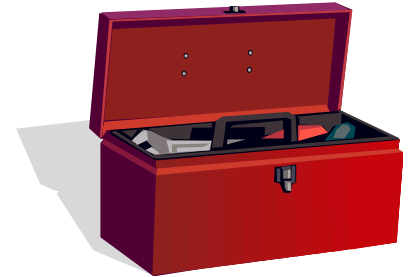
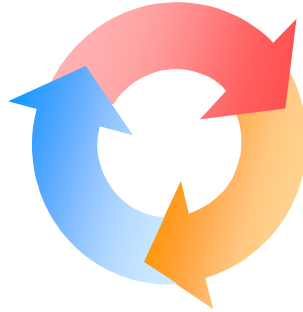
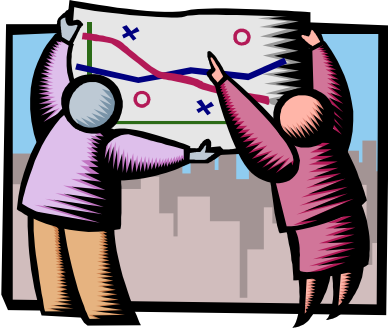


Assessing Student Learning Outcomes in Noncredit Instruction



Robert Pacheco, Barstow College – Basic Skills Instructor and Researcher

Gary Williams, Crafton Hills College – SLO Coordinator

Janice Tomson, Long Beach City College – SLO Coordinator

Phyllis Arias - Long Beach City College - Department Chair BAE (Basic Adult Education)

Hanna Alford - Long Beach City College - Researcher

Heidi Neu -Long Beach City College - BAE faculty member

Outcomes for this Session

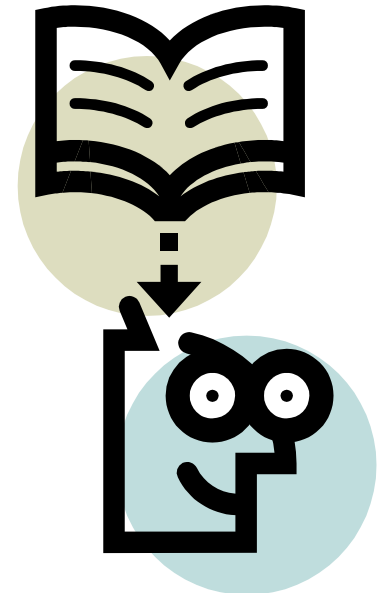
At the end of this session, you should be able to:

Define a student learning outcome;

Understand the use of a rubric to assess student learning;

Recognize the role of the Basic Skills Initiative;

Be aware of the change in community college accountability.



Disclaimer:

The following demonstration is fictitious. Any resemblance to real people, places or entities is purely coincidental.

Well, sort of . . .

Welcome to “Clapping Hills College”

- Motto: “Let us give you a hand!!”
- Mission:
 - In a serene welcoming environment, C(L)HC cultivates within global-minded citizens the capacity to applaud life’s joys and challenges.
- Accredited by WASC:
 - Western Association of Screaming & Clapping

Objective:

- “Students will clap with volume, precision and expression.”

What's It All About?

- An ongoing process aimed at understanding and *improving student learning*.
- Faculty making *learning expectations explicit and public*.
- Faculty setting appropriate *standards for learning quality*.

What's It All About?

- *Systematically* gathering, analyzing and interpreting evidence to determine how well student performance matches agreed upon faculty expectations & standards.
- *Using* results to document, explain and improve teaching & learning performance.

