

Objective Summary

Objective 1	Language Arts	Math
<p>Fall 2007-Summer 2008</p>	<p>1.1: Students in LART 200/100 pilots in Spring 2007, will successfully complete courses and persist to Fall 2007 enrollment in next level classes at a rate 10% higher than students enrolled in the traditional parallel series (EWRT 200/150, READ 201/202 or 100B/160 & READ 100/101).</p>	<p>1.1: Students participating in pilots of Math 210 and 212 Spring 2007, will successfully complete courses and persist to Fall 2007 enrollment in next level by 10% more than peer students enrolled in control group sections (non-pilot classes of MATH 210 and 112).</p>
Objective 2	Language Arts	Math
<p>Fall 2009-Summer 2009</p>	<p>2.1: During 2007-2008 there will be a two times increase in sections of LART offered, as an alternative to EWRT 200/100B, over 2005-06 baseline of one section</p> <p>2.2: Students enrolled in LART 200/100 or other alternative delivery pilots in 2007-08, will complete course and persist to next level English and Reading classes by next quarter by 15% more than peers enrolled in traditional parallel series (EWRT 200/150 & Read 201/202 or 100B/160&READ 100/101).</p>	<p>2.1: 40% of students in Sp 2007 Math 210 pilot classes will pass Math 112 within one year, compared to 1998-2004 cohort baseline of 35% w/n 3 yrs.</p> <p>2.2: 40% of students in pilot sections of Math 112 in Fall 2007, will successfully complete Math 114 in Sp 2008, compared to baseline of 40% w/n 3 yrs.</p>
Objective 3	Language Arts	Math
<p>Fall 2009-Summer 2010</p>	<p>3.1: 33% of EWRT and READ developmental cohort students will receive diagnostic testing for specific skills deficit identification and retesting to determine mastery as compared to the 2006 of zero.</p> <p>3.2: During 2007-08 there will be a three times increase in numbers of sections of LART 200/100 offered as an alternative to EWRT 200/READ 150 and EWRT 100B/160/READ 100/101 compared to 2005-06 baseline of one section.</p>	<p>3.1: Students in 2008-09 pilots of Math 210, 112 & 114 will successfully complete course and persist to enrollment in next level math by 15% more than peer students enrolled in non-pilot classes of Math 210, 112 and 114.</p> <p>3.2: 35% of Fall 2008 students in Math 210 pilot sections will successfully progress to Math 112 in Spring 2009, compared to 35% within 3 years.</p>
Objective 4	Language Arts	Math
<p>Fall 2010-Summer 2011</p>	<p>4.1: 50% of EWRT and READ developmental cohort students will receive diagnostic testing for specific skills deficit identification and retesting to determine mastery as compared to the 2006 of zero.</p>	<p>4.1: Add/Drop registration data for 2008-2009 will show a 10% decrease in withdrawals and misplacements from, and between, Math 210, Math 112 & Math 114, compared to Fall 2006 add/drop baselines (to be determined in 2007).</p> <p>4.2: Students in Math 210, 112, &/or 114 piloting diagnostic testing-retesting for mastery of specific skills will be 20% more likely to pass the course and enroll the following term in sequential course than 1998-2004 cohort baselines.</p>

Objective 5	Language Arts	Math																														
<p>Fall 2011-Summer 2012</p>	<p>5.1: By Sept.2011, increase % of students beginning at EWRT 200 who pass English 1A w/n five years to 45%, over 1998-2004 cohort baseline of 35%.</p> <p>5.2: To increase percentage of students beginning at EWRT 100B who pass English 1A w/n three years to 65% over 1998-2004 cohort baseline of 53%.</p>	<p>5.1: By September 2011, increase the percentage of students beginning, at Math 210 who pass Math 114 within five years to 45% over a 1998-2004 cohort baseline of 35% and the percentage of students beginning Math 210 who pass Math 114 within three years to 25% over a 1998-2004 cohort baseline of 10%.</p> <p>5.2: Cohort tracking data for 2006-2011 will indicate that at least 50% of students successfully passing Math 112, will persist to successfully complete Math 114 within 3 years, compared to a 2000-05 cohort baseline of 40% progression.</p> <p>5.3: By September 2011, increase percentage of students beginning at Math 114 who pass course to 75% over a 1998-2004 cohort baseline of 70%.</p>																														
<p>Objective 6</p>	<p>Language Arts & Math</p>																															
<p>Fall 2007-Summer 2012</p>	<p>By September 2011, increase by four times over the 2005 baseline of 15% the percent of faculty teaching developmental classes who have integrated use of technology and best practices into their courses.</p> <p>Baselines & Targets:</p> <table border="1" data-bbox="558 867 1749 932"> <thead> <tr> <th></th> <th>06-07</th> <th>07-08</th> <th>08-09</th> <th>09-10</th> <th>10-11</th> </tr> </thead> <tbody> <tr> <td>(2005 BASELINE 15%)</td> <td>20%</td> <td>25%</td> <td>33%</td> <td>45%</td> <td>60%</td> </tr> </tbody> </table>			06-07	07-08	08-09	09-10	10-11	(2005 BASELINE 15%)	20%	25%	33%	45%	60%																		
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<p>Objective 7</p>	<p>Language Arts & Math</p>																															
<p>Fall 2007-Summer 2012</p>	<p>By September 2011, increase the percentage of developmental students who receive tutoring, counseling, have an Individual Education Plan (IEP), and are given diagnostic testing/retesting to assess skills mastery.</p> <p>Baselines & Targets:</p> <table border="1" data-bbox="558 1252 1749 1414"> <thead> <tr> <th>(2004 BASELINES)</th> <th>06-07</th> <th>07-08</th> <th>08-09</th> <th>09-10</th> <th>10-11</th> </tr> </thead> <tbody> <tr> <td>TUTORING <i>BASELINE: 4%</i></td> <td>8%</td> <td>12%</td> <td>15%</td> <td>18%</td> <td>20%</td> </tr> <tr> <td>COUNSELING <i>BASELINE: 16%</i></td> <td>20%</td> <td>25%</td> <td>33%</td> <td>40</td> <td>50%</td> </tr> <tr> <td>INDIVIDUAL ED PLAN -IEP <i>BASELINE 5%</i></td> <td>7.5%</td> <td>10%</td> <td>15%</td> <td>20%</td> <td>25%</td> </tr> <tr> <td>DIAGNOSTIC ASSESSMENT <i>BASELINE: 2%</i></td> <td>--</td> <td>10%</td> <td>20%</td> <td>30%</td> <td>40%</td> </tr> </tbody> </table>		(2004 BASELINES)	06-07	07-08	08-09	09-10	10-11	TUTORING <i>BASELINE: 4%</i>	8%	12%	15%	18%	20%	COUNSELING <i>BASELINE: 16%</i>	20%	25%	33%	40	50%	INDIVIDUAL ED PLAN -IEP <i>BASELINE 5%</i>	7.5%	10%	15%	20%	25%	DIAGNOSTIC ASSESSMENT <i>BASELINE: 2%</i>	--	10%	20%	30%	40%
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