Lamar State College – Orange
Orange, Texas

Annual Report of
College Prep Program

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Kathryn Rather

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2-11-13
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ABSTRACT

"SUMMARY AND RECOMMENDATIONS"

Abstract: Focus for the year 2012 was to provide an alternative computer lab in Academic Building (AC) so students could work on college preparatory classes. The location of the lab provided a convenience for students and instructors who assisted in the lab. The Learning Center was still available to all students with tutors on hand. The additional lab was designed to offer another option for students to work on their college prep courses with instructors available to help. Instructors were asked to spend one hour in the lab with any students that needed assistance. The Dean of Instruction made it possible for the lab to be open most of every day. Some full-time faculty and adjuncts assisted in the alternate lab but the students did not take advantage of having a lab in the AC building. Some instructors wanted to be in the lab at the exact time as their students. Therefore, ultimately the lab did not serve the purpose it was intended for. The college preparatory classes will not use this lab method any longer, and the faculty and adjuncts will not be in the lab during their office hours.

The committee recommends the following:

Implementing emporium labs for college preparatory classes. The committee suggests college preparatory education should use the emporium model teaching for its classes. The classes will use class specific software to teach students; this method will allow instructors a more one-on-one approach to teaching. The emporium model also allows students to move at their own pace; in order to better meet the need of each student.

Centralized location for college preparatory classes is needed. In an effort to have the college prep students in one focused place with instructors nearby and a lab available, the committee recommends that the college prep classes centralize to the Wilson building.

Creating an open computer lab in the Wilson building is essential for students’ needs. A computer lab that is near the main college preparatory classes is necessary for the students to activate the programs implemented in the new emporium classes.

Integrating Reading and Writing Courses. The committee agreed that college preparatory Reading and Writing should be integrated to one course. The course will be taught as an emporium model with one main textbook. The integration of the two courses will allow students to better blend the material together for an overall learning experience.

Other problems this year have included students not buying books, use of the ASSET Test for placement, and absences continue to plague college-prep courses, and each instructor felt attendance would improve if excessive absences could result in a grade penalty.
COMPONENT ONE
"DESCRIPTION AND OBJECTIVES"

• Introduction

Providing higher education opportunities to populations previously underserved is a distinguishing characteristic of two-year institutions. This commitment is exhibited through an open-door admissions policy. As a result, a wide range of pre-college level courses exists for those students who, for whatever reason, are not college ready.

Students enrolled in college prep education courses are a diverse group. They range in formal education, age, socio-economic status, cultural background and needed skills. They may also be disadvantaged by unrealistic career goals, weak self-concepts, and previous academic failures.

• Mission

The Lamar State College-Orange mission includes college-preparatory education as one of its primary purposes. The corresponding purpose statement reads:

To provide developmental programs for students not ready for college-level work.

• Definition

Lamar State College-Orange (LSC-O) defines college preparatory education and the college preparatory student as follows:

• College preparatory education is remedial instruction that prepares students to successfully pursue college programs of education or training.
• College preparatory courses deal with knowledge and skills that are normally acquired at the elementary or secondary level.
• College preparatory courses provide a curriculum that gives students the knowledge and skills necessary to succeed in entry-level college courses.

• Organization

College-prep education is integrated into the academic division where both pre-college and college-level courses are offered. All instructors are considered faculty of the division and may teach both types of courses. The division budget does not distinguish between college-prep and college-level course expenses.
• **Responsibility**

The *Dean of Instruction* has primary responsibility for the *College-Prep Success Division*.

• The *College Success Division Director* is responsible for reading, writing, study skills, and college-prep math courses.

• The Director of the Learning Center is responsible for tutoring and other academic support services.

• The Director of Advising, Counseling and Testing in the Student Services Division is responsible for testing, advisement, retention, and other student support services.