Tom Angelo

AAHE Bulletin, November 1995

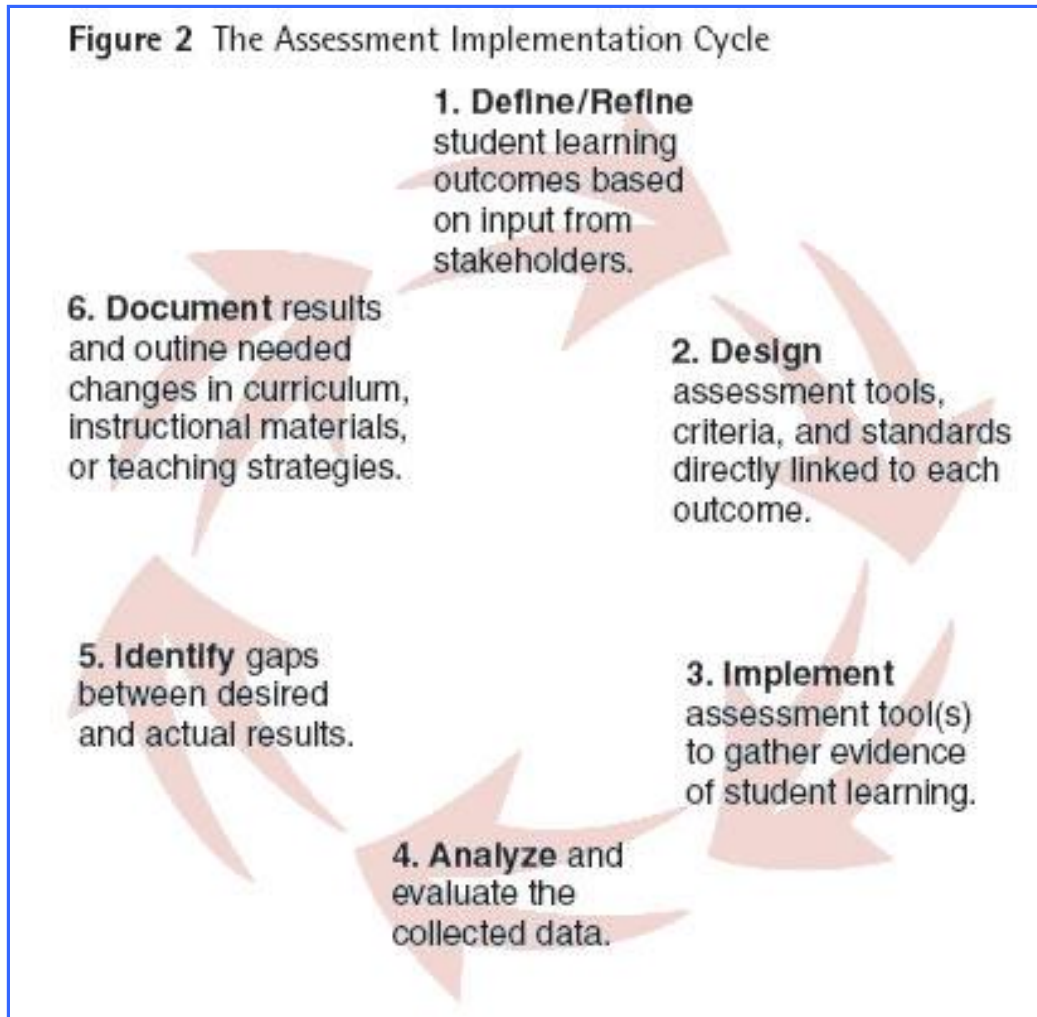
Roles of Assessment

- “Assess to assist, assess to advance, assess to adjust”:
 - **Assist:** provide formative feedback to guide student performance
 - **Advance:** summative assessment of student readiness for what’s next
 - **Adjust:** continuous improvement of curriculum, pedagogy.

