Initiative 1 (all colleges)

Research best practices in accelerated developmental education options in the disciplines
Review the placement scores for each level and for determining college readiness
Review and revise the curriculum within developmental areas to include new learning strategies and delivery methods
Align the curriculum with Texas College and Career Readiness Standards (CCRS)


Initiative 2 and 12

Students who test into low levels of remedial math, English or reading – or for those who test into multiple areas of DE remediation – may be advised to consider other remedial tracks. (see the ABE Section)


Initiative 3-4

DE faculty demonstrating commitment will participate in ongoing professional developmental activities focused on DE curricula and integration of effective DEDP delivery methods. The DEDP comprehensive professional development plan will include: 1) introductory/orientation activities for new faculty; 2) specific activities targeted to effective teaching of developmental education; 3) training/participation in the comprehensive AMS, to include faculty advising for English, Math and Reading faculty and advising for counseling faculty and professional advisors; and 4) a process for documenting the activities completed by each DE faculty member, using Individual Growth Plans (IGP). It will eventually include the availability of professional development modules for faculty to gain additional training. (See Faculty and Staff Development section for description of additional professional development activities.)

ACCD will implement a sustainable and comprehensive faculty and staff professional development plan, which focuses on building local institutional capacity to provide support to all personnel interacting with DE and ABE students in the classroom and along critical points of contact.

The plan will include four elements:
1) Intensive faculty and staff DEDP professional development opportunities offered throughout the district: Activities will include: DEDP orientations for new faculty and staff; graduate-level DE coursework offered by area universities; workshops and training on the DE and ABE alternative tracks; advising/counseling best practices and pedagogy; and an annual district-wide DEDP conference to facilitate peer learning and the sharing of ideas.

2) Developing in-house professional development programs/modules, e.g. DE best practices, advising and counseling (including faculty advising), and mentoring: DE professional development modules will be offered to full-time and adjunct DE faculty and ABE instructors, and Advising and Counseling modules will be offered to full-time/adjunct DE faculty, ABE instructors, and advising and counseling and student support personnel. This rigorous training will build an extensive knowledge of DE, advising and counseling and ABE best practices at our institutions.

3) Documentation of Professional Development achieved: ACCD will document all professional development completed by DE faculty, counselors, advisors and staff in their personnel files. Individual Faculty Development
Plans (IFDP) and Individual Staff Development Plans (ISDP) can assist faculty and staff to initiate personalized professional growth tied to DEDP professional development and promotion options. These plans can be used in faculty review to provide robust methods for monitoring faculty and staff professional growth.

4) **Develop in-house online professional development capacity:** The professional development sub-committee of the ACCD DE Advisory Committee will transfer elements of the in-house professional activities into an on-line format made accessible to all new ACCD faculty and staff as well as state/national developmental education professionals. Local faculty and staff, working with external provider experts, will utilize successful elements of the project professional development plan to develop an internal capacity to provide training programs by the end of year two.

To accomplish the activities listed above, the DEDP Professional Development subcommittee will design and coordinate the integration of the professional development elements for the initial two-year grant period as part of a comprehensive, on-going DE professional development plan. They will coordinate workshops and other instruction with existing district DE, and advising and counseling professionals. The committee will hire organizations/institutions that have expertise in DE faculty teaching and learning, advising and counseling (including faculty advising), and mentoring professional development approaches as consultants for workshops and for the development of our in-house professional development curricula in Year Two.

In addition to making presentations for district-wide audiences during the two years of this grant, consultant institutions will be hired to present training and technical assistance. They will conduct a series of workshops/meetings to help the committee build the necessary local capacity to design and implement new professional development curricula and workshop and training modules for in-house professional development programs and an online professional development module component. Potential professional development providers under consideration include:

1. The National Academic Advising Association (NACADA), to develop professional development for advising and counseling (including faculty advising) models. This will include assistance with creating the DEDP orientation, workshops and training activities, as well as designing and integrating professional development modules (in-person and online formats) for training both advising and counseling personnel and faculty advisors.

