

# Lawson State

COMMUNITY COLLEGE

## Unit Plan Annual Narrative

**Directions:** Use the "Unit Plan Narrative Guide Sheet" to complete this planning form. Be sure that under each section, you write a narrative which discusses all elements listed under each heading. If a particular element does not apply to your area, note that within your narrative. Again, this form should be completed as a narrative, not bulleted.

**Department/Unit:** Educational Support Services

**Unit Administrator:** Randy Glaze

**Date:** June 30, 2008

### A. Unit Description

a. Connection of the unit to the institution's role and mission:

The Division of Educational Support Services supports the role and mission of the institution by fostering good decision-making at the operational and institution levels through research and evaluation, supporting technology and telecommunications and supporting activities that are beneficial to the community.

b. Unit Achievements:

1. Continue and expanded the Bilingual Education Program through Adult Education and leveraged the program with the Low Income Tax Clinic's outreach program. 2. Expanded partnerships with the One Stop Centers on both campuses. 3. Provided ACT/Test Prep instructors in three high schools to prepare students for the ACT. 4. Upgraded essential components of college's network infrastructure. 5. Expanded help desk procedures.

c. Instructional Units within your division:

One Stop Centers, Adult Education, JOBS Program, GEAR-UP, Community Outreach, Institutional Research and MIS.

### B. Unit Effectiveness

a. Staff Description:

The staff in the Division of Educational Support Services has one Dean, two directors, seven full-time instructors, eleven part-time instructors and eight staff persons.

b. Instructional Effectiveness / Student Success:

The JOBS Program served over 250 students and aided them in job preparation and job acquisition. The Adult Education Program served over 400 students who met over twelve hours of instruction. Eighty-one percent of students completing Adult Education instruction passed all parts of the GED Test on the first attempt. Workforce training was removed as a major goal of the Adult Education program.

c. Support Services Connection & Resource Availability:

Six of the seven components of the Division of Educational Support Services provide services to the community. The other unit provides service to the entire college. Resource availability is adequate; however, much of the division on the Birmingham Campus is located in an antiquated building. Financial resources for the division are approximately 90% federal funds or fee-based.

d. Customer Service Ranking:

The customer service ranking is excellent.

### **C. Value Added**

a. Support of the unit to other program and units:

The MIS unit provides services in the areas of hardware, software and network infrastructure to the entire college. The One Stop Centers provide services to the community especially in the arena of job searches and employability skills. The Adult Education Program works with the Testing Center to ensure adequate testing dates are available for students who are ready to take the GED Test. Adult Education students who pass all parts of the GED Test are encouraged to take advantage of the one free college-level course by enrolling in a program of student at the college.

b. Strengths:

Unit leaders in the division demonstrate excellent leadership skills in that they are willing to take calculated risks to take their respective programs to higher levels. The unit leaders are supported by a network of assistants who work in concert to support all facets of the division.

c. Areas Needing Improvement:

(1) Better communication between campuses; (2) Network infrastructure; (3) Improve customer service through the use of helpdesk procedures in MIS.

d. Departmental or Unit Needs:

Space is a problem for the division. All of the units in the division are tied to budgets that are either fee-based or federal funds. The only way for more funding to come to the division is through grants and contracts. This year the division has submitted the LITC grant for renewal and GEAR-UP.

### **D. Projections**

a. Staff needs:

More funding is needed for the Adult Education Program to support instructors Bilingual Education.

b. Resources needs:

More funding is needed for the Adult Education Program to support the need for materials and supplies for Bilingual Education.

c. Professional development needs:

Professional development programs are coordinated by the Director of Adult Education and the Director of Community Outreach for all adult education instructors and various community groups. All of the directors in the division have attended at least one workshop off campus during the past school year. The GEAR-UP program sponsored the Tri-City Back to School professional development session for Fairfield, Bessemer and Midfield City School Systems.

d. Other (if applicable):

The College is in the process of investigating a secure wireless network for both the Birmingham and Bessemer campuses. The College should move to blade server scenario to ensure all major functions of the network are accessible during business hours in case of disaster situation.