These three positions, in addition to the Testing Administrator, the Dean of Instruction, the Chair of the Curriculum Committee, faculty who teach college prep classes, and a representative of the Ron E. Lewis Library, serve as the membership of the *College Prep Education Advisory Committee*. During -2011, The Dean of Instruction served as the Chair of the ad hoc College Prep Education Committee and the Vice President of Academic Affairs presided over the College Prep Advisory Committee. In Fall 2012, College Prep courses were placed in the newly created College Success Division. The College Prep Advisory Committee will meet regularly which consists of the Dean of Instruction, College Success Division Director, and the entire college prep faculty.

In addition to the previous criteria, LSC-O supports the motto of the National Association of Developmental Educators (NADE), whose motto "Helping underprepared students prepare, prepared students advance, and advanced students excel" is intended to convey the fundamental belief that developmental services (college-prep services) enhance academic, personal, and professional achievement for all learners.

• **NADE Definition:** Developmental education is a field of practice and research within higher education with a theoretical foundation in developmental psychology and learning theory. It promotes the cognitive and affective growth of all postsecondary learners, at all levels of the learning continuum. Developmental education is sensitive and responsive to individual differences and special needs among learners. Developmental education programs and services commonly address academic preparedness, diagnostic assessment and placement, development of general and discipline-specific learning strategies, and affective barriers to learning. Developmental education includes, but is not limited to:

• all forms of learning assistance, such as tutoring, mentoring, and supplemental instruction,

• personal, academic, and career counseling,
- academic advisement, and coursework.

COMPONENT TWO
"CURRICULUM"

- Courses

The following constitute as college preparatory courses at LSC-O:

DMTH 0300   Pre-Algebra
DMTH 0301   Introduction to Algebra
DMTH 0302   Intermediate Algebra
DRDG 0301   College prep Reading
DWRT 0301   College prep Writing
STSK  1200   College Success Initiative course

*DMTH 0302 pairing sections are set to start spring 2013

- Assessment and Placement Requirements

A student entering LSC-O must take the ASSET test or an approved alternative test for assessment and placement before registering for college-level classes. ASSET is given on the LSC-O campus and is also available in the computerized version of COMPASS.

Exceptions to the assessment and placement requirement include a student who:

- has an ACT (taken within the last five years) composite score of 23 with a minimum of 19 on both the English and the Math tests; *
- has a SAT score (taken within the last five years) with a combined verbal and mathematics score of 1070 and a minimum of 500 on both the verbal and the mathematics tests; *
- has a TAKS score (taken within the last three-year period) with a minimum score of 2200 on the writing test with a sub-score of at least three, a score of 2200 on the mathematics test;
- has achieved an exit-level score (within the last three-year period) on the ASSET or an approved alternative test;
- has graduated with an associate or baccalaureate degree from an institution of higher education;
- has transferred from an institution of higher education from a private or independent institution of higher education or an accredited out-of-state institution of higher education and who has satisfactorily completed (a “C” or better) college-level work as follows:
   Reading – Psychology, Government, History, and Literature
   Writing – English 1301, English 1302, and the academic technical writing course
Mathematics – any college-level math course; or
• has previously attended any institution and has been determined to have met college-readiness standards by that institution;

(* A student may be exempt for individual sections of the TSI based upon minimum scores in the area. For example, a student scoring a 450 on the SAT math and a 620 on the SAT verbal/English would not have to take the TSI reading/writing sections but would have to take the math section of the TSI.)

The following are exemptions from TSI requirements but are subject to placement requirements:

• Enrolls in a level-one certificate program of one year or less.
• Is serving on active duty as a member of the Armed Forces or Texas National Guard.
• Currently serves, and has served for at least the three-year period preceding enrollment, as a member of a reserve component of the United States Armed Forces.
• On or after August 1, 1990, was honorably discharged, retired, or released from active duty as a member of the United States Armed Forces or the Texas National Guard.
• On or after August 1, 1990 was honorably discharged, retired, or released from service as a member of a reserve component of the United States Armed Forces.
• Is non-degree or non-certificate seeking.
• Study Skills Requirement
  Students enrolling for the same college prep course after failing (with an “F”) the course must enroll in Study Skills—STSK 1200 as a co-requisite for a subsequent enrollment in the same course.