2. South Texas Community College (STCC) — Beacon mentoring program. Working with STCC, the ACCD would explore mentoring approaches based on their model. ACCD would request that STCC provide workshops and training opportunities and help the Professional Development subcommittee to integrate the mentoring model into the ACCD in-house, in-person, and online professional development program modules.

3. Texas State University System
   a. The ACCD will apply to the EPIC Center, DE Math Improvement Project to receive professional development assistance. Useful elements (e.g., mentor faculty training DE/ faculty), will be integrated into the model for in-house professional development programs/modules.
   b. Provision of graduate-level DE coursework offered through the Murguía Learning Institute at ACCD locations.

4. El Paso Community College, STARS Program. The ACCD will look into replication of the STARS model, presentation to DEDP participant faculty and staff, and use of elements of the model in its in-house professional development programs.

Project participants (including adjunct faculty) will have the opportunity to take DE graduate-level continuing education coursework directly from area universities through SAC’s Murguía Learning Institute (The Underprepared Learner (DAE 5375) is being offered by Texas State University at SAC this summer). In addition, ACCD will work with other DEDP institutions and THECB Advisory Committee/consultants (through peer network
meetings and THECB designated events) to determine other potential DE and advising and counseling models/approaches for ACCD professional development programs.  


Initiative 5

Beginning in fall 2011, ACCD will target the Accuplacer test prep presentation to high school students in the ACCD Service area through ACCD’s College Connection program and to non-traditional FTICs through PATH partners. Beginning in the spring 2012 semester, the presentation will be offered at ACCD college testing centers and online, and by summer 2012, all FTIC applicants to ACCD colleges will have the opportunity to view the Accuplacer/THEA test prep presentation before they take the test.

**Accuplacer /THEA Test Prep:** Targeted primarily at students whose Accuplacer/THEA scores put them close to the next developmental level, ACCD will implement non-course-based remedial Prep for Accuplacer Student Success (PASS). For PASS Math, counselors, advisors and math faculty will target developmental math students at each ACCD college (PAC/SAC/NVC/NLC/SPC) with Accuplacer scores that are within 10 points of qualifying them for MATH 0302, MATH 0303 or College Algebra, or students who have obtained grades in those three courses of between 60 and 69.

These students will attend a week-long, 16-hour workshop, comprised of no more than 25 students each, during day and evening hours before the beginning of each academic term. At the beginning of each session, Pearson Publishers’ MyMathTest software will be used to diagnose students’ deficiencies. This diagnosis will determine the level of remediation students will receive during each PASS session. After this is determined, they will use MyMathTest to work through the material they have to master before advancing to subsequent math modules. A faculty member will be available during each session to answer questions on a one-on-one basis as students progress through MyMathTest concepts and problems. After each PASS Math session is complete, students will retake the Accuplacer. Based on the score earned, they will be allowed to bypass all developmental math courses to enroll in College Algebra or an equivalent course, or academic counselors/advisors at their respective colleges will determine the level of developmental math a student will need. Students will only be allowed to take PASS Math once each academic year.

For PASS English/reading, counselors/advisors and DE English and Reading faculty will target students at four ACCD colleges (PAC/SAC/SPC/NVC) beginning in spring 2011. Students scoring at any level of the Accuplacer which places them in developmental English or Reading will be allowed to participate, but counselors/advisors and faculty will specifically target those students whose Accuplacer scores are within 10 points of qualifying them for English 1301, or college-level intensive-reading courses. Students who have obtained grades in a developmental English/reading course of between 60 and 69 will also be targeted. These students will attend week-long, 10-hour sessions, comprised of no more than 25 students each, during day and evening hours before the beginning of each academic term. After each PASS English/Reading session is completed, students will retake the Accuplacer. Based on their scores, students will either be allowed to bypass all developmental English and/or reading courses or academic counselors/advisors at the respective colleges will determine their level and placement for developmental English/reading. Students will be allowed to take PASS English/reading once each academic year. Other post-assessment DE course-based options are described below under Content and Skill Development.