**Institutional Effectiveness Unit Plan**

**Directions:** Use 9 point font when completing this form. First, complete columns A-D. Make sure your Unit Outcomes are targeted, essential and measurable. Columns E & F (which serve to assess whether your goals were reached and how you intend to use the results) will *not* be completed until the end of the cycle in the spring.

**Unit:** Dean's Office, Educational Support Services    **Unit Administrator:** Randy Glaze    **School Year:** 2007-2008

<b>Number each Outcome in each column</b>	<b>A. Unit Outcomes (3-4) <i>no more</i></b>	<b>B. Outcomes Link to Institutional Goals &amp; Strategic Indicators</b>	<b>C. Methods of Assessing the Outcome</b>	<b>D. Budget Implications</b>
	Should be measurable. Use percentages where possible. <u>Be brief.</u>	List the goal numbers and the corresponding Strategic Indicator letters (i.e., Goal 1; Indicators B & C; Goal 2; Indicators A-C, etc.)	List what indirect methods you plan on using to measure each outcome (i.e., board exams, surveys, graduation results, retention results, etc.)	If your outcome has budget implications (costs that will exceed \$499), list them here.
	1. Maintain contacts with the civic and community organizations in promoting the mission of the college.	1. Goal 7, Indicators A-B	1. Track the civic and community contacts based on community contacts, minutes of meetings attended and correspondence.	1.
	2. Collect and post annually facts about LSCC students, faculty, and community.	2. Goal 6, Indicator F	2. Post fact book data annually based on PERS and IPEDS data.	2.
3. Provide the infrastructure needed to support LSCC initiatives.	3. Goal 3, Indicators A-D; Goal 5, Item C, Goal 6, Indicator E	3. Continually assess the needs of the infrastructure and make changes, upgrades, etc. as needed.	3. Title III - \$150,000; Technology Fees \$150,000	
4. Meet the minimum requirements of the National Reporting System for Adult Education at each of the Levels 1 through 6.	4. Goal 7, Indicators A-B	4. Quarterly reports from national accounting system.	4.	

**Unit Plan—Part II: Directions:** As noted on page one of this plan, complete columns E & F at the end of the planning cycle in the spring. As you report under each column, be sure to carry over the numbers which represent each outcome you are addressing.

**E. Actual Results Obtained—**When you assessed and measured your stated outcomes, what results did you find? Be clear and concise in your reporting.

1. The Director of Community Outreach and Workforce Development served on a number of local and state boards including Workforce Development Board, State of Alabama Family Guidance Center Board of Directors, and Jefferson County Family Guidance Advisory Council. The director helped coordinate mentoring activities for the GEAR-UP Program.
2. The fact book was compiled throughout the school year and data displayed in the Institutional Research Folder on the "L" Drive. Data displayed in the fact book folder were derived from both State and Federal reports including PERS (Postsecondary Education Reporting System) and IPEDS (Integrated Postsecondary Education Data System) as well as the ACCESS system.
3. Two switches were purchased, fiber to Building B on the Bessemer campus was upgraded; a plan developed for campus-wide wireless; a grant written and funded for wireless coverage; a survey completed on infrastructure needs with projections for several years; fiber reconnected between East and West campuses after damage during construction of new Wenonah High School sports complex.
4. Local performance for each of the six levels for Adult Education exceeded the State goal. Two of the levels for ESL exceeded the State goal; four did not meet the State goal. The fourth quarterly report represents cumulative information for the year. A copy of the Academic Performance Goals for 2007-2008 is attached.

**F. Use of Results—**Now that you have your results, how do you intend to use these results or, if implemented early, how have you used these results to improve your overall unit for the upcoming academic year? **NOTE:** After you list how you intend to use these results, be sure to include such improvements in your new Unit Plan for the upcoming academic year.