Minimum Passing Standards and Placement Scores

To achieve the requirement in HB 1244, institutions will no longer be allowed to set higher standards on TSI assessment(s) beginning the 2013-2014 academic year. The standards will be established by the Coordinating Board for reading, writing, and mathematics no later than the IHE’s fall 2013 first day of classes.

• For current semester the following scores are required:

  Math and English Placement

  All students intending to enroll in a college-level math and/or English composition course (except those who are academically exempt from TSI based on scores) are required to take a placement exam.
### WRITING

**Writing Essay**

<table>
<thead>
<tr>
<th>ASSET</th>
<th>Score</th>
<th>Grade</th>
<th>Class Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>n/a</td>
<td>passed</td>
<td>college level</td>
</tr>
<tr>
<td>5 or higher</td>
<td>40 or high</td>
<td>passed</td>
<td>college level</td>
</tr>
<tr>
<td>5 or below</td>
<td>35-39</td>
<td>standard deviation*</td>
<td>DWRT 0301</td>
</tr>
<tr>
<td>4 or below</td>
<td>34 or below</td>
<td>not passed</td>
<td>DWRT 0301</td>
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### COMPASS

<table>
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<tr>
<th></th>
<th>Score</th>
<th>Grade</th>
<th>Class Level</th>
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<tr>
<td>6</td>
<td>59</td>
<td>passed</td>
<td>college level</td>
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<tr>
<td>5</td>
<td>44-58</td>
<td>standard deviation*</td>
<td>DWRT 0301</td>
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<tr>
<td>4 or below</td>
<td>below 44</td>
<td>not passed</td>
<td>DWRT 0301</td>
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### READING

**ASSET**

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>Class Level</th>
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</thead>
<tbody>
<tr>
<td>41 or higher</td>
<td>Passed</td>
<td>college level</td>
</tr>
<tr>
<td>35-40</td>
<td>standard deviation*</td>
<td>DRDG 0301</td>
</tr>
<tr>
<td>below 35</td>
<td>not passed</td>
<td>DRDG 0301</td>
</tr>
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</table>

**COMPASS**

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>Class Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 or higher</td>
<td>passed</td>
<td>college level</td>
</tr>
<tr>
<td>64-80</td>
<td>standard deviation*</td>
<td>DRDG 0301</td>
</tr>
<tr>
<td>below 64</td>
<td>not passed</td>
<td>DRDG 0301</td>
</tr>
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</table>
**MATH**

<table>
<thead>
<tr>
<th>ASSET</th>
<th>Status</th>
<th>Placement</th>
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</thead>
<tbody>
<tr>
<td>Ele. Algebra</td>
<td>Passed</td>
<td>College Algebra</td>
</tr>
<tr>
<td>45 and above</td>
<td>Passed</td>
<td>DMTH 0302, or DMTH 0300</td>
</tr>
<tr>
<td>38-44</td>
<td>passed</td>
<td>DMTH 0302, or MATH 1332, or MATH 1350</td>
</tr>
<tr>
<td>30-37</td>
<td>standard deviation*</td>
<td>DMTH 0301</td>
</tr>
<tr>
<td>below 30</td>
<td>not passed</td>
<td>DMTH 0300</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>COMPASS</th>
<th>Status</th>
<th>Placement</th>
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</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>Passed</td>
<td>College Algebra</td>
</tr>
<tr>
<td>44 and above</td>
<td>Passed</td>
<td>DMTH 0302, or DMTH 0300</td>
</tr>
<tr>
<td>39-43</td>
<td>passed</td>
<td>DMTH 0302, or MATH 1332, or MATH 1350</td>
</tr>
<tr>
<td>23-38</td>
<td>standard deviation*</td>
<td>DMTH 0301</td>
</tr>
<tr>
<td>below 23</td>
<td>not passed</td>
<td>DMTH 0300</td>
</tr>
</tbody>
</table>

* Students scoring within this standard deviation must be remediated but are not required to retest. Successful completion of DMTH 0301, DRDG 0301 and DWRT 0301 qualifies the student for completion of the Texas Success Initiative. Placement into a college prep class is automatic unless appealed to the division director who may authorize alternative remediation methods.

