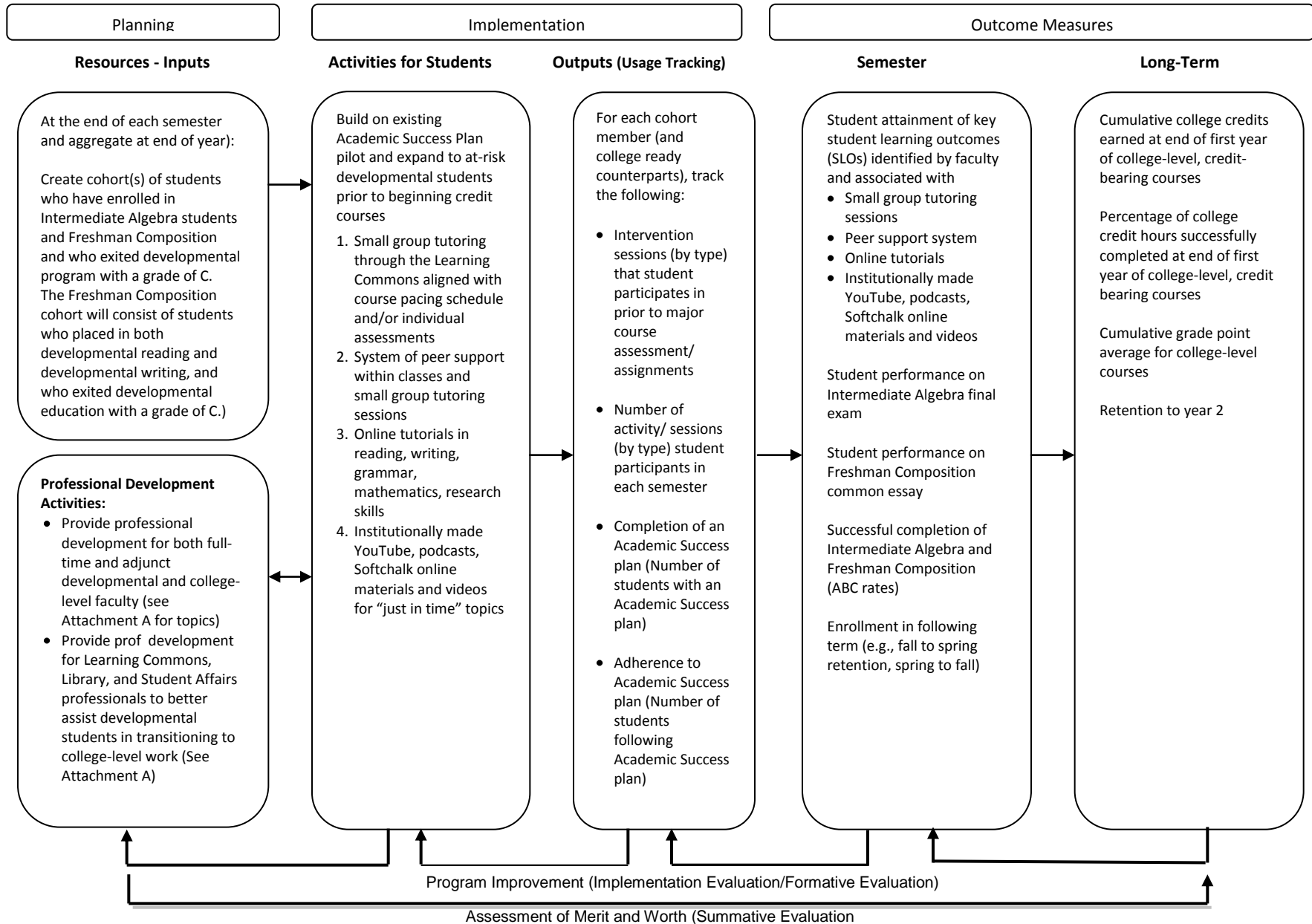