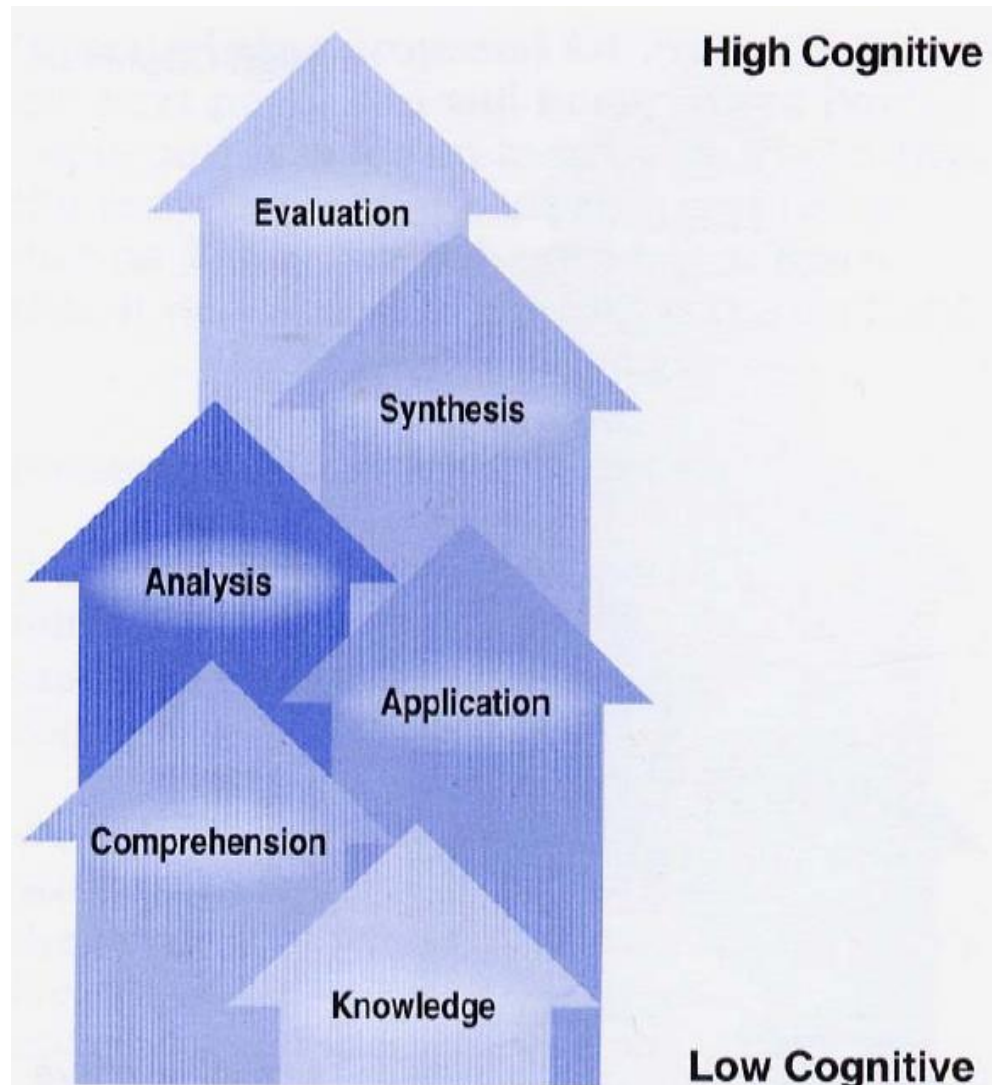
- Ruth Stiehl,

The Assessment Primer: Creating a Flow of Learning Evidence (2007)

The SLO/Assessment Loop



Formulating Assessment Strategies:



	<p align="center">MATHEMATICAL KNOWLEDGE:</p> <p>Knowledge of mathematical principles and concepts which result in a correct solution to a problem.</p>	<p align="center">STRATEGIC KNOWLEDGE:</p> <p>Identification and use of important elements of the problem that represent and integrate concepts which yield the solution (e.g., models, diagrams, symbols, algorithms).</p>	<p align="center">EXPLANATION:</p> <p>Written explanation of the rationales and steps of the solution process. A justification of each step is provided. Though important, the length of the response, grammar, and syntax are not the critical elements of this dimension.</p>
<p>Score Level 4</p>	<ul style="list-style-type: none"> • shows complete understanding of the problem's mathematical concepts and principles • uses appropriate mathematical terminology and notations including labeling answer if appropriate • executes algorithms and computations completely and correctly 	<ul style="list-style-type: none"> • identifies all important elements of the problem and shows complete understanding of the relationships among elements • shows complete evidence of an appropriate strategy that would correctly solve the problem 	<ul style="list-style-type: none"> • gives a complete written explanation of the solution process; clearly explains <u>what</u> was done and <u>why</u> it was done • may include a diagram with a complete explanation of all its elements
<p>3</p>	<ul style="list-style-type: none"> • shows nearly complete understanding of the problem's mathematical concepts and principles • uses mostly correct mathematical terminology and notations • executes algorithms completely; computations are generally correct but may contain minor errors 	<ul style="list-style-type: none"> • identifies most important elements of the problem and shows a general understanding of the relationships among them • shows nearly complete evidence of an appropriate strategy for solving the problem 	<ul style="list-style-type: none"> • gives a nearly complete written explanation of the solution process; clearly explains <u>what</u> was done and begins to address <u>why</u> it was done • may include a diagram with most of its elements explained
<p>2</p>	<ul style="list-style-type: none"> • shows some understanding of the problem's mathematical concepts and principles • uses some correct mathematical terminology and notations • may contain major algorithmic or computational errors 	<ul style="list-style-type: none"> • identifies some important elements of the problem but shows only limited understanding of the relationships among them • shows some evidence of a strategy for solving the problem 	<ul style="list-style-type: none"> • gives some written explanation of the solution process; either explains <u>what</u> was done or addresses <u>why</u> it was done • explanation is vague, difficult to interpret, or does not completely match the solution process • may include a diagram with some of its elements explained
<p>1</p>	<ul style="list-style-type: none"> • shows limited to no understanding of the problem's mathematical concepts and principles • may misuse or fail to use mathematical terminology and notations • attempts an answer 	<ul style="list-style-type: none"> • fails to identify important elements or places too much emphasis on unrelated elements • reflects an inappropriate strategy for solving the problem; strategy may be difficult to identify 	<ul style="list-style-type: none"> • gives minimal written explanation of the solution process; may fail to explain <u>what</u> was done and <u>why</u> it was done • explanation does not match presented solution process • may include minimal discussion of the elements in a diagram; explanation of significant elements is unclear
<p>0</p>	<ul style="list-style-type: none"> • no answer attempted 	<ul style="list-style-type: none"> • no apparent strategy 	<ul style="list-style-type: none"> • no written explanation of the solution process is provided