A student may take the MAA test two times for initial placement. Two additional attempts are allowed after a 30 day waiting period.

- **Advising**

A new student, a student who has not passed all sections of the ASSET, and a student who has attained fewer than 15 college-credit hours are required to receive academic advising from the Advising and Counseling Office located in the Ron E. Lewis Library, Room 354.

New advising procedures were sent out to faculty in fall 2012 for the spring schedule.

The Vice President for Student Services made the following changes:
In an effort to better serve all our students and to allow our students more opportunities to make their own choices, the Advising and Counseling department is changing our procedures for student advising. We will no longer be creating schedules for our students. This will allow you the opportunity to make your own choices about which classes you want to sign up for, at what times and with whom. Those students who have an advising hold will still be required to meet with an advisor who will inform you of the classes you need for your chosen educational pursuit or help them with your career choices. They will also educate you about how to utilize the degree audit program in DegreeWorks inside of your myLSCO account. Then you will be sent out to create your schedule at your convenience. Once you have your schedule with the CRN numbers you will return to Advising & Counseling Office to have someone check to see that the classes are the appropriate classes and you will be enrolled into those classes. This should speed up the advising process which will allow the Advising and Counseling office to meet with students who do not have an advising hold instead of having to send them away at peak times.

Our hopes are that these changes will help us better serve all of our students and will help our students be better prepared to succeed as they transfer to a four year university or go out into the workforce.

Students are advised of the assessment, placement, and advising requirements during recruitment, admissions, and their enrollment into classes. Students placed into college prep classes are further advised in writing, at the time of registration. College prep education requirements are included on each course syllabus.

Placement: A student who does not pass one or more sections of ASSET/COMPASS is required to enroll in at least one of the corresponding college prep courses based upon placement scores.

A student who attempts but who is unable to complete the college prep sequence successfully may be eligible for an Individual Plan.

Transfer Students

Placement scores and college prep courses transferred by students from other institutions will be honored for initial placement. A transfer student who fails the corresponding course during his/her first semester at LSC-O will be subject to LSC-O placement testing. (See attached testing and placement scores.)
• Exiting Remediation:

A student is required to be in continuous remediation, except during mini-session terms, until passing the ASSET/COMPASS or approved alternative test.

Students may retake ASSET/COMPASS at any time to determine their readiness to perform college-level academic coursework.

A student must place into a college-level course or successfully complete the college prep sequence that precedes the required college-level course before enrolling in that course.

• Course Grades:

Students enrolled in a college prep course will be given ASSET/COMPASS as part of the course requirements with the exception of DMTH 0300. Students must “place” into the next level course by their ASSET/COMPASS scores or pass the college prep course with a grade of “C” or above. All course grades become part of the GPA.

• Attendance: Students enrolled in college prep courses will attend regularly and complete all assignments and testing.

• Program Goal

Students in college prep education will acquire the skills necessary to succeed in college-level course.
Program Student Outcomes

Students enrolled in college prep reading, writing, and/or math will complete the course or complete TSI requirements.
- Students completing college prep reading, writing, and/or math will pass the course.
- Students who pass a college prep course will succeed in the sequential course.
- Students completing college prep education will succeed in the subsequent college-level course at rates comparable to those students who did not require remediation.
- Students requiring remediation will be retained at retention levels comparable to non-remediated students as well as the state average.