1. Continue to collaborate with various groups to provide outreach and workforce development services.
2. College employees have access to posted data on the "L" Drive throughout out the school year. Data will be collected for the upcoming year based on federal requirements and needs for various units of the college and posted on the "L" Drive.
3. Implement the wireless plan for the college. Disaster recovery is most critical focus for MIS for the upcoming year. Hardware failures are not predictable and cause down time when they do occur. The major cost effective measure to impact disaster recovery is the purchase and installation of a blade server.
4. The State goals for 2008-2009 are the targets for each of the six performance levels for Adult Education and ESL. Many of our ESL students are non-English speaking. We anticipate approximately 15 students moving to the Intermediate levels for 2008-2009. This means students are functioning at 4<sup>th</sup> grade level at a minimum.

**Institutional Effectiveness Unit Plan**

**Directions:** Use 9 point font when completing this form. First, complete columns A-D. Make sure your Unit Outcomes are targeted, essential and measurable. Columns E & F (which serve to assess whether your goals were reached and how you intend to use the results) will *not* be completed until the end of the cycle in the spring.

**Unit:** MIS

**Unit Administrator:** Randy Glaze

**School Year:** 2007-2008

Number each Outcome in each column	<b>A. Unit Outcomes (3-4) <i>no more</i></b>  Should be measurable. Use percentages where possible. <u>Be brief.</u>	<b>B. Outcomes Link to Institutional Goals &amp; Strategic Indicators</b>  List the goal numbers and the corresponding Strategic Indicator letters (i.e., Goal 1; Indicators B & C; Goal 2; Indicators A-C, etc.)	<b>C. Methods of Assessing the Outcome</b>  List what indirect methods you plan on using to measure each outcome (i.e., board exams, surveys, graduation results, retention results, etc.)	<b>D. Budget Implications</b>  If your outcome has budget implications (costs that will exceed \$499), list them here.
	<p>1. 100% of faculty, staff, and students will have access to a core group of essential informational technology services including high speed network, email, common software, data security, desktop computer support to assist them as they teach, learn and conduct business at LSCC.</p> <p>2. Provide the infrastructure needed to support LSCC initiatives.</p> <p>3. 100% of faculty, staff and students have adequate desktop support and access to a centralized MIS helpdesk.</p> <p>4. Support training efforts for all faculty by ensuring the network, hardware and software are working properly.</p>	<p>1. Goal 3, Indicators A-D</p> <p>2. Goal 3, Indicators A-D; Goal 5, Indicator C; Goal 6, Indicator E</p> <p>3. Goal 3; Indicators A-D</p> <p>4. Goal 3; Indicators A-D</p>	<p>1. Track accessibility of all personnel using Telecommunications and Technology Survey and Student Perceptions Survey.</p> <p>2. Continually assess the needs of the infrastructure and make changes, upgrades, etc. as needed.</p> <p>3. Implement and track helpdesk support via e-mails to helpdesk and resolutions.</p> <p>4. Ensure network, hardware and software are available for training sessions.</p>	<p>1. Annual cost for surveys for college is \$7900.00</p> <p>2. Title III - \$150,000; Technology Fees \$150,000</p> <p>3. Exchange Server license fee \$24,000 Need new tracking system \$9600</p> <p>4.</p>

**Unit Plan—Part II: Directions:** As noted on page one of this plan, complete columns E & F at the end of the planning cycle in the spring. As you report under each column, be sure to carry over the numbers which represent each outcome you are addressing.

**E. Actual Results Obtained—**When you assessed and measured your stated outcomes, what results did you find? Be clear and concise in your reporting.