"STUDENT-FRIENDLY" MATHEMATICS SCORING RUBRIC

<p>Score Level (How many points do you earn?)</p>	<p>MATHEMATICAL KNOWLEDGE: (Do you know it?)</p>	<p>STRATEGIC KNOWLEDGE: (How do you plan?)</p>	<p>EXPLANATION: (Can you explain it?)</p>
<p align="center">4</p>	<ul style="list-style-type: none"> ✦ I get the right answer, and I label it correctly. ✦ I use math terms correctly to show I understand how math works. ✦ I compute with no errors. 	<ul style="list-style-type: none"> ✦ I find all the important parts of the problem, and I know how they go together. ✦ I show all the steps I use to solve the problem. ✦ I explain any work I do in my head or with a calculator. ✦ I completely show pictures, diagrams, models or computation if I use them in my plan. 	<ul style="list-style-type: none"> ✦ I write <u>what</u> I did and <u>why</u> I did it in a clear and concise manner. ✦ If I use a drawing, I can explain all of it in writing. ✦ I describe my logical steps and my critical thinking in a step-by-step fashion.
<p align="center">3</p>	<ul style="list-style-type: none"> ✦ I use most math terms correctly and my answer is reasonable. ✦ I make minor errors in computation. ✦ I understand my mistake. 	<ul style="list-style-type: none"> ✦ I find most of the important parts of the problem. ✦ I show a reasonable plan and most of the steps I use to solve the problem. 	<ul style="list-style-type: none"> ✦ I write mostly about <u>what</u> I did and not <u>why</u> I did it. ✦ I describe my steps, but not clearly. ✦ If I use a drawing, I can explain most of it in writing.
<p align="center">2</p>	<ul style="list-style-type: none"> ✦ I know how to do parts of the problem, but I make major errors in computation and get a wrong answer. ✦ I give a wrong answer or only part of the answer. 	<ul style="list-style-type: none"> ✦ I find some of the important parts of the problem. ✦ I show some of the steps, but my plan is not clear. 	<ul style="list-style-type: none"> ✦ I write some about <u>what</u> I did or <u>why</u> I did it but not both. ✦ If I use a drawing, I can explain some of it in writing.
<p align="center">1</p>	<ul style="list-style-type: none"> ✦ I try to do the problem, but I don't understand it. ✦ My answer is wrong and I cannot explain why. 	<ul style="list-style-type: none"> ✦ I find some parts of the problem. ✦ I show a plan that is limited. ✦ I show a limited number of steps I use to solve the problem. ✦ I may include unnecessary information. 	<ul style="list-style-type: none"> ✦ I write or draw something that doesn't go with my answer. ✦ I write an answer that is not clear.
<p align="center">0</p>	<ul style="list-style-type: none"> ✦ I don't try to answer the problem. 	<ul style="list-style-type: none"> ✦ I don't show a plan. 	<ul style="list-style-type: none"> ✦ I don't explain anything in writing.

IDEAS AND CONTENT	WORD CHOICE	CONVENTIONS
<p>5 – Focused, clear, specific. It keeps the reader’s attention.</p> <p>a) I know a lot about this topic and added interesting tidbits.</p> <p>b) I showed what was happening instead of telling.</p> <p>c) My topic was small enough to handle.</p> <p>d) I can easily answer the question, “What is the point of this paper/story?”</p>	<p>5 – Extremely clear, visual, and accurate. I picked the right words for the right places.</p> <p>a) My words are colorful, snappy, vital, brisk and fresh. You won’t find overdone, vague or flowery language.</p> <p>b) All the words in my paper fit. Each one seems just right.</p> <p>c) Look at all my energetic verbs!</p> <p>d) Some of the words and phrases are so vivid the reader won’t soon forget them.</p>	<p>5 – Mostly correct. There are very few errors in my paper.</p> <p>a) My spelling is accurate.</p> <p>b) I have used capitals correctly.</p> <p>c) Every paragraph is indented to show where a new idea begins.</p> <p>d) Periods, commas, exclamation marks, and quotation marks are in the right places.</p> <p>e) My grammar/usage is consistent and shows control.</p>
<p>3 – Some really good parts, some not there yet!</p> <p>a) Some things are new, other things everyone else already knows.</p> <p>b) Details are general (nice, fun, some, good.)</p> <p>c) I’m still thinking aloud on paper. I’m looking for a good idea.</p> <p>d) Maybe I’ll write about this or maybe I’ll write about that.</p>	<p>3 – Correct but not striking. The words get the message across, but don’t capture the reader’s attention.</p> <p>a) I used everyday words pretty well but I did not stretch for a new and better way to say things.</p> <p>b) Most of the time the reader will figure out what I mean even if a few words are messed up.</p> <p>c) My words aren’t real specific. Better, juicy details.</p> <p>d) I used tired out cliches or phrases.</p>	<p>3 – About halfway there. A number of bothersome mistakes need cleaning up.</p> <p>a) Spelling is correct on simple words. It may not be right on harder words.</p> <p>b) Most sentences and proper nouns begin with capitals, but a few have been over looked.</p> <p>c) At least one paragraph is present. Others might not all begin in the right spots.</p> <p>d) Problems in punctuation make the reader stumble and pause now and then.</p> <p>e) Several grammar problems are evident.</p>
<p>1 – Just beginning to figure out what I want to say.</p> <p>a) I haven’t shared much information. I don’t seem to know much about this topic.</p> <p>b) My details are so vague it’s hard to picture anything.</p> <p>c) I’m still thinking aloud on paper. I’m looking for a good idea.</p> <p>d) Maybe I’ll write about this or maybe I’ll write about that.</p>	<p>1 – Confusing. The reader is often asking “What did they mean by this?”</p> <p>a) A lot of words and phrases are vague. (We were friends and stuff.)</p> <p>b) My words don’t make pictures yet. (It was awesome.)</p> <p>c) Some of my words are misused.</p> <p>d) Over and over I used the same words over and over, until my paper was over.</p>	<p>1 – Editing not under control yet. It would take a first reading to decode and a second reading to get the message.</p> <p>a) Spelling errors are common, even simple words.</p> <p>b) Capital letters are scattered all over or not at all.</p> <p>c) I haven’t got the hang of paragraphs yet.</p> <p>d) Punctuation is very limited and makes reading this paper difficult.</p> <p>e) Frequent grammatical errors, I haven’t spent much time editing this paper.</p>