Assessment Measures and Criteria

<table>
<thead>
<tr>
<th>Measure</th>
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<tbody>
<tr>
<td>Seventy percent of students in college prep courses will complete the course or TSI requirements.</td>
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<tr>
<td>Fifty percent of students who complete a college prep course will pass the course with a the grade of C or better.</td>
</tr>
<tr>
<td>Seventy percent of the students who have successfully completed a college prep course and then enroll in and complete the sequential course will pass.</td>
</tr>
<tr>
<td>Remediated students enrolled in a sequential course receiving a grade of &quot;B&quot; or better will be within 5% of students not requiring remediation who receive a grade of &quot;B&quot; or better.</td>
</tr>
<tr>
<td>Retention rates of First Time in College students will be within 5% of students not requiring remediation.</td>
</tr>
<tr>
<td>Retention rates of remediated First Time in College students will be within 5% of state average.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Source:</th>
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<tbody>
<tr>
<td>Grade distribution each fall and spring semester</td>
</tr>
<tr>
<td>Grade distribution each fall and spring semester</td>
</tr>
<tr>
<td>Sequential course study data each fall and spring semester</td>
</tr>
<tr>
<td>Sequential course study data each fall and spring semester</td>
</tr>
<tr>
<td>Annual data profile</td>
</tr>
<tr>
<td>Annual data profile</td>
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</tbody>
</table>
• **Data Collection and Analysis**

The Director of Institutional Research is responsible for collecting all data and providing an analysis of the results. The Director of Institutional Research will provide completed reports to the Director of Institutional Effectiveness.

The Director of Institutional Effectiveness is responsible for reviewing all reports, developing recommendations for the use of the results, disseminating the results and recommendations to the Vice President for Academic Affairs, the Vice President for Student Services, members of the College Prep Education Advisory Committee, Dean of Instruction and College Success Division Director.

The Division Director (College Success) has responsibility for implementing recommendations for use of the results and/or other approved changes.

The College Prep Education Advisory Committee has responsibility for an annual review of all assessment data and follow-up of the use of results.

The Director of Institutional Effectiveness will provide college prep education assessment information to the DEAC annually.
COMPONENT THREE

"STUDENT BACKGROUND/ACCESSIBILITY"

Student Background/Preparation

- None of the courses in the college preparatory program have Texas Success Initiative (TSI) restrictions, as the courses are designed to prepare students to comply with TSI requirements.
- Students are placed in classes according to their scores on the ASSET, COMPASS, or THEA. Students who are not TSI compliant or exempt from TSI restrictions are required to see advisors in Advising and Counseling rather than faculty advisors.

Student Accessibility to Associate/Transfer Degree

- As more and more classes move to Computer Assisted Instruction (CAI) and homework management tools, college prep students are required to have some degree of computer proficiency, so they are encouraged to use computers in the Learning Center.
- Homework and lecture may limit participation of hearing or sight-impaired students.
- No physical barriers limit activities: All classrooms and labs are wheelchair accessible. The Learning Center is also wheelchair accessible.
- Alternative methods to assist college-prep students include:
  --ASL interpreters are available through the advising office.
  --Microsoft Windows has some built-in accessibility features for hearing and sight-impaired students.
  --Individualized accommodations are available through Advising and Counseling.
  --Efforts to serve diverse college-prep populations include scheduling classes in innovative ways (use of the Learning Center as a helping tool, the Student Success Seminars and the new open lab.)
COMPONENT FOUR
"RESOURCES"

For the Fall 2012 Semester, College-Prep faculty were required to spend a proportion of their office hours in the open lab in Room AC219 (based on their proportion of college-prep courses). Instructors spent the following number of hours in AC219 during Fall 2012:

**Full Time:**

- Elias Jureidini: 24
- Barbara Peveto: 16
- Mary Sizemore: 16
- Karen Priest: 16
- Michael Rather: 32

**Adjunct:**

- Jan Pederson: 16
- Dorraine Babcock: 16
Recommendations for future semesters in Learning Center include these possibilities:

(discussed tracking system for students)

- The Learning Center could create a ledger denoting office hours

- The Learning Center could assign numbers for instructors to use its data base; that would enable instructors to record time spent there.

