

ABE Department

<p>Outcome 1 Instituted Transition Testing out of ABE into Reading and English 091-92</p>	<p>Measurable Criteria Student readiness for DevEd coursework</p>	<p>Measurement Tool GED practice tests, in-house ABE exit tests</p>	<p>Time Frame Began summer 2006; ongoing.</p>
<p>Results: New tests created and piloted with exiting ABE students wanting DevEd courses.</p>			
<p>Analysis and Action: Transitioning students will be followed for entry rates from ABE, and success in Dev. Rdg./English (pass rates).</p>			

<p>Outcome 2 Increased service to ABE students with skill sets at Math 80-90 level</p>	<p>Measurable Criteria Student readiness for college math</p>	<p>Measurement Tool GED Math practice tests; ABE Transition test into Math 80-90 created/ revised</p>	<p>Time Frame Began summer 2006; ongoing.</p>
<p>Results: New tests created with support of Math department, and are now used by ABE instructors when students show readiness for college math.</p>			
<p>Analysis and Action: Scores on tests for transitioning out of ABE into college math will be recorded and monitored for cutoff accuracy as tests are piloted. Math department will be consulted on former ABE student success levels.</p>			

Outcome3 Topical ABE classes created (ABE Language Arts and ABE Math) for greater skills focus	Measurable Criteria Greater student pre/post test gains in reading/Eng./math	Measurement Tool CASAS pre/post tests	Time Frame Spring 2006; ongoing.
<p>Results: 54% of ABE students made point gains in reading, English and math; division ranked fourth in Washington among 34 community college in % of gains.</p>			
<p>Analysis and Action: Continue entry procedure of offering students either general ABE/GED mixed classes without direct instruction, or specific topical ABE courses for content focus. Follow CASAS scores via WABERS (Wash. ABE Reporting System) to continue gains analysis.</p>			

ESL Department

Outcome 1 Level funding to ESL program grant due to required completion rate increase of 2% over last year's rate.	Measurable Criteria Level completion rates/ point gains	Measurement Tool CASAS tests	Time Frame Year 2005-06; ongoing
<p>Results: In 2005-06 the percentage of ESL students completing an ESL level (54%) exceeded the State Board Basic Skills target of 51%.</p>			
<p>Analysis and Action: Level completion and point gains rates will continue to drive funding and be measured through the WABERS system twice quarterly.</p>			

Outcome 2 Increased college advising to ESL upper levels, based on increased stated student need upon intake	Measurable Criteria Goal statements upon ESL entry	Measurement Tool WABERS entry forms	Time Frame ongoing
Results: Full-time faculty are presenting more transition advising to ESL students during Advising Week and on Advising Day quarterly, to increase student retention in technical and transfer disciplines			
Analysis and Action: Stated student goals (averaged) Want English for: Life improvement, 49% Job, 26% College, 19% GED, 6% ESL student advising will continue to be offered and driven by stated student interests/needs.			

Developmental Reading Dept.

Outcome1 Increase of articulation success for English 097 students going on to 101 coursework	Measurable Criteria Passing grades of former DevEd students at 101 levels	Measurement Tool 101 Final grades	Time Frame Fall 2006, ongoing
Results: Paired "hard link" Reading 096/Psych 101 classes were launched fall 2006; paired R. 096 and Soc. 101 are in progress winter 2007. Success rates of students at 101 level will inform curriculum dev't. in DevED 96-97 levels for future, and drive creation of possible new Hard Links.			

Analysis and Action:
 Rates of enrollment/passing of DevEd students from Hard Link classes will be evaluated. FT DevEd faculty also plan to observe Writing 101 faculty to create DevEd curriculum changes, if needed to support articulation to 101.

Outcome 2 Reading and English 091-2 increased at Hawks Prairie.	Measurable Criteria Student requests	Measurement Tool Phone call inquiries, requests to teachers and other staff	Time Frame Throughout school year
Results: Stable enrollment in Reading/English 091-92 at Hawks Prairie campus			
Analysis and Action: Enrollment patterns will be watched for continued demand in this location.			

Developmental English Department

Outcome 1 Curriculum changes implemented to improve articulation to college level courses.	Measurable Criteria Scores on expository writing	Measurement Tool Two academic essays quarterly	Time Frame Fall 2006, ongoing
Results: Students providing better background info on current issues and producing better expository writing assignments; essay test scores show improvement.			

Analysis and Action:
 Continue to monitor test scores and pass rates into college levels. Assess effectiveness of cut-scores used in Testing Center through new Institutional Researcher.

Outcome2	Measurable Criteria	Measurement Tool	Time Frame
Better articulation and success for IE students entering DevEd	Entry scores	Essay tests	Ongoing

Results:
 Two tests have been developed and are in use; a third test is planned. These tests will also be used to determine placement for IE students in to Reading 091.

Analysis and Action:
 Evaluation of test scores and IE student readiness for 091 levels will continue.