ORGANIZATION	VOICE	SENTENCE FLUENCY
<p>5 – Clear and compelling. I have chosen an order that works well and makes the reader want to find out what comes next.</p> <p>a) My beginning grabs the reader’s attention and gives clues about what is coming. b) Every detail adds a little more to the main idea or story. c) My details are in the right place. d) I ended at a good spot. I have a strong conclusion or ending.</p>	<p>5 – Really individual and powerful. My paper has personality and sounds different from the way anyone else writes.</p> <p>a) I have put my personal stamp on this. It’s me! b) Readers can tell I’m talking right to them. c) I write with confidence and security. d) My paper is full of feelings and the reader will know how I feel. e) Nobody else sounds like this.</p>	<p>5 – Varied and natural. The sentences in my paper are close and delightful to read out loud.</p> <p>a) Some are long and stretchy. Some are short and snappy. b) It’s easy to read my paper out loud. I love the sound of it! c) Sentence beginnings vary. d) Good sentence sense. My sentence flows. e) All excess baggage has been cut out.</p>
<p>3 – Some really smooth parts, others need work. The order makes sense most of the time.</p> <p>a) I have a beginning but it doesn’t really grab you or give clues about what is coming. b) Sometimes it is not clear how some of the details connect to the story or main idea. c) Some of the details should come earlier or later. I may have lingered too long in some areas and sped through others. d) I have a conclusion, but it is ho-hum.</p>	<p>3 – Individuality fades in and out. What I truly think and feel only shows up sometimes.</p> <p>a) Although the reader will understand what I mean, it won’t make them feel like laughing, crying,, or pounding on the table. b) My writing is right on the edge of being funny, excited, scary, or honest—but it is not there yet. c) My personality pokes through here and there but gets covered u again. d) My writing is pleasant, but cautious. e) I’ve done more telling than showing.</p>	<p>3 – Routine and functional. Some sentences are choppy and awkward, but most are clear.</p> <p>a) Some of my sentences are smooth and natural, but others are halting. b) When I read my paper, most of the sentences have the same patterns. c) Many sentences begin the same way. d) My paper shows some interesting sentences. e) I have used more words than necessary.</p>
<p>1 – Not shaped yet. The order of my paper is jumbled and confused.</p> <p>a) There really isn’t a beginning or introduction to my paper. It just takes off. b) I’m confused about how the details fit with the main idea or story line. c) My ideas seem scrambled, jumbled and disconnected! d) Conclusion! Oops, I forgot.</p>	<p>1 – Not me yet. I’m not comfortable or don’t know what I truly think or feel yet.</p> <p>a) If you didn’t already know, you might not know who wrote this paper. b) I’m not comfortable sharing. I’ve taken the safest route by hiding my feelings. c) I sound like a robot. d) My paper makes the reader yawn. e) My paper is all telling and no showing.</p>	<p>1 – Paper needs work because there isn’t enough sentence sense yet.</p> <p>a) As I read my paper I have to go back and read over, just to figure out the sentence. b) The sentence patterns are repetitive. c) I’m having a hard time telling where one sentence stops and another begins. d) I have to do quite a bit of oral editing to help the reader get the meaning.</p>

Writing to Inform Rubric

Score Point 4

- My paper is well developed and I have more than enough information to inform the reader about the topic. The information is clearly presented with lots of elaboration.
- There are plenty of specific details that more than adequately explain the topic.
- I have a clear organization and I don't stray from it.
- I wrote for the intended audience.
- I frequently use language choices to maintain a style or a tone.

Score Point 3

- My paper is fairly well developed and I have enough information to inform the reader about the topic. The information is clearly presented with some elaboration.
- There are some specific details that adequately explain the topic but some of the details may not really help explain.
- I have an organization and I try to stick to it.
- I wrote for the intended audience.
- I use language choices to maintain a style or a tone.

