

Our Lady of Holy Cross College Strategic Plan for Academic Programs

ACADEMIC YEAR: 2009-2010

PROGRAM: Preparing Students for Success

DEPARTMENT: English, History and Mathematics

SUBMISSION DATE: November 10, 2009

MISSION:

To design, implement, and maintain an effective program that provides improved instruction and holistic support services to underprepared students, as per the College's Quality Enhancement Plan (QEP), and assist students in acquiring the critical thinking skills and attitudes necessary for success in the general education curriculum of the College.

VISION:

The Preparing Students for Success Program at Our Lady of Holy Cross College, and its corresponding learning assistance program in the Center for Teaching and Learning, will be a national model for innovative practices in developmental education, achieved through a learning community of caring faculty, staff, and students, as evidenced by increased enrollment and completion rates, students who are well prepared for college level courses at any institution of higher learning, and donors who contribute generously.

CORE VALUES:

In addition to the College's core values of Truth, Beauty, Goodness, Presence, Compassion, and Service, the PSSP values:

- Critical thinking
- Collaborative learning
- Holistic support
- Self-confidence
- Responsibility
- Spiritual growth

ANALYSIS:

Strengths

Unified program under a sanctioned leader, centralized office location combined with other support services (advising and tutoring), and assessment based on student learning outcomes and best practice in developmental education.

Accomplishments

Criteria for placement revised, pre and post testing implemented, uniform syllabi, signed instructor job descriptions, MAT 099 added in Spring 2010, and professional development meetings held.

Challenges

Student retention rates in the College at large are in need of improvement and developmental students, many of whom are first generation college students, constitute a high risk population. Students under utilize tutoring services.

Student Data

Fall 2008: 101 students enrolled in one or more developmental courses, (21 in ENG 100, 84 in MAT 100, and 29 in REA 100), totaling 133 units.

Spring 2009: 49 students enrolled in one or more developmental courses (7 in ENG 100, 39 in MAT 100, and 14 in REA 100), totaling 60 units.

Faculty Data

Fall 2008: Seven instructors, one was a full time faculty member

Spring 2009: Five instructors, one was a full time faculty member.

PLANNING:

Although much of the Program was described in the QEP document, further implementation plans were developed during the spring and summer of 2009. In preparation for the official start of the Program in the Fall 2009 Semester, the Coordinator met with personnel both on and off campus to gather and disseminate information, promote collaboration, write SLOs, and provide opportunities for discussion and collaborative planning.

Baseline data from the Spring 2009 Semester was collected, analyzed, and compared to previous data compiled for the QEP. Assessment results described were disseminated and discussed in the Spring and Summer of 2009, resulting in modifications. Assessment data will continue to be disseminated and discussed throughout the life of the Program. Each assessment cycle will be completed at the end of two semesters, at which time SLOs may be revised and /or created and the assessment cycle will begin anew.

The PSSP Coordinator will meet regularly with instructors and tutors, the QEP Team, the Chairperson of the Department of English, History and Mathematics, and the Vice President and Dean of Academic Affairs to disseminate assessment results and discuss student progress. Likewise, instructors will meet regularly with students as a group and individually, as needed, to share assessment results and discuss student progress.

OUTCOMES:

Program

By the year 2013, at least 70% of students who successfully complete corresponding PSSP courses should be able to:

1. Demonstrate the reading skills (REA 100) necessary to function successfully in a college-level social science course.
2. Demonstrate the writing skills necessary (ENG 100) to function successfully in a college-level English composition course.
3. Demonstrate the mathematics skills necessary (MAT 100) to function successfully in a college-level algebra course.
4. Demonstrate the prerequisite basic skills necessary (MAT 099) to function successfully in an introductory college mathematics course.
5. Demonstrate the personal, technical, and social skills necessary (ICS 100) to function successfully in undergraduate college-level courses.

Course

1. 70% of students will demonstrate college reading competencies, as measured by direct and indirect assessment corresponding to course SLOs in REA 100.
2. 70% of students will demonstrate college writing competencies, as measured by direct and indirect assessment corresponding to course SLOs in ENG 100.
3. 70% of students will demonstrate basic algebra competencies as measured by direct and indirect assessment corresponding to course SLOs in MAT 100.
4. 70% of students will demonstrate computational competencies necessary to success in MAT 100 as measured by direct and indirect assessment corresponding to course SLOs in MAT 099.
5. 70% of students will demonstrate competencies necessary to becoming a part of a college learning community, as measured by direct and indirect assessment corresponding to course SLOs in ICS 100.

ASSESSMENT AND ACCOUNTABILITY:

Both direct and indirect assessment measures are used, according to the QEP document, best practice in developmental education, and Southern Association of Colleges and Schools standards. They include instructor dialog, QEP

document, analysis of ACT subtest scores, COMPASS Placement Test scores, posttest scores, final semester grades/attendance, syllabi, class schedules, student surveys.