Other non-course-based options are described in the ABE Plan below:

**Faculty/counselor/advisor professional development:** As part of the Faculty and Staff Professional Development Plan (See Section #5), starting in the first year of DEDP funding, a series of workshops for counselor/advisor professional development and faculty advisor training will be developed and offered on an ongoing basis through each academic year. A portion of this training will be specifically geared toward referral into the DEDP or ABE tracks at ACCD, or external programs. Professional development will cover such topics as: 1) pre-assessment advising; 2) faculty participation in early alert, mid-term grades, and other Advising and Monitoring System-
initiated contacts (see below); and 3) implementation of a pre-assessment triage program. Training will be provided by external experts and faculty and staff from ACCD with expertise in intrusive advising and counseling methods (see detail below in Faculty and Staff Development). 

Goals, Objectives, and Performance Measures: p. 7  Project Evaluation Plan: p. 34

Initiative 6

Beginning in fall 2010, all five ACCD colleges (SAC/PAC/NLC/NVC/SPC) will offer eight-week consecutive “flex” courses in developmental English, reading and math. For developmental math, eight-week courses will be paired, for example: MATH 0300 with MATH 0301; MATH 0301 and MATH 0302; MATH 0302 and MATH 0303; MATH 0303 and MATH 1314, College Algebra. For developmental English, eight-week courses will be paired as follows: ENGL 0300 with ENGL 0301; and ENGL 0301 with ENGL 1301 (Composition I). For reading, eight-week courses will be paired as follows: READ 0301 with READ 0302; READ 0302 with READ 0303; and READ 0303 with a college-level intensive reading course such as history, psychology, etc. Students will register for both courses in each pairing. If a student does not successfully complete an eight-week flex session, they will enroll in an additional eight weeks of remediation. For example, if a student enrolls in a MATH 0302 and MATH 0303 pairing and does not pass the MATH 0302 portion, they will enroll in a Flex II eight-week MATH 0302 class, or wait to enroll in a traditional 16-week DE math course in the subsequent semester. The Flex courses will be expanded until all students who qualify for this alternative track are accommodated by the fall 2011 semester.


Initiative 7

For course-based, modular, accelerated developmental education, three ACCD colleges (NVC/SAC/SPC) will offer “Ready, Set, Go!” for math. Ready, Set, Go! Math, piloted at ACCD’s Northwest Vista College (NVC), has yielded success rates above 90% over the past three years. This accelerated learning option will be targeted toward students who place into the highest level of developmental math (MATH 0303) or the second-highest level of developmental math (MATH 0302), Ready, Set, Go! Math students will enroll in a four-week, one-credit hour refresher course rather than the traditional 16-week developmental courses. Upon successful completion of a final exam for the Ready, Set, Go! Math 0302 refresher, the student will begin MATH 0303, offered in a 12-week format beginning in the fifth week of fall or spring semesters. Upon successful completion of a four-week MATH 0303 refresher, the student will begin College Algebra 1314, offered in a 12-week format beginning in the fifth week of fall or spring. If the student does not successfully complete the four-week refresher, they will enter the last 12-weeks of a traditional developmental course (the same course they originally enrolled in). By pairing MATH 0302 with MATH 0303, and MATH 0303 with Introductory Algebra 1314, students may be able to bypass one semester of remediation.


Initiative 8

For modular accelerated developmental math education, ACCD will develop and implement a series of math modules offered through open-entry/open-exit that cover specific student learning outcomes within each DE math course (MATH 0300, 0301, 0302 and 0303). Diagnostic information, provided through Accuplacer/THEA diagnostics or an alternative diagnostic test, will be used to assess each student’s ability for proper placement within the modular math sequence. Students who successfully master modules will continue through the sequence until they are college-ready or until they satisfy DE math requirements for workforce certificates. If they don’t pass, they will
be required to repeat only the module they failed. Beginning in Spring 2011, modular math will be available at the ACCD colleges.