1. 100% of the faculty, staff and students had access to high speed internet connections on campus as well as e-mail and common software programs. The network was protected from viruses by content filtering through the Alabama Supercomputer Authority and Trend Virus Protection Software. Faculty and staff responded to the Telecommunications and Technology Survey during the spring 2008 semester. One hundred seventy-seven persons responded to each of the following statements on the survey. 73% responded as either Excellent or Good to the statement "How would you rate the adequacy of support received as related to hardware issues?" 75% responded as either Excellent or Good to the statement "How would you rate the adequacy of support received as related to software issues?" 74% responded as either Excellent or Good to the statement "How would you rate the adequacy of support received as related to network issues?" Two-hundred twenty-eight students responded to the Student Perception Survey administered in December 2007. 73% responded as either Excellent or Good to the statement to "college-wide computer labs."
2. Two switches were purchased, fiber to Building B on the Bessemer campus was upgraded; a plan developed for campus-wide wireless; a grant written and funded for wireless coverage; a survey completed on infrastructure needs with projections for several years; fiber reconnected between East and West campuses after damage during construction of new Wenonah High School sports complex.
3. [helpdesk@lawsonstate.edu](mailto:helpdesk@lawsonstate.edu) was available to all faculty, staff and students via the LSCC webpage. Helpdesk referrals were tracked from the date initiated, problem identified and date resolved. There were 945 requests made to helpdesk between June 1, 2007 through July 15, 2008. Requests were related to hardware, software and network. One-hundred seventy-seven faculty and staff members responded to the Telecommunications and Technology Survey during the spring 2008 semester. 67% responded either Excellent or Good to the statement "How would you rate helpdesk procedures?"
4. New releases for Blackboard and the ACCESS system were installed at strategic times during the school year. A site was provided for Release 8 of Blackboard for testing during the summer term 2008. Each new release of ACCESS was accompanied by detailed release notes. Release notes were sent by e-mail to all areas of the college impacted by updates in the program.

**F. Use of Results—**Now that you have your results, how do you intend to use these results or, if implemented early, how have you used these results to improve your overall unit for the upcoming academic year? **NOTE:** After you list how you intend to use these results, be sure to include such improvements in your new Unit Plan for the upcoming academic year.

1. For the items referenced in item 1E, there is a +/- 1 to 3 percentage point difference between the survey results on the Telecommunications and Technology Survey and Student Perceptions Survey for 2007-2008 when compared with 2006-2007. The number of staff available to support infrastructure, hardware and software greatly impacts the results of this goal. Also, factors such as response time and repair time impact users opinions as related to support. A request for an additional full-time staff member was included in the Title III budget request.
2. Implement the wireless plan for the college. Disaster recovery is most critical focus for MIS for the upcoming year. Hardware failures are not predictable and cause down time when they do occur. The major cost effective measure to impact disaster recovery is the purchase and installation of a blade server and related storage devices.
3. For the item referenced in item 3E, there is an increase of 1 percentage point when comparing the results Telecommunications and Technology Survey for 2007-2008 with 2006-2007. Procedures for helpdesk are published in several college documents including the schedule booklet, LSCC homepage, and continue to be a topic for discussion in Orientation class as well as training classes for Blackboard. As funds permit, an Internet tracking software package needs to be purchased for helpdesk procedures.
4. Continue to support network, hardware and software needs of faculty. Support efforts to allow students to register on line without Advisor having to authorize individuals in the ACCESS system. Install Release 8 of Blackboard during the period between the Summer and Fall terms. Implement procedures to update security patches and virus scans on faculty laptops.

## Institutional Effectiveness Unit Plan

**Directions:** Use 9 point font when completing this form. First, complete columns A-D. Make sure your Unit Outcomes are targeted, essential and measurable. Columns E & F (which serve to assess whether your goals were reached and how you intend to use the results) will *not* be completed until the end of the cycle in the spring.