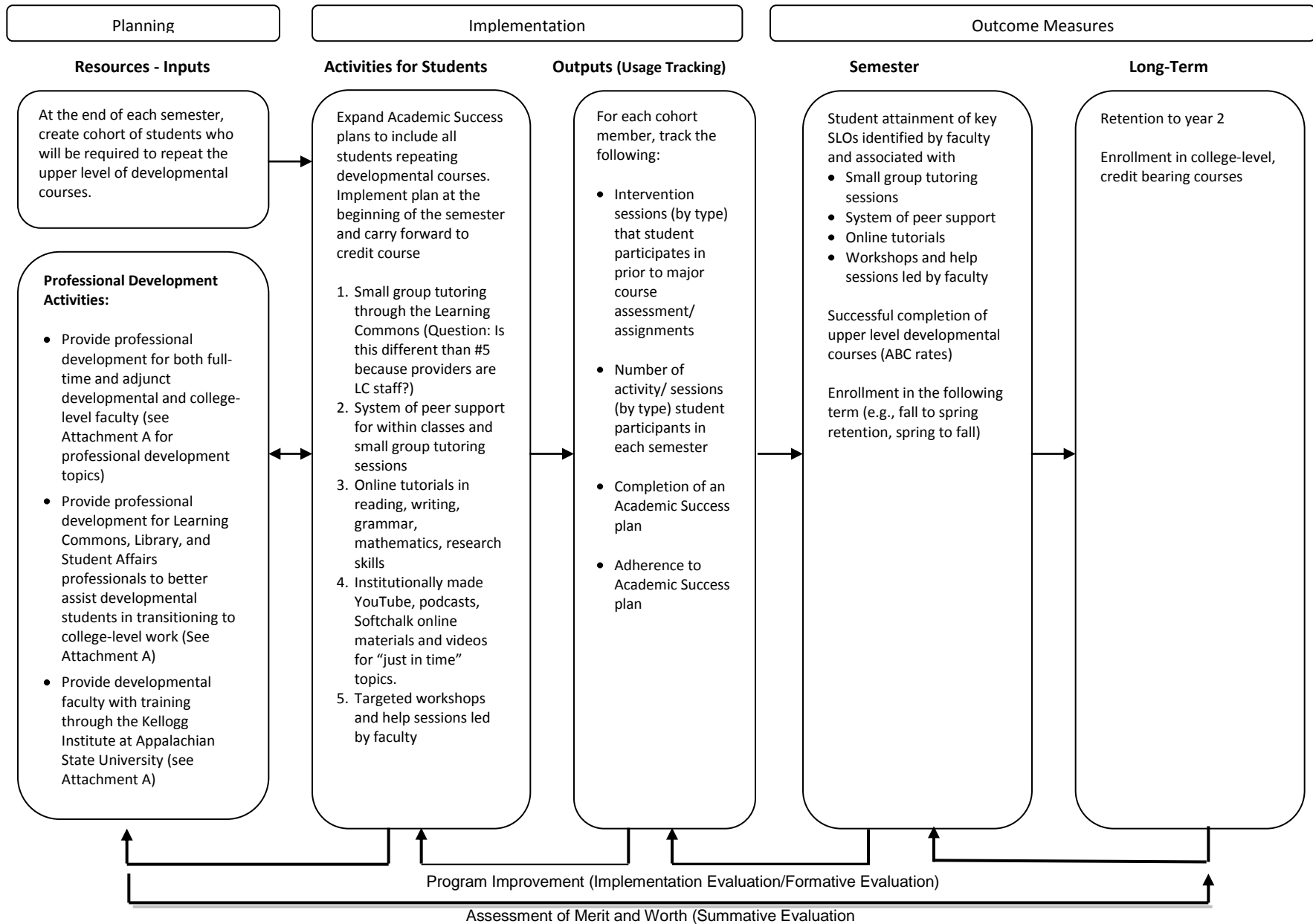