Initiative 9

For course-based accelerated developmental English and Reading education, ACCD will develop and/or implement combined courses in English and Reading for the Spring 2011 and/or Fall 2011 semesters at at least three ACCD colleges. Faculty will receive stipends to merge student learning outcomes from the highest level of developmental English (ENGL 0301) with the highest level of developmental reading (READ 0303), the highest level of developmental reading (READ 0303) with college-level English 1301, or the highest level of developmental English (ENGL 0301) with college-level English 1301. Students who test at a level very close to college-level reading will sign up to take both linked courses, which will be team taught by the English and Reading instructors. Faculty will also explore the idea of linking the lowest level of developmental English (ENGL 0300) with the second-highest or lowest levels of developmental reading (READ 0302 or READ 0301) for spring or fall 2011.

At NLC learning outcomes for ENGL 0301 have been combined with ENGL 1301, and at NVC READ 0303 has been combined with ENGL 1301 and with ENGL 0301 into four-hour, 16-week courses, allowing a student who successfully passes each course to complete DE and college-level requirements, or two DE requirements in one semester. If a student does not pass the four-credit-hour linked course, they are required to enroll in traditional courses for DE English, PASS English/Reading, or back-to-back flex terms for two English courses in the subsequent semester. ACCD colleges will be looking at the results of pilots of these models at NVC and NLC to see if they are viable for replication at all colleges during the grant period.


Initiative 10

In spring 2011, ACCD colleges will offer linked-courses that pair the highest level of developmental reading (READ 0303) with a reading-intensive college-level course such as psychology, history, sociology or government. Faculty will receive stipends for developing curricula during the fall 2010 semester that link college-level intensive-reading course material in with material covered in READ 0303. Across the colleges, 10 college-level courses will be linked with READ 0303. Student cohorts will be concurrently enrolled in two courses, with the DE reading course incorporating content from the reading-intensive college-level course. Students scoring close to the college-level reading placement score will be targeted for these linked courses. Developmental students in these linked courses will receive the benefit of focused reading assignments and acceleration in completing core curricula requirements.


Initiative 11

Initiative 12 (See Initiative 2)

Students who test into low levels of remedial math, English or reading – or for those who test into multiple areas of DE remediation – may be advised to consider other remedial tracks. (see the ABE Section).

Initiative 13

9.2.3 Placement Test Preparation Workshops: It is our intent to ensure that all students take the Accuplacer/THEA with proper orientation to the importance of the exam, and with some appropriate preparation for the exam. To address this need, ACCD will develop an Accuplacer/THEA test prep presentation, which will be modeled to a large
degree upon El Paso Community College District’s Accuplacer pre-testing orientation program. The presentation will consist of a video, and a presentation, adapted from El Paso’s, that includes information about the Accuplacer, including sample questions and online resources for practice. The importance of the test will be stressed again, and students will receive specific tips for passing each section of the Accuplacer/THEA. After viewing the Accuplacer/THEA prep presentation, students will take the test. If they require developmental education courses, they will be advised of the alternative tracks that may be appropriate and will complete an Individual DE Plan.

If a students’ scores place them into the lowest levels of developmental education, or if the pre-assessment triage leads to an alternative to the Accuplacer/THEA test, students may be advised to consider tracks other than progression through the entire DE sequence as preparation for entering college-level transfer courses. In order to better serve ACCD applicants with limited English proficiency and those whose low levels of academic preparation mean they would be better served by ABE remediation, ACCD recruitment and testing personnel will include information on alternative assessment tests, such as the CASAS exam, at PATH partner locations. ACCD joined the Postsecondary Awareness: Transition to Higher Education (PATH) Committee when it was formed in 2006. PATH works to create a seamless network of services for adult learners in the South Texas area as they transition from adult education programs to post-secondary education or the workplace. Partners include the Region 20 Education Service Center, the City of San Antonio Literacy Center Directors, Independent School Districts (San Antonio, Northside, Northeast, and Windham), ACCD, and Alamo Workforce Solutions. At Accuplacer test prep sessions held at PATH partner locations, information on assessment testing will be delivered in Spanish and English. Eventually this information will also be delivered to students with the same characteristics applying at ACCD campus locations. See more below in the ABE Plan.