**Unit:** Institutional Research

**Unit Administrator:** Randy Glaze

**School Year:** 2007-2008

<b>Number each Outcome in each column</b>	<p><b>A. Unit Outcomes (3-4) <i>no more</i></b></p> <p>Should be measurable. Use percentages where possible. <u>Be brief.</u></p>	<p><b>B. Outcomes Link to Institutional Goals &amp; Strategic Indicators</b></p> <p>List the goal numbers and the corresponding Strategic Indicator letters (i.e., Goal 1; Indicators B &amp; C; Goal 2; Indicators A-C, etc.)</p>	<p><b>C. Methods of Assessing the Outcome</b></p> <p>List what indirect methods you plan on using to measure each outcome (i.e., board exams, surveys, graduation results, retention results, etc.)</p>	<p><b>D. Budget Implications</b></p> <p>If your outcome has budget implications (costs that will exceed \$499), list them here.</p>
1	<p>1. Create, distribute and process surveys to various LSCC constituents.</p>	<p>1. Goal 6, Indicator F</p>	<p>1. Develop, administer, collect and disseminate results of surveys including Point of Service Surveys, IPEDS, Campus Crime, Athletics Equity, College Board, CCSSE and CCFSSSE, etc..</p>	<p>1. Annual cost for point of service surveys \$7900; cost for CCSSE and CCFSSSE \$5,475</p>
2	<p>2. Summarize degrees awarded by program.</p>	<p>2. Goal 6, Indicator F</p>	<p>2. Track all completers by program of study based on ACCESS system and IPEDS reporting requirements.</p>	<p>2. Annual maintenance for ACCESS is \$54,600</p>
3	<p>3. Collect and post annually facts about LSCC students, faculty, and community.</p>	<p>3. Goal 6, Indicator F</p>	<p>3. Post fact book data annually based on PERS and IPEDS data.</p>	<p>3. None</p>
4	<p>4. Collect and post data for Students Right to Know, IPEDS, Athletic Equity and other requests for data.</p>	<p>4. Goal 6, Indicator F</p>	<p>4. Post data annually based on IPEDS and Campus Crime Survey.</p>	<p>4. None</p>

**Unit Plan - Part II: Directions:** As noted on page one of this plan, complete columns E & F at the end of the planning cycle in the spring. As you report under each column, be sure to carry over the numbers which represent each outcome you are addressing.

**E. Actual Results Obtained**—When you assessed and measured your stated outcomes, what results did you find? Be clear and concise in your reporting.

1. Point of Service surveys were administered to faculty, staff and students during the fall and spring semesters. Instructions for completing the surveys were e-mailed to faculty, staff and students. Instructions were posted on LSCC homepage. Surveys administered were Course/Instructor, Academic Advising, General Education, Orientation, Online Courses, Student Perceptions, Staff Perceptions, Library, Maintenance, and Telecommunications and Technology. The college participated in CCSSE during spring 2008 including a cross section of students and all part-time and full-time faculty.
2. Five hundred eighteen degrees and certificates were awarded during the period Summer 2007 through Spring 2008. A summary by program and award level was compiled and displayed in the spreadsheet on the "L" Drive in the Institutional Research Folder. The spreadsheet was available for LSCC employees for usage in various reports. Data were included in IPEDS(Integrated Postsecondary Education Data Systems) national reporting system.
3. The fact book was compiled throughout the school year and data displayed in the Institutional Research Folder on the "L" Drive. Data displayed in the fact book folder were derived from both State and Federal reports including PERS (Postsecondary Educational Reporting System) and IPEDS as well as the ACCESS system.
4. All IPEDS surveys, Students Right to Know and Athletics Equity surveys are posted in the Institutional Research Folder on the "L" Drive. Other data collected include the College Board Survey, ACHE (Alabama Commission on Higher Education) surveys, CAPP (College Accountability Performance Profile) and employability surveys. Grade distributions were completed and posted on the "L" Drive.

**F. Use of Results**—Now that you have your results, how do you intend to use these results or, if implemented early, how have you used these results to improve your overall unit for the upcoming academic year? **NOTE:** After you list how you intend to use these results, be sure to include such improvements in your new Unit Plan for the upcoming academic year.