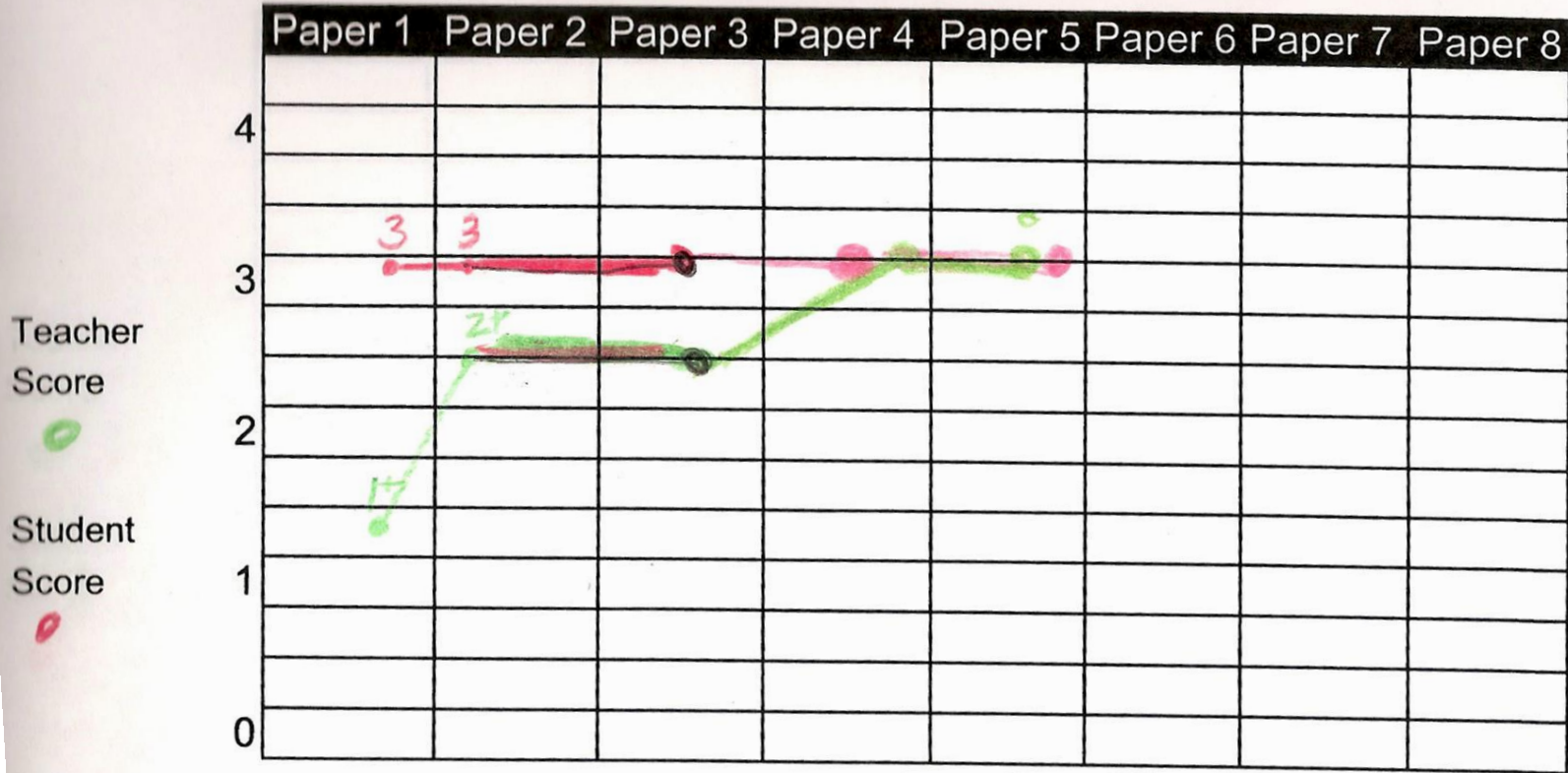
Score Point 2

- My paper has little development and a minimum amount of information. The information does not clearly explain the topic and some of it might even interfere with my explanation.
- I used details but they may be the wrong details or they may not help to explain the topic.
- I wrote for the intended audience.
- I did not really make any language choices to help with style or tone.

Score Point 1

- I saw the prompt and I tried to write a response. I wrote very little and what I wrote is confusing or inaccurate.
- If I have details they are not enough to explain the topic.
- If I do have an organization it is not clear or I stray far from it.
- I may not address the intended audience.
- I did not use any language choices to help with style or tone.



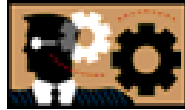


Evaluation of Rubric Scores

Convention: I feel like my grammar is improving.
~~that~~ I'm trying to achieve ~~the~~ my grammar
 hopefully the next paper will be better.

Learning Log

- | Date | Comments |
|----------|---|
| 9/11/07 | we learned on Subjects and topic Sentences. |
| 9-18-07 | I worked on my San Francisco paper and also worked on the Bessie collection. |
| 9-20-07 | I worked on Bessie Coleman and finished San Francisco. |
| 9-25-07 | today I finished up my Bessie Coleman paper. |
| 9-27-07 | we worked on Eva and got a couple of sentences done. |
| 10-04-07 | I finished all the essays today. |
| 10-16-07 | I learned how to write a Personal Essay. I finished my chapter and started on an essay. |
| 10-17-07 | I learned how to write an essay a 1st. page. |
| 11-23-07 | I learned where to place subject and actions and I got to finish my ^{1st} essay. |
| 11-24-07 | we went to school and actions and went out and got words. |