Beginning in fall 2011, ACCD will target the Accuplacer test prep presentation to high school students in the ACCD Service area through ACCD’s College Connection program and to non-traditional FTICs through PATH partners. Beginning in the spring 2012 semester, the presentation will be offered at ACCD college testing centers and online, and by summer 2012, all FTIC applicants to ACCD colleges will have the opportunity to view the Accuplacer/THEA test prep presentation before they take the test.

**Accuplacer /THEA Test Prep:** Targeted primarily at students whose Accuplacer/THEA scores put them close to the next developmental level, ACCD will implement non-course-based remedial Prep for Accuplacer Student Success (PASS). For PASS Math, counselors, advisors and math faculty will target developmental math students at each ACCD college (PAC/SAC/NVC/NLC/SPC) with Accuplacer scores that are within 10 points of qualifying them for MATH 0302, MATH 0303 or College Algebra, or students who have obtained grades in those three courses of between 60 and 69.

These students will attend a week-long, 16-hour workshop, comprised of no more than 25 students each, during day and evening hours before the beginning of each academic term. At the beginning of each session, Pearson Publishers’ MyMathTest software will be used to diagnose students’ deficiencies. This diagnosis will determine the level of remediation students will receive during each PASS session. After this is determined, they will use MyMathTest to work through the material they have to master before advancing to subsequent math modules. A faculty member will be available during each session to answer questions on a one-on-one basis as students progress through MyMathTest concepts and problems. After each PASS Math session is complete, students will retake the Accuplacer. Based on the score earned, they will be allowed to bypass all developmental math courses to enroll in College Algebra or an equivalent course, or academic counselors/advisors at their respective colleges will determine the level of developmental math a student will need. Students will only be allowed to take PASS Math once each academic year.

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sessions, comprised of no more than 25 students each, during day and evening hours before the beginning of each academic term. After each PASS English/Reading session is completed, students will retake the Accuplacer. Based on their scores, students will either be allowed to bypass all developmental English and/or reading courses or academic counselors/advisors at the respective colleges will determine their level and placement for developmental English/reading. Students will be allowed to take PASS English/reading once each academic year.

Other post-assessment DE course-based options are described below under Content and Skill Development. Other non-course-based options are described in the ABE Plan below

**Faculty/counselor/advisor professional development:** As part of the Faculty and Staff Professional Development Plan (See Section #5), starting in the first year of DEDP funding, a series of workshops for counselor/advisor professional development and faculty advisor training will be developed and offered on an ongoing basis through each academic year. A portion of this training will be specifically geared toward referral into the DEDP or ABE tracks at ACCD, or external programs. Professional development will cover such topics as: 1) pre-assessment advising; 2) faculty participation in early alert, mid-term grades, and other Advising and Monitoring System-instigated contacts (see below); and 3) implementation of a pre-assessment triage program. Training will be provided by external experts and faculty and staff from ACCD with expertise in intrusive advising and counseling methods (see detail below in Faculty and Staff Development).

**9.1.10 Monitoring, Mentoring, or Counseling:** The ACCD DEDP/ABE project includes initiatives that begin with student advising immediately upon identification of a student’s developmental education needs. This mandatory advising at critical —points of contact— will continue until students’ completion of their initial college development courses or success in entry courses for a workforce certificate. A comprehensive system is required to ensure that students’ needs and progress are tracked and contact is made for the mandatory advising required to keep developmental education students engaged. Environmental scans and communications with other institutional representatives reveal that there is not a comprehensive technology-based system currently available, either at ACCD or at other institutions across the state, that tracks student progress, provides communication of advising requirements, or provides a platform for documenting actions taken with students.

As part of the DEDP, the district will develop and implement an Advising and Monitoring System (AMS), a comprehensive, software-based advising/tracking system that includes mandatory enrollment in developmental education each semester; early alert (triggered by absences, low grades, sleeping in class, etc.) and fourth-week, mid-term, and end-of-semester faculty advising; and communication with advisors at designated points throughout the DE progression. Online chat forums where faculty, counselors, mentors or professional advisors can answer student questions may also be developed.