1. Continue to support the needs of the college units for collection of data. Results of the point of service surveys are used by college constituents to complete unit plans and learner outcomes. Surveys are updated upon request of constituents
2. Monitor students eligible for awards and track the recording of awards each semester. Viability of programs is directly tied to the number of completers per program. Results are used to monitor program viability.
3. College employees have access to posted data on the "L" Drive throughout out the school year. Data will be collected for the upcoming year based on federal requirements and needs for various units of the college and posted on the "L" Drive.
4. Continue to support data collection needs for constituents in the college. Title IV aid is directly related to completion of IPEDS surveys. Results of surveys are posted on the "L" Drive in the Institutional Research folder.

## Institutional Effectiveness Unit Plan

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Unit: **Adult Education**

Unit Administrator: **Gwendolyn Ekundayo**

School Year: **2007-2008**

Number each Outcome in each column	<p><b>A. Unit Outcomes (3-4) <i>no more</i></b></p> <p>Should be measurable. Use percentages where possible. <u>Be brief.</u></p>	<p><b>B. Outcomes Link to Institutional Goals &amp; Strategic Indicators</b></p> <p>List the goal numbers and the corresponding Strategic Indicator letters (i.e., Goal 1; Indicators B &amp; C; Goal 2; Indicators A-C, etc.)</p>	<p><b>C. Methods of Assessing the Outcome</b></p> <p>List what indirect methods you plan on using to measure each outcome (i.e., board exams, surveys, graduation results, retention results, etc.)</p>	<p><b>D. Budget Implications</b></p> <p>If your outcome has budget implications (costs that will exceed \$499), list them here.</p>
1	1. Meet the minimum requirements of the National Reporting System for Adult Education at each of the Levels 1 through 6 for both Adult Education and English Speakers of Other Languages.	1. Goal 7, Indicators A-B	1. Monthly reports from national accounting system.	1. State and National Program
2	2. Customize basic workplace skills.	2. Goal 7, Indicators A-B	2. Track the type of basic workplace skills offered KeyTrain, WorkKeys and the Career Readiness Certificate..	2. State and National Program
3	3. Customize introductory computer skills on workforce needs.	3. Goal 7, Indicators A-B	3. Track the number of classes provided and the number of students beginning and completing the classes.	3. State and National Program; upgrade to computers - \$14,775
4	4. 70% of the students eligible to take the GED test will pass all five parts on the first attempt.	4. Goal 7, Indicators A-B	4. Track the number of students eligible for GE#D based on practice test and whether they passed all parts on the first attempt as reported by GED Results and the adult education national reporting system. <i>Quarterly reports</i>	4. State and National Program

1. Use of Results—Now that you have your results, how do you intend to use these results or, if implemented early, how have you used these results to improve your overall unit for the upcoming academic year? **NOTE:** After you list how you intend to use these results, be sure to include such improvements in your new Unit Plan for the upcoming academic year.

1. The State goals for 2008-2009 are the targets for each of the six performance levels for Adult Education and ESL. Many of our ESL students are non-English speaking. We anticipate approximately 15 students moving to the Intermediate levels for 2008-2009. This means students are functioning at 4<sup>th</sup> grade level at a minimum.
2. Workplace skills are included in the State Plan for Adult Education for 2008-2009. We will continue our existing program; and based on need, we will upgrade and/or expand offerings.
3. Computer Literacy classes will continue during the 2008-2009 school year. Classes are required for students in ASE secondary and are available to the community based on published dates.
4. The State goal for earning a GED for 2008-2009 is the target for this objective. At the time of preparation of this document, the State has not announced the target for 2008-2009. Performance based funding formulas requires that we meet or exceed the State target. Staff development and multiple instructional materials are key to maintaining or exceeding the target.

**Unit Plan—Part II: Directions:** As noted on page one of this plan, complete columns E & F at the end of the planning cycle in the spring. As you report under each column, be sure to carry over the numbers which represent each outcome you are addressing.

**E. Actual Results Obtained**—When you assessed and measured your stated outcomes, what results did you find? Be clear and concise in your reporting.