Strategy 1: Build on redesign of developmental studies to assure that students needing developmental education succeed in college level courses at the same rate as students who come fully prepared.

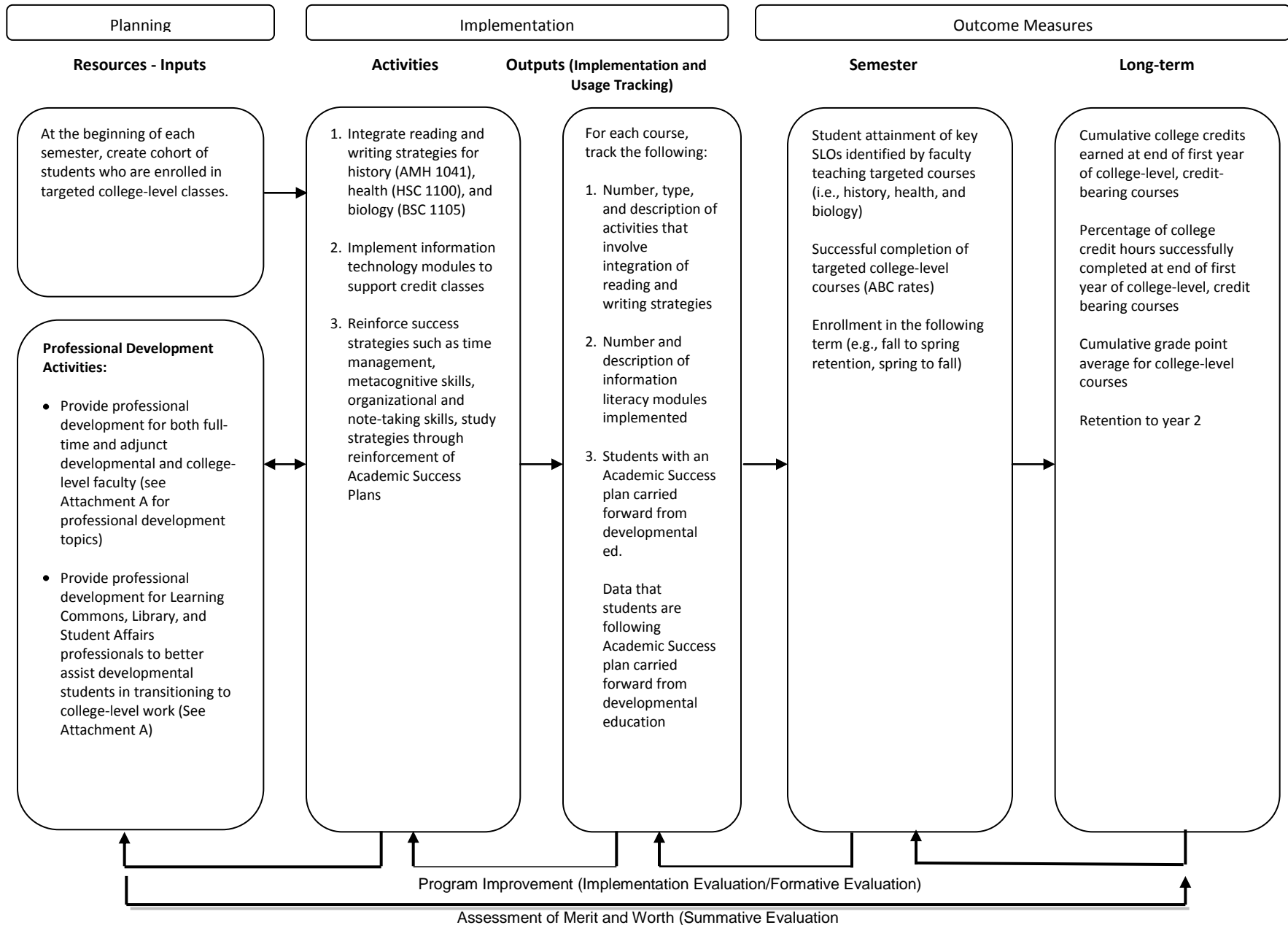
Goal 1.1: Implement instructional support in Intermediate Algebra and Freshman Composition with special emphasis on those students who exit the developmental program with a grade of C and those placing in both reading and English.



Goal 1.2: Implement instructional support for students repeating upper level developmental courses (English, reading, mathematics).



Goal 1.3: Implement intentional, integrated support for reading and writing in the disciplines, information literacy, and reinforcement of student skills and reinforcement of Academic Success Plan.