- The Learning Center could develop a system to determine the number of college-prep students whom faculty assist.

- The Learning Center could add a notation in its database for students who ask to see a faculty member; however that option would be difficult because so many students sign themselves in an out without a staff member at the check-in station.

- Faculty could maintain logs for students they assist. The Learning Center could create a spreadsheet in their shared ("G") drive for instructors to use to record time spent and topics addressed. Names would not be necessary.

- Instructors should continue to circulate in the lab to let students know they are available for tutoring.

- Instructors could give students a tour of the LC and/or conduct class there occasionally.

- College-prep students should be required to visit the LC early in the semester (since most rarely enter the LC voluntarily).

- Instructors could communicate about their curriculum with LC staff and discuss ways the LC could best serve their students. "Supporting the LC staff is just one more way to support the students," Elizabeth Pressler said. This could be done when instructors are not called upon to assist students.

Software for College-Prep students in LC:

Writing: Microsoft Word, McGraw-Hill Connect

Reading: McGraw-Hill Connect

Math: None is installed in the LC. Hawkes is required for college-prep math courses but is accessed with a compact disc rather than installed in the LC. However, the LC frequently refers students to online practice, such as KhanAcademy.org and Del Mar College’s Math Learning Center (http://dmc122011.delmar.edu/math/MLC/).
2012 Professional Development

Suzonne Crocket

8/12/12  Dev Ed in Colleges and Universities EDLD 7360 SHSU
8/12/12  Academic Writing and Research EDLD 7337 SHSU
10/12/12 Center for Mathematics Readiness CCA Focus Workshop
12/15/12 Methods of Research EDLD 7362 SHSU
12/15/12 Designing Learning Environments in Dev Ed EDLD 7367

Mary Sizemore

6/29/12  CSI: Study Skills Training (2 days)
9/3/12   McGraw-Hill Connect Writing Lab Training
9/25/12  D2L Beginning Training (1 hour)
10/16/12 D2L Creating Assignments (1 hour)
10/23/12 D2L Creating Quizzes Part 1 (1 hour)
10/30/12 D2L Creating Quizzes Part 2 (1 hour)
11/6/12  D2L Grade book (1 hour)
11/8/12  Lamar State College-Port Arthur Reading Lab observation
11/19/12 Pearson MySkills and MyFoundations Lab Training

Michael Rather, Jr.

Fall 12  Seventeenth Century Literature Course ENGL 520 UL-Lafayette
Fall 12  Creative Writing Pedagogy ENGL 598 UL-Lafayette
1/11/13  Lecture Alternatives: Four Strategies to Engage Students (Magna Seminar)
1/25/13  Addressing Plagiarism: Why Students Plagiarize (Turnitin.com)
Spring 13 Poetics of Postmodernism ENGL 680 UL-Lafayette
Spring 13 Playwriting ENGL 408 UL-Lafayette
Spring 13  Small Press/Book Making 595 UL-Lafayette
2/21/13  CCTE Conference Abilene, TX

Dr. Arlene Turkel

1/11/12  CPR and First Aid Training (3 hour training by American Heart
         Association): Received certificate of completion.

1/27/12  “Let’s Look at What’s Out There About Syllabi” in Faculty Lounge

2/21/12  D2L training for ACE program, Wilson Building

5/1/12  Softchalk 2 Webinar

5/1/12  Judged proposals for joint national conference of the College Reading and Learning Association (CRLA) and College Academic Support Programs (CASP) Conference being held in Houston in November 2012

6/17/-6/23/12 Recipient of National Endowment for the Humanities grant ($1200 stipend) for community college instructors: Participated in weeklong Georgia O’Keeffe workshop in Taos, Albiqui and Santa Fe, N.M. Workshop was funded by NEH and sponsored by the Community College Humanities Association

8/16/12  Attended curator-led tour of the exhibition “American Made: 250 years of America Art” at Museum of Fine Arts in Houston

