



## Planning and Evaluation Tracking

College Year: 2008-2009

Division of: Academic Development

Person Responsible: Judy Johnson

Department of: Access Learning Center - East

Person Responsible: Judy Johnson

**Purpose Statement:** To provide an opportunity for students to build strong foundational skills in Reading, Writing, and Math allowing ACcess to success.

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1. After completing at least 35 hours of a 2 hour BAS course or 55 hours of a 3 hour BAS course of skill building in reading, writing, or math through appropriate computer software, video instruction and individualized teaching, students will improve at least one level of one section on an AC placement test or TABE test or pass a program entrance exam or GED section. (revised 05/08, revised goal below) 1. Students will improve scores on a standardized	1. Upon completion of at least a 2 hour credit BAS course 70% of students will improve at least one level of one section on an AC placement test or TABE test or pass a program entrance exam or GED section. (revised 05/08, revised objective/outcome below) 2. Upon completion of at least 35 hours of a 2 credit BAS course, 55 hours of a 3 credit BAS course, or approved time from lead instructor of students enrolled in	1. Su 07 – no classes 2. Fa 07 – 91% 30/33 3. Sp 08 – 91% 30/33	1. Goal met FA 07. (revised objectives/outcomes and goals) 2. Goal met SP 08. (revised objectives/outcomes and goals)

measure such as:

- Accuplacer or THEA, score into next higher level of remediation or score college level
- Aztec, on post-test improve pre-test scores by 10%
- Math Flow Chart, complete 1 or more sections with at least 70% mastery
- Essay Evaluation, improve on the post-test essay score by at least 10%
- GED Test
- Program Entrance Exam for AC certificate program

(revised 08/08, revised goal below)

1. Students will improve scores on a standardized measure such as:

- Accuplacer or THEA, score into next higher level of remediation or score college level
- Aztec, complete one section, of identified deficient skills with 85% mastery
- Math Flow Chart, Reading Flow Chart,

either a 2 or 3 credit BAS course students will improve scores on one of the standardized measures such as: Accuplacer or THEA, Aztec, Math Flow Chart, Essay Evaluation, GED Test, or Program Entrance Exam for AC certificate program. (revised 08/08, revised objective/outcome below)

1. Upon completion of at least 35 hours of a 2 credit BAS course, 55 hours of a 3 credit BAS course, or approved time from lead instructor of students enrolled in either a 2 or 3 credit BAS course 90% of the students will improve scores on one of the standardized measures such as: Accuplacer or THEA, Aztec, Math Flow Chart, Reading Flow Chart or Writing Flow Chart, Essay Evaluation, GED Test, or Program Entrance Exam for AC certificate program.

or Writing Flow Chart  
complete 1 or more  
sections with at least  
70% mastery

- Essay Evaluation,  
improve on the post-  
test essay score by at  
least 10%
- GED Test
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Revised 08/15/08