Cognitive Domain

Learning Outcomes Related To Knowledge

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Student remembers or recognizes information or specifics as communicated with little personal assimilation.	Student grasps the meaning behind the information and interprets, translates, or comprehends the information.	Student uses information to relate and apply it to a new situation with minimal instructor input.	Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.	Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.	Student judges or evaluates information based upon standards and criteria, values and opinions.
Cite Label List Enumerate Identify Imitate Match Name Quote Recall Reproduce State Write	Convert Define Describe Discuss Estimate Explain Generalize Identify Illustrate Locate Paraphrase Restate Summarize	Apply Chart Compute Demonstrate Determine Dramatize Establish Make Manipulate Prepare Project Solve Use	Analyze Compare Contrast Correlate Diagram Dissect Differentiate Distinguish Infer Investigate Limit Outline Separate	Assemble Create Construct Design Develop Formulate Generate Hypothesize Initiate Invent Modify Reframe Synthesize	Access Appraise Conclude Critique Decide Defend Diagnose Evaluate Judge Justify Rank Recommend Support

Basic
Knowledge
Level

More Sophisticated
Higher Level Thinking
Critical Thinking



Psychomotor Domain

Learning Outcomes Related To Skills

Observe	Model	Recognize Standards	Correct	Apply	Coach
Students translate sensory input into physical tasks or activities.	Students are able to replicate a fundamental skill or task.	Students recognize standards or criteria important to perform a skill or task correctly.	Students use standards to evaluate their own performances and make corrections.	Students apply this skill to real life situations.	Students are able to instruct or train others to perform this skill in other situations.
Hear Identify Observe See Smell Taste Touch Watch *Usually no outcomes or objectives written at this level.	Attempt Copy Follow Imitate Mimic Model Reenact Repeat Reproduce Show Try	Check Detect Discriminate Differentiate Distinguish Notice Perceive Recognize Select	Adapt Adjust Alter Change Correct Customize Develop Improve Manipulate Modify Practice Revise	Build Compose Construct Create Design Originate Produce	Demonstrate Exhibit Illustrate Instruct Teach Train

Basic Knowledge
 Basic Skills
 Level

More Sophisticated Skills
 Higher Level Abilities
 Critical Understanding of Performance



Affective Domain

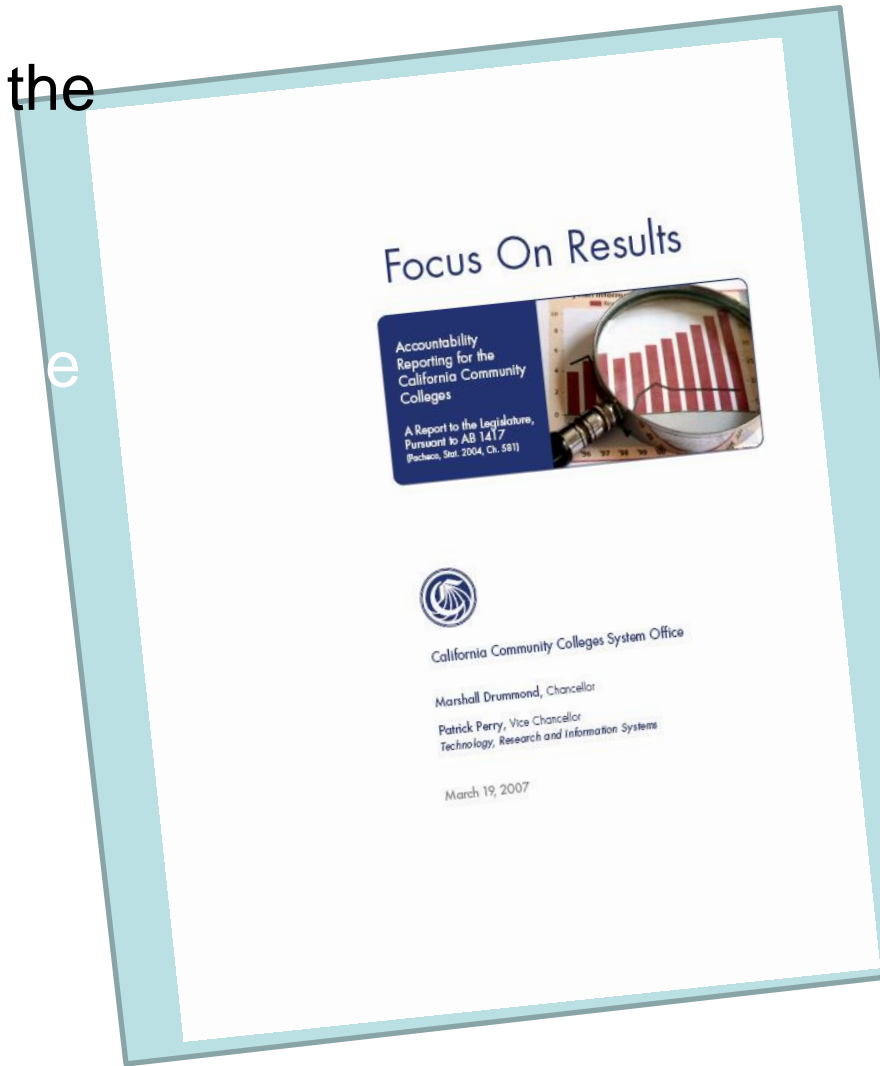
Learning Outcomes Related To Attitudes, Behaviors, and Values