11/7/-11/10/12 Attended joint national conference of the College Reading and Learning Association (CRLA and College Academic Support Programs (CASP) “Exploring New Angles on Student Learning and Diversity”, Hyatt Regency Hotel, Houston

         --Presented paper “Improving Reading and Writing Skills Through Expectancy Theory”

         --Learned important information concerning changes and improvements in developmental education. This included attending a presentation on the new TSI Assessment by Dr. Aaron Graczyk, a senior project manager with the Texas Higher Education Coordinating Board

         --Learned about developing curriculum and course material for our upcoming integrated reading/writing course

         --Networked with faculty from colleges throughout the nation: This provided valuable information concerning methods and practices in developmental education
--I believe I was the only LSC-O representative at this important national conference

2011-2012 Chair of ad hoc committee for Annual Review of College Prep Program
2011-2012 Cypress Branches Committee Chair
2011-2012 Serve on scholarship selection committee member for Orange branch of the American Association of University Women

Dr. Bishar Sethna

2012 Attended a session at the SACSCOC Annual Meeting on, “Redesigning Developmental Math to Increase Student Success, Satisfaction, and Retention.” This session provided an overview of how the math faculty at Nashville State Community College redesigned courses in their developmental math program with an emporium model. The model eliminated lectures and was replaced with a model featuring interactive and on-demand personalized assistance. The new model has resulted in increased retention, student success, and satisfaction.

Dr. Jonchul Kim

1/24/12 Webinar for STEM
4/11/12 Webinar for Core Curriculum
8/15/12 Webinar for Sequirty
8/23/12 Webinar the Flipped Classroom

Barbara Peveto

2/15/12 Overview of New, Updated D2L.
2/29/12 Creating Sound Files using Audacity
3/7/12 SoftChalk : ways to create lesson modules, interactive activities for self-assessment, and incorporate it into D2L
3/21/12 Screen Capture using JING
3/28/12 Adding audio to powerpoint
4/4/12 Fun Stuff- Voki and Youtube
4/11/12 Online Game Templates
4/11/12 Putting Games using JING
4/25/12  Redesigning Algebra in the Classroom: Using Technology to Drive Instruction
4/25/12  Creating videos in Jing

Elias Jureidini

10/24/12  20 Min. Mentor: Learner-Centered Teaching—Where should I start
11/12  State cybersafety course.
11/14/12  20 Min. Mentor: What can I learn from student ratings/
12/10/12  20 Min. Mentor: How do I assign students to groups.

Todd Kennaugh

1/13/12  Spring 2012 Faculty Convocation: Motivational Speaker Mr. Don Frazer

Jan Pederson

4/2/12  “What Should I Do When Students Say They Have a Disability?”
4/9/12  “How Can I Help Students Develop Critical Thinking Skills?”
4/16/12  “What Do I Do If I Suspect a Student Has Aspergers Disorder?”
4/30/12  “How Do I Give Feedback that Improves Student Writing?”
8/27/12  “How Do I Create a Climate for Learning in My Classroom?”
9/3/12  “How Can I Use Icebreakers to Connect with Students?”
9/10/12  “Can I Safely Send Group Text Messages to Students for Free?”
9/24/12  “How Can I Use Informal Writing as Part of a Low-stakes Grading Strategy?”
10/1/12  “What is Blended Learning?”
10/8/12  “How Can Objects and Analogies Improve my Teaching?”
11/19/12  McGraw-Hill Connect Training

2012  Developmental Reading/Writing Committee
Amanda Smith

5/5/12  Graduate Coursework- Modern Composition Theory
6/29/12  CSI Training
10/26/12 Developmental Integrated Reading and Writing Conference
12/5/12  Graduate Coursework- Classical Rhetoric
Component Five

"Statistical Data"

Enrollment and Success in DMTH 0300

Enrollment and Success in DMTH 0301
Enrollment and Success in DWRT 0301

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