

University of New Mexico,
Gallup Branch



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Early Evidence



- Curious facts

- 80% of students place in Developmental
- Pass rate for Developmental students lower than campus average
- Growing % of full-time

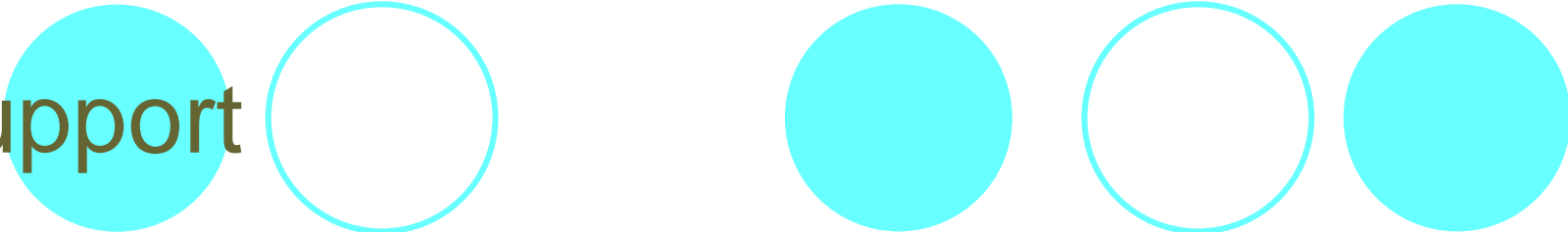
- Linked Courses

- Successful at other colleges & campuses (including UNM-Albuquerque)



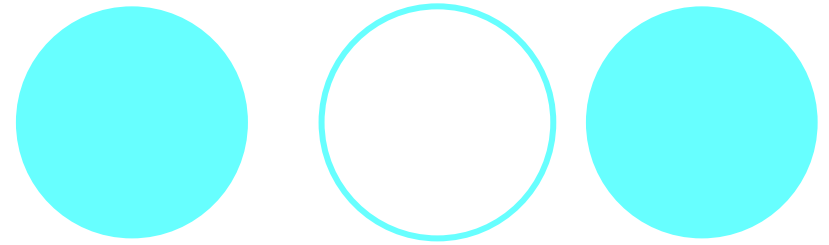
Design

- Link 15 credit hours at developmental level
 - Three levels (beginning, middle, advanced)
 - 18 students take 15 credits
 - English
 - Reading
 - Mathematics
 - **Supplemental Instruction**
 - **College Success**
 - Create developmental subject courses (e.g., Humanities, Social Science, & Science)

Support 

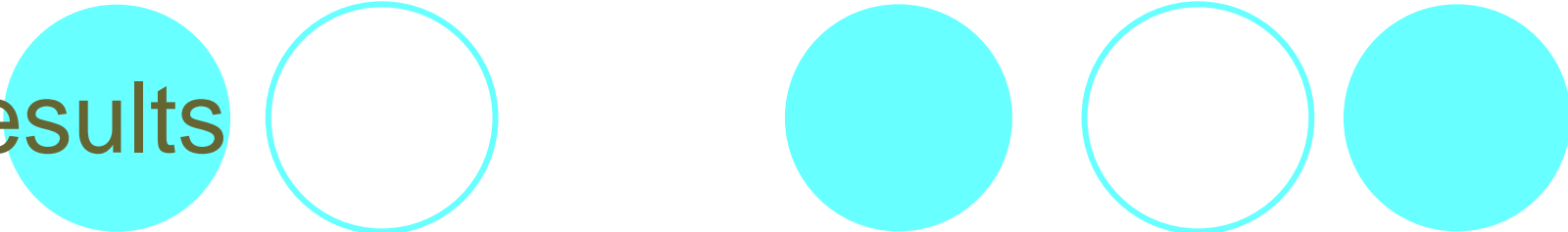
- Project Director
- Senior Academic Advisor
- Full-time faculty
- Education Specialist

Pilot—Fall 2005



- Three cohorts
 - Group A (ENGL 098, READ 098, MATH 096)
 - Group B (ENGL 099, READ 100, MATH 097)
 - Group C (ENGL 100, Subject 100, MATH 100)
- All Students took College Success & Supplemental Instruction
- No perfect “fits”; more “A”s than anything else

Results



- Fall 2005—47 students enrolled
 - 74% pass rate (C or better)
 - 21 students returned to LC in Spring 2006 (45% retention)
 - Overall 42 (of the 47) returned to the college in Spring 2006
 - 89% retention rate (campus 5-year average is 63%)
- Spring 2006—41 students enrolled
 - Similar results

Expansion

A decorative graphic at the top of the slide consists of six cyan circles. The first two circles are on the left, with the word 'Expansion' overlaid on them. The first circle is solid cyan, and the second is an outline. To the right of these are three more circles: a solid cyan circle, an outline circle, and another solid cyan circle.

- Fall 2006

- Enrollment caps increased to 20

- 4 groups (2 A, 1 B & 1 C)

- Enrollments close to 20 students in each group

- Spring 2007

- 5 groups (1 A, 2 B & 2 C)

Redesign & New Additions



- New Student Learning Communities (NSLC)
 - Groups A, B, C
- Freshman Learning Communities
 - Linking 2 college-level Gen. Ed courses with Supplemental Instruction



More Data

- Cost-benefit analysis for college (additional revenue with retained students)
- Student satisfaction surveys
- Determine “disconnect” with advising & referrals
- Creating community among faculty, staff, and students

Suggestions



- Ignore “CAVEmen” (Colleagues Against Virtually Everything)
- Start with a modest pilot & stick to it
- Don't be afraid to go out on a limb, but don't become a martyr to the cause