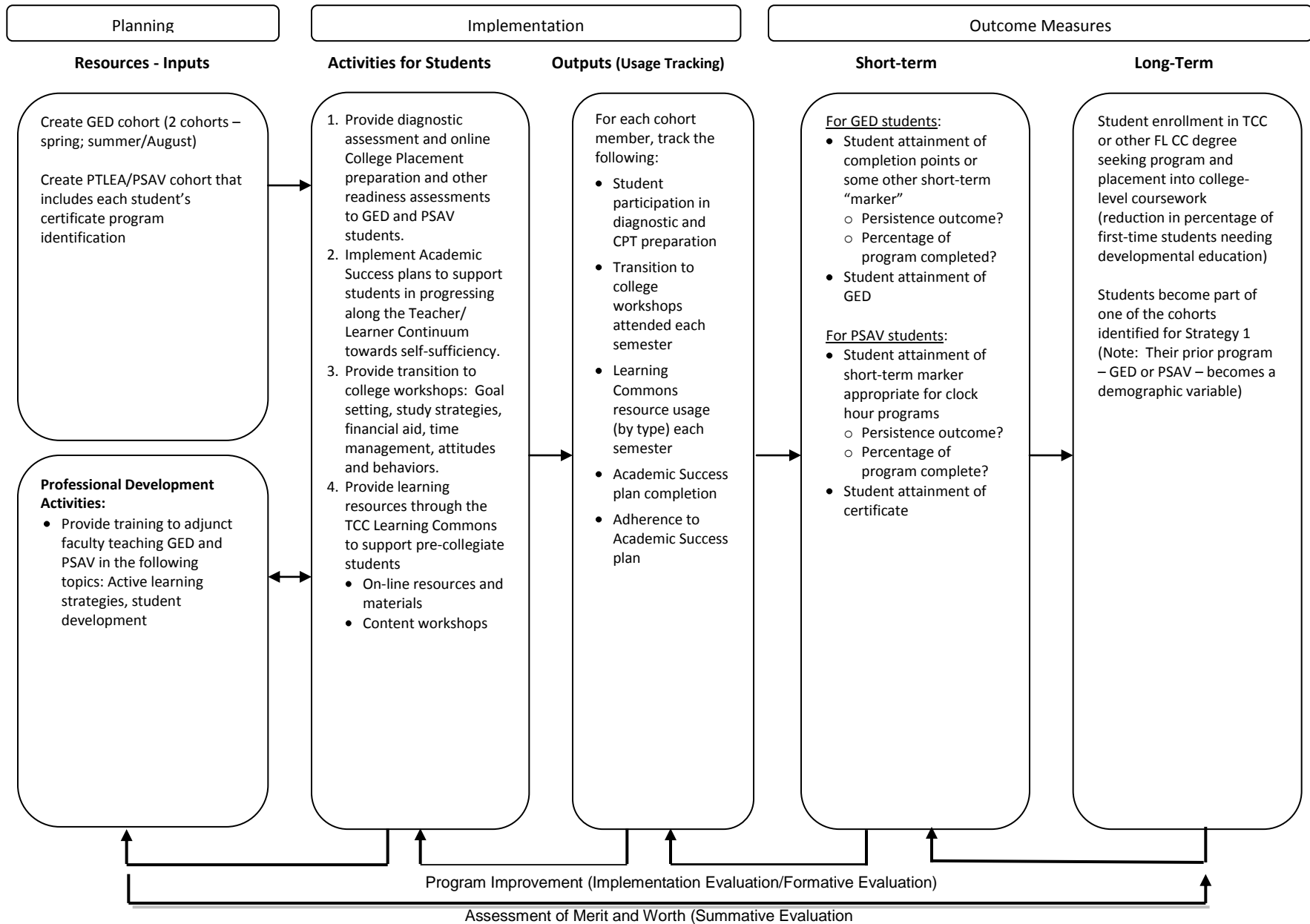
Attachment A: Professional Development Activities

- Professional Development Topics for: Provide professional development for both full-time and adjunct developmental and college-level faculty
 1. Teaching strategies that result in transferrable knowledge, skills and strategies
 2. Student success strategies, particularly for at-risk students
 3. Teaching diverse populations, including students with learning disabilities, ESL backgrounds, and first generation students
 4. Strategies for assessing learning outcomes and providing feedback

