

Program/Discipline:<u>Academic Learning Skill</u> Division: <u>Center for Learning Advancement</u> Faculty preparing plan: <u>Draft by all ALS at In-service</u>

Part I: Determine Expectations	(CONTENT to be assessed)
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Process	Program or discipline response
List expected learning outcomes	Department Mission The Academic Learning Skills Department provides instruction at both the developmental and transfer levels to prepare students for success in lower-division and professional/technical courses and in work, family, and community settings. The Department uses assessment and placement information to offer sequenced credit courses in reading, writing, English as a second language, math , study skills, and computer literacy. <i>Describe Math outcome specifically?something like</i> <i>For students, Increased confidence for students</i> <i>For students, Improved math skills</i> <i>For program, Increased success/retention from Math 10, to Math 20 and beyond.</i>
Identify where expected outcomes are addressed in the curriculum	For this year, ALS will address math and Math 10. In subsequent years, we'll use what we learn about the process, resources and methods to address reading, writing, study skills and computer skills.
Determine methods and criteria to assess outcomes	Quantitative: Retention and success of Math 10 students in subsequent math classes over a 2-year period. Qualitative: Level of student confidence as measured by subjective self-report.
Describe level of expected performance	Quantitative: Math 10 students will do at least as well as students who have not taken Math 10 as measured by their retention and final grade <u>in Math 20</u> . (added per Adrienne.) Qualitative: Level of student confidence will increase.
Identify and collect baseline information	Quantitative: IRAP data on performance of students in Math 20. Qualitative: Surveys will be developed and implemented in Math classes.

Process	Program or discipline response
Determine whom you will assess	Quantitative: Students who have taken Math 10 in the past 3 years Qualitative: Students will be assessed beginning winter term.
Establish a schedule for assessment (Guideline: assess a maximum of 3 outcomes per year)	Quantitative: IRAP to provide data by beginning of Winter 2006 Qualititative: Surveys used at beginning of winter term. <i>Is there time to get one</i> <i>in at end of Math 10 in Fall – a part of finals?</i>
Determine who will interpret results	Relevant stakeholders within the math curriculum (<i>Let's try to provide examples</i>)

Part II: Determine Timing, Cohort(s), Assign Responsibility (PEOPLE assignments)

Part III: Interpreting and Sharing Results to Enhance Institutional Effectiveness (COMMUNICATION)

Process	Program or discipline response
Interpret how results will inform teaching/ learning and decision making	Faculty will collectively decide how results will impact teaching and learning decision-making. Let's brainstorm some possibilities and include them as examples.See the Maki article.
Determine how and with whom you will share interpretations	Faculty will share results and interpretations with relevant stakeholders: <i>Math Department, Advising/Counseling, ABSE/GED, high school and community relations, Women's Program.</i>
Decide how your program or discipline will follow-up on implemented changes	Suggestions and concerns will be considered by relevant stakeholders: Let's brainstorm some possibilities.