1. Local performance for each of the six levels for Adult Education exceeded the State goal. Two of the levels for ESL exceeded the State goal; four did not meet the State goal. The fourth quarterly report represents cumulative information for the year. Refer to the chart in the binder for data referenced.
2. Workplace skills utilized during the current unit plan include Interview preparation, follow-up, attire, job search, computer training, and the Alabama Career Readiness Certificate. Students in the intermediate high and adult secondary levels of adult education received instruction on units covering workplace skills. Three hundred forty-eight students received workplace skills training as part of their adult education program as required by the State Plan for Adult Education 2006-2007. Thirty-two adult education students took and passed WorkKeys as part of their program of preparation for the GED test.
3. Computer Literacy classes were offered throughout the budget year for Adult Education. Topics included resumes, cover letters, job application, job search, interview preparation, attire, follow-up and thank you letters. Ninety-five adults from the community took advantage of this service. Twenty-nine students in ASE (name for secondary performance level in State goals) secondary participated in the computer literacy class as part of workplace skills. 2007-2008 is the baseline year for this outcome.
4. 26 or 81% of the students who had the goal of earning a GED took and passed all five parts of the test. The State goal was 66%.

**Institutional Effectiveness Unit Plan**

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**Unit:** GEAR-UP      **Unit Administrator:** Lorenza Thomas      **School Year:** 2007-2008

<b>Number each Outcome in each column</b>	<b>A. Unit Outcomes (3-4) <i>no more</i></b>	<b>B. Outcomes Link to Institutional Goals &amp; Strategic Indicators</b>	<b>C. Methods of Assessing the Outcome</b>	<b>D. Budget Implications</b>
	Should be measurable. Use percentages where possible. <u>Be brief.</u>	List the goal numbers and the corresponding Strategic Indicator letters (i.e., Goal 1; Indicators B & C; Goal 2; Indicators A-C, etc.)	List what indirect methods you plan on using to measure each outcome (i.e., board exams, surveys, graduation results, retention results, etc.)	If your outcome has budget implications (costs that will exceed \$499), list them here.
	1. Increase the passing rate of the High School Exit Exam by 9%	1. Goal 7, Indicators A-B	1. Analysis of test scores	1. Federal Program
	2. The average ACT score for the cohort will be commensurate with the State average of 20.2.	2. Goal 7, Indicators A-B	2. Analysis of test scores	2. Federal Program
3. 75% of the cohort's parents will participate in activities that will increase exposure and familiarity with postsecondary education.	3. Goal 7, Indicators A-B	3. Activities and sign-in sheets of students and parents	3. Federal Program	
4. 55% of the cohort population will enroll in postsecondary institutions.	4. Goal 7, Indicators A-B	4. Verification of student enrollment after graduation	4. Federal Program	

**Unit Plan—Part II: Directions** As noted on page one of this plan, complete columns E & F at the end of the planning cycle in the spring. As you report under each column, be sure to carry over the numbers which represent each outcome you are addressing.

**E. Actual Results Obtained**—When you assessed and measured your stated outcomes, what results did you find? Be clear and concise in your reporting.

1. Students begin taking the Exit Exam in grade 10. This year we had 464 students in Grade 12. At the close of the school year, 378 students had passed all parts of the exit exam.
2. Two hundred sixty seven students took the ACT between the school years 2006-2008. The average score was 19. The ACT Test/Prep course provided training in writing, mathematics and technology. Student survey responses indicated that these content areas were of most concern.
3. Fifty seven percent of the students in the cohort had parents attend parental involvement sessions and complete the parental survey.
4. This goal cannot be fully assessed until the end of the program.

**F. Use of Results**—Now that you have your results, how do you intend to use these results or, if implemented early, how have you used these results to improve your overall unit for the upcoming academic year? **NOTE:** After you list how you intend to use these results, be sure to include such improvements in your new Unit Plan for the upcoming academic year.

1. The grant ends in July 2008. We will check to see if any students in the cohort passed the exit exam during the summer months.
2. The grant ends in July 2008. We will check to see if any students in the cohort took the ACT during the summer months.
3. The grant ends in July 2008.
4. This goal will be assessed during the months of September and October 2008.