

Planning and Evaluation Tracking

College Year: 2010-2011

Division of: Academic Development

Person Responsible: Judy Johnson

Department of: Reading

Person Responsible: Judy Isbell

Purpose Statement: Prepare students for college-level coursework by improving reading comprehension and vocabulary.

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1. Students will be successful in college-level courses.	1a. Upon completion of Reading Tech 0331, students will be successful in intensive reading classes within 10% of first-time-in-college students who did not need remediation as measured by course grades. (Revised 5/10).	1a. <u>2009-2010</u> ?% Remediated students passed intensive reading courses with A-C ?% Tested Ready students passed intensive reading courses with A-C	1a. <u>2009-2010</u> <u>Analysis:</u> Students have not had enough time to demonstrate success in college-level courses. <u>Plan of Action:</u> Awaiting data from the Office of Institutional Research.
	1b. Upon receiving an exit placement test score indicating college readiness, students will be successful in intensive reading classes within 10% of first-time-in-college students who did not need remediation as measured by course grades. (Revised 5/10).	1b. <u>2009-2010</u> ?% Remediated students passed intensive reading courses with A-C ?% Tested Ready students passed intensive reading courses with A-C	1b. <u>2009-2010</u> <u>Analysis:</u> Students have not had enough time to demonstrate success in college-level courses. <u>Plan of Action:</u> Awaiting data from the Office of Institutional Research.
		<u>2008-2009</u> ?% Remediated students passed intensive reading courses with A-C ?% Tested Ready students passed intensive reading courses with A-C	<u>2008-2009</u> <u>Analysis:</u> Students who tested out of reading on state approved test still not included. THEA and TASP are still being recorded in Datatel. <u>Plan of Action:</u> Will not rely on pulling data from Datatel. Will provide the Office of Institutional Research with

		<p><u>2007-2008</u> ?% Remediated students passed intensive reading courses with A-C ?% Tested Ready students passed intensive reading courses with A-C</p> <p><u>2006-2007</u> 60% Remediated students passed intensive reading courses with A-C 51% Tested Ready students passed intensive reading courses with A-C</p>	<p>students' names and ID numbers who have tested out of Reading during each semester. This information will be reported separately.</p> <p><u>2007-2008</u> <u>Analysis:</u> Students who tested out of reading on state approved test still not included. The reason for inaccurate test data is that the college is reporting the THEA test as THEA and TASP, so there is no consistency to run reports from Datatel.</p> <p><u>Plan of Action:</u> Run results using both THEA and TASP test results.</p> <p><u>2006-2007</u> <u>Analysis:</u> Students who tested out of reading on state approved test not included.</p> <p><u>Plan of Action:</u> Identify reasons for inaccurate test data.</p>
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<p>2. Students will demonstrate reading skill improvement.</p>	<p>2a. Upon completion of developmental reading each semester, 70% of students will improve reading skills as measured by a pre-post assessment or state approved test. (Revised 9/08).</p>	<p><u>2a. 2009-2010</u> <u>Spring 2010</u> *N = 246/387 (64%)</p> <p><u>Fall 2009</u> *N = 277/428 (65%)</p> <p><u>2008-2009</u> <u>Spring 2009</u> *N = 152/257 (59%)</p> <p><u>Fall 2008</u> *N = 221/313 (71%)</p> <p><u>2007-2008</u> <u>Spring 2008</u> *N = 171/256 (67%)</p> <p>*N = # improved Post testers/ total # Post testers</p>	<p><u>2a. 2009-2010</u> <u>Analysis:</u> Did not meet target for spring or fall.</p> <p><u>Plan of Action:</u> Evaluate the pre-post assessment to determine if it accurately measures the skills taught in class.</p> <p><u>2008-2009</u> <u>Analysis:</u> Did not meet target for spring, but did for fall.</p> <p><u>Plan of Action:</u> Look at teaching strategies that will improve skill development.</p> <p><u>2007-2008</u> <u>Analysis:</u> Did not meet target. <u>Unanticipated Results:</u> Discrepancy in Reading course levels between ACCUPLACER placement test and THEA-based pre-assessment led to: 10 students encouraged to retake ACCUPLACER and tested out of reading. 32 students placed in higher levels of developmental reading.</p>
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	<p>2b. During the semester 10% of students enrolled will test out of Reading as measured by a state-approved test. (Fall 2009)</p>	<p>2b. <u>2009-2010</u> <u>Spring 2010</u> *N = 60/595 (10%)</p> <p><u>Fall 2009</u> *N = 55/631 (9%)</p> <p><u>2008-2009</u> <u>Spring 2009</u> *N = 30/512 (6%)</p> <p><u>Fall 2008</u> *N = 48/541 (9%)</p> <p>*N = # tested out/ total # enrolled</p>	<p>10 students placed in a Fast Track reading class.</p> <p><u>Plan of Action:</u> Revise measurement of students to include those who test out of reading during the semester but do not take Post Test (Obj. 2b). Include new goal (Goal 3) based on Pre-Test results.</p> <p>2b. <u>2009-2010</u> <u>Analysis:</u> Did not meet target for fall, but did for spring.</p> <p><u>Plan of Action:</u> Continue to identify students who are capable of testing out of Reading.</p> <p><u>2008-2009</u> <u>Analysis:</u> Did not meet target for fall or spring.</p> <p><u>Plan of Action:</u> Continue to evaluate pre/post assessments to determine eligible students and encourage those students to test out.</p>
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<p>3. Students will have the opportunity to progress through reading at a faster rate. (Fall 2008)</p>	<p>3a. Upon completion of Pre-Test assessment, 5% of students tested will be placed in higher levels of developmental reading.</p>	<p>3a. 2009-2010 <u>Spring 2010</u> *N = 48/595 (8%)</p> <p><u>Fall 2009</u> *N = 35/631 (6%)</p> <p><u>2008-2009</u> <u>Spring 2009</u> *N = 22/512 (4%)</p> <p><u>Fall 2008</u> *N = 32/541 (6%)</p> <p>*N = # placed in higher levels/ total # enrolled</p>	<p>3a. 2009-2010 <u>Analysis:</u> Met target for spring and fall.</p> <p><u>Plan of Action:</u> Continue to move students and evaluate their success rate as measured by course completion.</p> <p><u>2008-2009</u> <u>Analysis:</u> Met target for fall but not spring.</p> <p><u>Plan of Action:</u> Continue to move students. Only move students up 1 level of developmental reading.</p>
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	<p>3b. Upon completion of Pre-Test assessment, 2% of students tested will be placed in a Fast Track reading class.</p>	<p>3b. <u>2009-2010</u> <u>Spring 2010</u> *N = 20/595 (3%)</p> <p><u>Fall 2009</u> *N = 12/631 (2%)</p> <p><u>2008-2009</u> <u>Spring 2009</u> *N = 15/512 (2.9%)</p> <p><u>Fall 2008</u> *N = 8/541 (1.5%)</p> <p>*N = # placed in Fast Track/ Total # enrolled</p>	<p>3b. <u>2009-2010</u> <u>Analysis:</u> Met target for spring and fall.</p> <p><u>Plan of Action:</u> Continue to move students into Fast Track reading class. Consider adding an afternoon section to accommodate more students.</p> <p><u>2008-2009</u> <u>Analysis:</u> Met target for spring but not fall.</p> <p><u>Plan of Action:</u> Continue to place students in Fast Track. Place Fast Track students in RDNG-0331-016. This will allow better tracking of students. Section 16 will always be Fast Track.</p>
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2009-2010 statistics include Reading classes offered at Hereford and Moore County campuses.