Small-scale implementation of the AMS is scheduled for the Summer 2011 semester with full implementation in Fall 2011. The district will begin using a Banner system with a single student database for fall 2010 registration. The district has made a significant investment to utilize —Degree Works— for documenting student degree plans and has the Luminus Platform as a foundation upon which to develop the advising/tutoring system. A second phase of development will take place in summer/fall 2012 to enhance or improve the AMS. Upon successful implementation of the AMS, ACCD will make the system available for other colleges utilizing Banner (eight community colleges and 27 other higher education institutions in Texas are Banner users).

All ACCD FTIC students are required to take the Accuplacer or THEA, provided they lack SAT or ACT scores or scored too low on these exams to be considered college ready, and all FTICs are required to participate in advising before registration. During this meeting, counselors/advisors and/or faculty and staff advisors will assess a student’s Accuplacer/THEA score to determine if and where he or she should be placed. Using their knowledge of the alternative tracks available to DE students, the counselors/advisors will recommend specific tracks that each student would most likely benefit from. Students who place in the higher levels of DE will be advised to consider a variety of accelerated course-based and non-course-based remediation options.
If a student places into the lowest levels of developmental math (MATH 0300 and 0301), the lowest level of developmental English (ENGL 0300) or reading (READ 0301), and they have an interest in technical training, they will be advised to consider enrolling in one of the tracks described in the ABE section. If a student desires a traditional AAS degree or would like to take core courses for transfer to a four-year institution, they may also enroll in DE courses. If students have limited English proficiency, they will be asked to consider taking an ESL exam such as the CASAS to better diagnose their ability to benefit from ABE or DE options. Special education students, students who need extensive ESL instruction or those who test into the lowest levels of two or more developmental areas may benefit most from free, intensive ABE instruction provided by ACCD partners, such as Region 20. In this case, advisors/counselors will determine which external provider to recommend to the student.

Before each student leaves this initial advising session, an Individual Development Plan will be created that clearly explains his/her DE requirements and how to satisfy them (see section 9.1.1). AMS software will ensure that each DE student enrolls in the appropriate course each semester until they are college-ready, or until they satisfy DE requirements for a workforce certificate. The alert system will be tiered based on need. Through the comprehensive Advising and Monitoring System, students will be contacted at specific points throughout the semester and —points of contact— throughout their progress toward their goal.

9.1.2 Student Support Services: The colleges will participate in an intrusive, progressive advising model through the new AMS to ensure students receive continuous support. Through the AMS, advisors/ counselors will ensure that students obtain educational and career plans, have opportunities for refining academic and life skills, receive accurate information about academic progression and degree requirements, receive assistance in understanding academic policies and procedures, and have access to a wide variety of DE options. The system will also include: a complete record of attendance at tutoring sessions; the number of times a student has met with a counselor or advisor; the number and nature of early alerts received; and explanatory notes entered by faculty and staff using the system. The approach will be similar to the concept of a patient’s electronic medical record. The AMS will assist ACCD advisors/counselors in ensuring that FTIC students and students with fewer than 15 semester hours of college credit enroll in orientation and one of two student development courses, depending on their needs.

Students will also have access to financial aid, scholarships, and a variety of student life activities. Two colleges, SAC and PAC, provide support through Student Support Services Programs funded by the Department of Education, and SPC uses Title III funds to support students. In addition, academic support will be provided by tutors and faculty in ACCD’s many learning and computer labs (See Academic Support below). (SEE PAGE 19 for CHART)

9.1.9 Augmented Academic Support: ACCD will offer DE students comprehensive augmented academic support. Instructional assistance — including tutoring, laboratory assistance, testing assistance, Supplemental Instruction, application of current technologies, and skills remediation — will provide academic support and learning strategies that enhance the success and potential of college students. Peer and professional tutors at each college will offer diagnostic assessment, learning materials and electronic resources, individual conferences, one-on-one and small-group tutoring, whole-class support, workshops and seminars, success strategies, technology and multi-media support and assistance in developing and assessing individual learning plans. Learning specialists, student success specialists, and faculty will collaborate to assist students in identifying and using academic support resources to maximize learning and support student success.

