19)	61.5 (8/13)	0 (15/15)

ENG-098 Summary: Reading goals are now being met at an above average rate while attainment of writing goals has remained comparable to use of the previous software. An obvious and ongoing weakness is the achievement of goals related to sentence level skills.

ENG-099	Reading	Writing	Sentence Skills
15/SU	83.3 (15/18)	81.8 (9/11)	35.0 (7/20)
15/FA	84.8 (112/132)	76.0 (73/96)	47.5 (56/118)
16/SP	86.5 (83/96)	75.0 (57/76)	58.0 (40/69)

ENG-099 Summary: Both the reading and writing goals are now being attained on above average levels. While students begin to develop a sense of sentence level skills appropriate to the demands of emerging essay writers, rates of success are not satisfactory.

ENG-100	Writing	Sentence Skills
15/SU	73.1 (19/26)	86.2 (25/29)
15/FA	77.6 (59/76)	87.0 (147/169)
16/SP	29.1 (32/110)	76.7 (33/43)

ENG-100 Summary: ENG-100 students continue to demonstrate a firmer grasp of sentence level skills than either of the previous courses while also demonstrating some consistency in meeting writing goals for the course.

MATH

The SLOA information for MAT 098, 099, and 100 for the past two years is shown below (only comparing two years because of a textbook change that occurred in 14/FA).

MAT-098	SLO1	SLO2	SLO3	SLO4	SLO5	Completed	N=
14/FA	78.3	46.0	78.3	77.2	64.2	132	194
15/SP	77.6	76.9	82.3	76.4	66.7	70	124
15/FA	82.0	74.8	84.8	76.5	63.3	123	182
16/SP	84.1	84.6	87.6	77.5	67.9	64	102

MAT 098 summary – student performance on outcomes 1, 2, 3, and 5 have improved over the four semesters.

MAT-099	SLO1	SLO2	SLO3	SLO4	SLO5	SLO6	SLO7	SLO8	Completed	N=
14/FA	82.3	78.6	66.9	74.8	52.5	74.5	59.7	55.4	369	533
15/SP	80.7	75.2	61.8	68.9	46.4	70.2	53.7	35.4	229	354
15/FA	84.1	76.9	63.3	74.6	49.8	74.2	59.4	47.1	350	536
16/SP	84.5	74.2	64.1	70.7	49.3	71.6	50.3	40.0	234	336

MAT 099 summary – student performance improved slightly for outcome 1, while performance on the rest of the outcomes decreased. Of concern is the decrease in outcomes 7 and 8.

MAT-100	SLO1	SLO2	SLO3	SLO4	SLO5	SLO6	SLO7	SLO8	Completed	N=
14/FA	78.0	76.7	62.6	72.7	70.3	56.3	73.6	49.3	324	418
15/SP	75.2	78.9	57.9	65.9	68.0	60.2	72.5	50.1	206	312
15/FA	76.0	79.6	56.8	67.3	66.9	60.2	68.9	48.8	320	408
16/SP	72.5	77.7	52.8	65.0	65.4	56.6	67.2	48.3	230	314

MAT 100 summary – student performance improved slightly on outcome 2, stayed relatively flat for outcome 6, and decreased for the rest of the outcomes. Of concern is the decrease in outcomes 1 and 3.

2. What actions will be taken based on your data to improve or strengthen your unit? Who will implement and manage these actions/changes? [implementing and documenting changes]

ENGLISH

- Reading: While the current process for reaching CCR reading levels shows favourable results, it may be possible to increase sustained Lexile level gains by starting students at levels more appropriate to course goals than student ability. More research is needed before implementing any such changes.
- Writing: Current success of writing goals are at or above the perceived national levels of 60-70% for both the ENG-099 and ENG-100. At the ENG-098, the greatest detriment to achievement of writing goals seems to be attrition. As such, research into

best practices to increase motivation and reduce attrition is ongoing. For example, a method of interest could be to consider multi-modal composition and/or creative writing.

- Sentence-level Skills: As of now, all developmental English students receive instruction for the same or similar sentence level skills content with only the level of difficulty varying from ENG-098 to ENG-100. Of primary importance for developmental English faculty over the next fiscal year will be to first, reconcile the sentence level skills outcomes with the demonstrated abilities of ENG-098, ENG-099, and ENG-100 students. Then, faculty will have to reconfigure the course content to promote a tiered or hierarchical approach versus the current immersion process and adjust assessments as necessary.

MATH

Developmental mathematics underwent a major redesign:

- MAT 100 was increased to 4 credits and now incorporates lines and systems of equations as well as a basic introduction to statistics. With these changes came a change in the cut-score on the Elementary Algebra Accuplacer placement test (cut-score was decreased from 76 to 57) allowing more students to place into a single developmental math class instead of two. Critical thinking skills are now more strongly addressed in this course.
- MAT 099 stayed at 3 credits but the curriculum was adjusted to include the final unit of the old MAT 098 class and to allow for more time focusing on foundational algebraic material. The cut-score on the Arithmetic placement test on Accuplacer decreased from 90 to 57 to get the students who are stronger at arithmetic to start out in 099 instead of 098.
- MAT 099 decreased to 2 credits and is now primarily a review of addition, subtraction, multiplication, and division of whole numbers, integers, fractions, and decimals (arithmetic), with an introduction to expressions and equations at the end of the course. This course is designed for students who need to greatly improve their arithmetic skills in order to be successful at the next course level.

The curriculum redesign was approved by the Curriculum Committee and was implemented by Rebecca Kendrick (as part of her AFA for the NSF-SSTEM/Math grant) with support from Carrie Hawbecker and Rich Campbell.

Note: all instructors of developmental mathematics courses are provided with a summary of their students' performances on each student learning outcome (by section, by semester), compared to the course level performance. Instructors are asked to select an outcome or two where their students' results are low and to come up with a plan to improve instruction.