Receiving	Responding	Valuing	Organizing	Characterizing
Students become aware of an attitude, behavior, or value.	Students exhibit a reaction or change as a result of exposure to an attitude, behavior, or value.	Students recognize value and display this through involvement or commitment.	Students determine a new value or behavior as important or a priority.	Students integrate consistent behavior as a naturalized value in spite of discomfort or cost. The value is recognized as a part of the person's character.
Accept Attend Describe Explain Locate Observe Realize Receive Recognize	Behave Comply Cooperate Discuss Examine Follow Model Present Respond Show Studies	Accept Adapt Balance Choose Differentiate Defend Influence Prefer Recognize Seek Value	Adapt Adjust Alter Change Customize Develop Improve Manipulate Modify Practice Revise	Authenticate Characterize Defend Display Embody Habituate Internalize Produce Represent Validate Verify

Elementary Values and Behaviors
 Inherited Value System
 Egocentric View

More Highly Developed Attitudes
 Well Thought-out Value System
 Higher Level Abilities to Identify and
 Articulate Others' Values

- ARCC = Accountability Report for the Community Colleges;
- Initiated by AB 1417 (2004);
- Evaluate college performance on state's educational outcome priorities;
- Give a fair picture of college performance; and
- Provide colleges with information to help them improve their programs



The tables present the following data for each college:

1. Student Progress and Achievement Rate
2. Percent of Students Who Earned at Least 30 Units
3. Persistence Rate
4. Annual Successful Course Completion Rate for Credit Vocational Courses
5. Annual Successful Course Completion Rate for Credit Basic Skills Courses
6. Improvement Rates for Credit ESL Courses
7. Improvement Rates for Credit Basic Skills Courses
8. Enhanced Noncredit Progress and Achievement Rate
9. College profile summaries (e.g., headcounts, percentages of student enrollments by various demographics)
10. Summary of the college's peer groups for each indicator

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Basic Skills Courses	65.8%	61.6%	61.5%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
ESL Improvement Rate	6.2%	7.0%	7.6%
Basic Skills Improvement Rate	44.6%	45.0%	46.1%

Table 1.6:
Enhanced Noncredit
Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
Enhanced Noncredit Progress and Achievement Rate	. %	. %	. %



Basic Skills
Initiative

**Basic Skills as a Foundation for
Student Success in California
Community Colleges**

<http://www.cccbsi.org>

Organizers of BSI

- **Academic Senate for California Community Colleges**
- **California Community Colleges Chief Instructional Officers**
- **California Community Colleges Chief Student Services Officers**
- **California Community Colleges Chancellor's Office**

Literature Review

- **Strand A: Organizational and Administrative Practices**
- **Strand B: Program Components**
- **Strand C: Staff Development**
- **Strand D: Instructional Practices**

Organizational and Administrative Practices

Institutional choices concerning program structure, organization, and management have been related to the overall effectiveness of developmental education programs. The following effective practices have been identified in this area:

A.1 Developmental education is a clearly stated institutional priority.

A.2 A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program.

A.3 The developmental education program is centralized or highly coordinated.

A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.

A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.

A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.

A.7 Institutions manage faculty and student expectations regarding developmental education.

A [Full content of the Organizational & Administrative Practices](#)

Program Components

According to the literature, a number of specific programmatic components are characteristic of highly effective developmental education programs.

These include:

B.1 Orientation, assessment, and placement are mandatory for all new students.

B.2 Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.

B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs.

B.4 Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.

Staff Development

According to the literature, the importance of comprehensive training and development opportunities for faculty and staff who work with developmental students cannot be overestimated. Programs with a strong professional development component have been shown to yield better student retention rates and better student performance in developmental courses than those without such an emphasis (Boylan, Bonham, Claxton, and Bliss, 1992). Furthermore, analysis has demonstrated that specific training is one of the leading variables contributing to the success of a variety of components of developmental education, including tutoring, advising, and instruction. Boylan goes so far as to state that, "no matter what component of developmental education was being studied, an emphasis on training and professional development improved its outcomes" (Boylan, 2002, 46).

Effective practices include:

- C.1** Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.
- C.2** The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.
- C.3** Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.
- C.4** Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.
- C.5** Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.

Instructional Practices

Effective instructional practices are the key to achieving desired student outcomes for developmental programs. Research has linked the following instructional practices with success for developmental learners:

D.1 Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.

D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.

D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.

D.4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.

D.5 A high degree of structure is provided in developmental education courses.

D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.

D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.

D.8 Developmental education faculty routinely share instructional strategies.

D.9 Faculty and advisors closely monitor student performance.

D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.