Seeking to improve both advising and monitoring or DE students and their academic support, counseling and DE faculty at all ACCD colleges are currently ramping to full-scale the implementation of student development/DE learning communities for all students testing into two or more developmental courses. A student development course is linked to a developmental English or Reading course in a learning community, which students with high DE needs are required to enroll in. The student development course is designed to increase student success by
assisting students in obtaining the skills they need to reach their educational objectives. Topics include elements such as campus services, critical thinking, time management and stress, career exploration, college reading skills, test-taking and study techniques, library use, decision-making skills and communication skills. The Learning and Study Skills Inventory (LASSI) is used to evaluate students success. The implementation of these learning communities over the last two semesters at SAC has yielded excellent results in the increased retention of participating students and their success in their academic courses.

The district will also provide students with open access to computer lab facilities, computer applications and software, and technology support. These labs are available for unstructured study and have the same software found in classroom labs. Wireless connection to the Internet is available, as is special software and equipment for students with disabilities.

DE Advisory Committee

The ACCD DE Advisory Committee will take responsibility for monitoring activities at individual colleges by obtaining progress reports from the Co-PIs at each college. These reports will help to ensure that each college is implementing DEDP methodologies for determining effective teaching in DE and the parameters used to identify, select, monitor and evaluate DEDP faculty. Within this framework, each college Co-PI will have the flexibility to take the DEDP parameters outlined by the Committee and work with their individual campus leaders, including departmental chairs and DE faculty, to implement a customized plan for faculty evaluation. The DEDP/ABE Advisory Committee will also utilize these summary reports (provided each semester), to monitor emerging trends and make recommendations to the colleges for any changes to the parameters for evaluation.

In addition, ACCD DE Advisory Committee representatives will also participate in a THECB-designated committee to investigate and research evaluative criteria for measuring effective teaching in DE to be used to identify, select, monitor, and evaluate DEDP faculty. The ACCD DE Advisory Committee will use strategies/guidelines from the THECB committee to strengthen the processes and parameters used by ACCD colleges to improve the effectiveness of faculty teaching developmental education courses. Moreover, one of the principle aims of the ACCD’s participation in the DEDP is to assist THECB efforts to test creative new methodologies for evaluating effective DE teaching, so that a replicable platform can be developed and disseminated across the State.

To summarize, the ACCD DE Advisory Committee will take responsibility for monitoring the overall effectiveness of each college in identifying, selecting, monitoring and evaluating DEDP faculty. They will obtain progress reports on aggregate faculty and staff evaluations and on progress toward meeting DEDP faculty objectives for ensuring effective teaching in DE. The ACCD DE Advisory Committee will also utilize these evaluation reports (provided each semester), to monitor emerging trends and make recommendations to the colleges for any changes to the parameters for evaluation.

Selecting DE faculty

The initial methodology for identifying and selecting DEDP faculty will include college Co-PIs (vice-presidents of academic affairs) working with college DEDP leadership members, department chairs, and DE faculty in the disciplines to identify faculty with a commitment to and understanding of developmental education.

The documentation of participation in professional development activities will be a significant component in the assessment of effective DE faculty. Finally, each college will strive to maintain a ratio of 50% full-time faculty to 50% adjunct faculty teaching developmental education sections, in order to ensure that experienced/tenured faculty members are teaching DE courses and that there is an institutional commitment to achieving DEDP goals.
College Co-PIs and college leaders, such as departmental chairs, will take responsibility for monitoring and evaluating DEDP faculty at the college/departmental level. They will conduct periodic faculty assessments using chair evaluations, classroom observations, student evaluations, and measurements of progress toward meeting IGP-required professional development targets, including participation in DE — best practices workshops. The ongoing DEDP review process will help the Co-PIs — working with their College leadership team, departmental chairs, and individual faculty members — to track progress. When chairs determine that a faculty member would benefit from additional professional development, they will recommend various professional development options. Faculty that exceed DEDP professional development standards and demonstrate excellence in DE teaching will be asked to participate in professional development activities as experts to share their — best practices with others. They may also be asked to sit on the Professional Development subcommittee working to improve the process and/or to participate as consultants in designing curricular modules to improve the internal capacity of ACCD to offer in-house professional development activities.