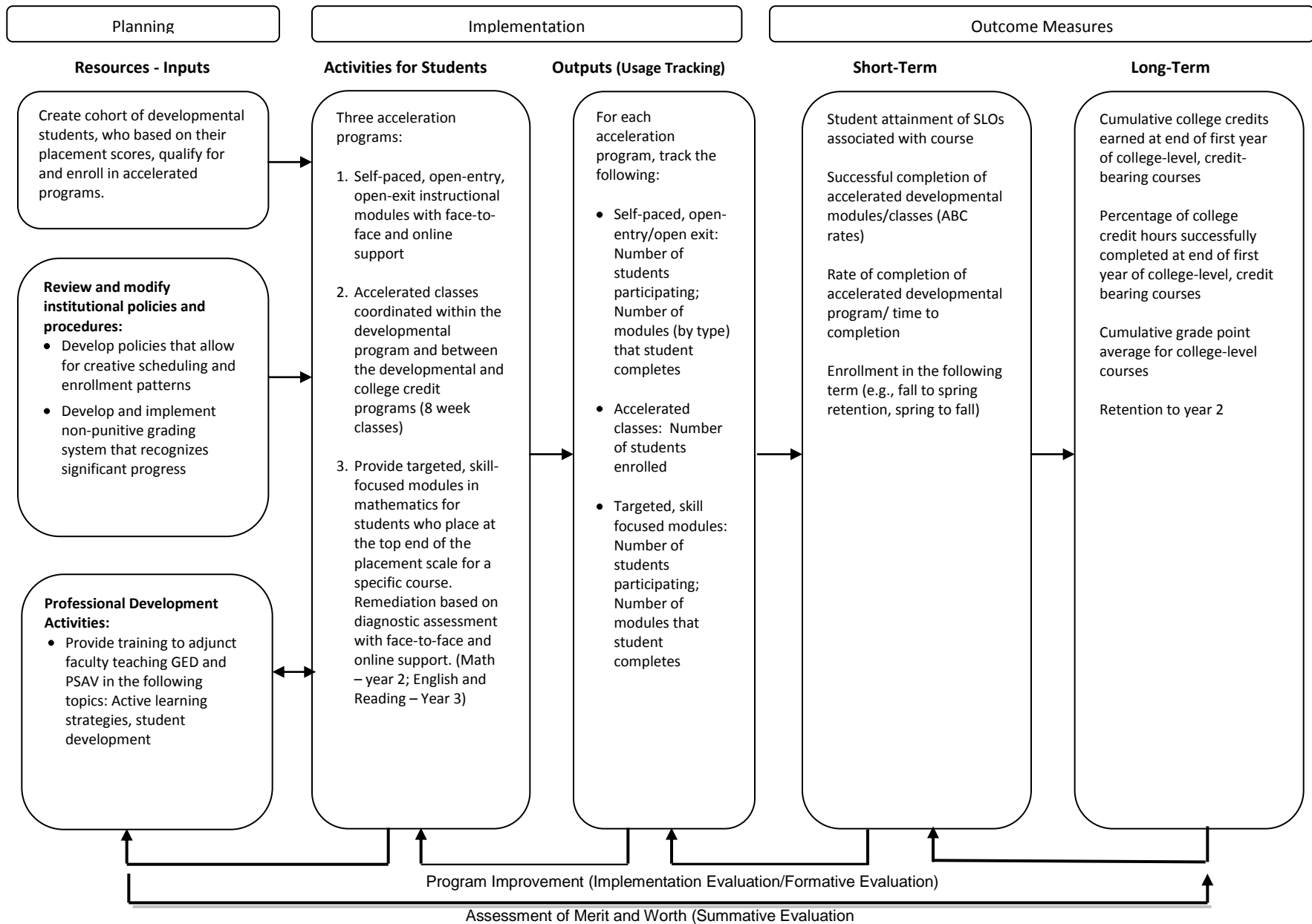
- Professional Development Topics for: Provide professional development for Learning Commons, Library, and Student Affairs professionals to better assist developmental students in transitioning to college-level work
 1. Teaching and tutoring strategies
 2. Teaching diverse populations
 3. Helping students carry out the strategies in their Academic Success Plan

- Explanation for: Provide developmental faculty with training through the Kellogg Institute at Appalachian State University
 1. Teams of three to four faculty members to attend the four week summer institute in 2010 and 2011

Goal 2.1: Implement strategies to better prepare students for entry into college credit courses.



Goal 2.2: Develop strategies to reduce the amount of time and/or the number of courses required to complete the developmental sequence.



Strategy 3: Provide intensive, comprehensive, and ongoing support for developmental students which supplements and supports the redesigned developmental studies and provides ongoing support into college credit courses.

Goal 3.1: Build on existing orientation program and implement an expanded, targeted, orientation for developmental students that are reinforced through the College Success course; and revise progressive advising model and early alert system for developmental students.