Benchmark Analysis: Benchmarks are based on diverse data used for program improvement. Pre and post testing results, for example, reflect the progression of student learning from the beginning to the end of a course. Student surveys yield qualitative data that might not be reflected in test score results.

OBJECTIVES:

1. To move advising, tutoring, and the PSSP Coordinator's Office to one convenient location on the first floor. **Completed--** Furniture, equipment and services are in place.
2. To collaborate with a campus advisor having a good record of accomplishment to assist PSSP students and perform mentor-advisor functions larger than what the traditional scheduling model affords. **Completed—** Linda Ban is the Director of Student Engagement and Achievement.
3. To ensure that PSSP instructors will record and monitor attendance on IQ Web throughout the semester, rather than just the first two weeks. **In Process—** The Coordinator monitors the posting of attendance.
4. To issue Early Intervention Letters during the third or fourth week of each semester to students not meeting course requirements or those with poor attendance. **In Process--** The Coordinator and the Director of Student Engagement and Achievement receive and respond to copies of Early Intervention Letters submitted by instructors.
5. To ensure that instructors sign newly created job descriptions that focus on student success. **Completed—**Signed instructor job descriptions are on file.
6. To convert PSSP 100 courses from PASS/NO CREDIT to letter grades as an incentive for greater student engagement. **Completed—**Approved prior to the beginning of the Fall 2009 Semester.
7. To monitor the collection and storage of all PSSP related data. **In Process—** Records are maintained and checked for accuracy, completeness, and timeliness. The process is aided by a student worker and a part time academic assistant.
8. To place students with minimum ACT subtest scores of 15 in PSSP courses in the Fall 2009 Semester. **Completed—**Policy approved and in place.

9. To set a cap of 18 students in all PSSP courses. **Completed**—Policy approved and in place.
10. Offer additional courses in the evenings and on Saturdays. **In Process**—Schedules will reflect more convenient times for students beginning in Spring 2010.
11. Eliminate schedule overlap within the Program. **In Process**—Schedules will reflect more convenient times for students beginning in Spring 2010.
12. To recommend that mid-semester grades for all PSSP courses be posted on IQ Web. **Completed**—The Coordinator verified with the Technology Department that mid-term grades can be posted on IQ Web. Approval to implement this policy in all PSSP courses in Spring 2010 has been granted.

FACULTY/STUDENT NOTABLE EVENTS:

The Coordinator provided professional development at two meetings of the Faculty Assembly (Spring 2009) via PowerPoint presentations entitled, *OLHCC Outcomes Assessment and A Guide to Course Level Assessment of Student Learning*.

The Coordinator provided Program information to the Curriculum Committee of the Division of Nursing (May 2009) via a PowerPoint presentation entitled, *A Holistic Approach to Developmental Learning*.

The PSSP/Center for Teaching and Learning received a \$10,000 grant from Capital One (August 2009).

Juyanne James, M.F.A., PSSP tutor, was honored for her accomplishments as an author and writer at a major literary event (October 2009) in New Orleans.

The Coordinator was appointed by the President of the College (October 2009) to serve as Co-Chair of the Center Team for Institutional Effectiveness.

A conference proposal written by the Coordinator entitled, *The Learning Assistance Program at Our Lady of Holy Cross College: A Small College with a Big Dream* was accepted by the Association for the Tutoring Profession. The Coordinator, John Travis, English tutor, and Patricia Blanchard, mathematics tutor, will present at their national conference to be held at the LaPavilion Hotel in New Orleans (March 2010).

RECOMMENDATIONS FOR NEW DEVELOPMENTS AND RESOURCES:

Short Term

Implement mandatory PSSP course requirement for attendance at tutoring.

Increase the position of the academic assistant to full-time.

Research the benefits and drawbacks of using e-books and the possibility of the PSSP budget to be used to purchase calculators that could be loaned to students in MAT 099 and MAT 100 who cannot afford them.

Celebrate success of PSSP instructors and tutors who publish research articles and participate in off-campus conferences related to best practices in developmental education.

Host a PSSP page on the College website that will provide positive information.

Seek out grant writing opportunities.

Increase student attendance in tutoring sessions.

Add software for students to use in the Center for Teaching and Learning.

Review options for students who cannot afford textbooks or calculators.

Increase the attendance and presentations given by PSSP instructors and tutors at off-campus professional development sessions.

Publicize activities of the PSSP and its corresponding learning assistance program, both housed in the Center for Teaching and Learning.

Long-Term (2013)

Convert part time academic assistant position to full time.

Construct a new free-standing facility for Center for Teaching and Learning, which will afford a greater array of services for PSSP students on the College campus. The building must be environmentally efficient and compliant with Americans with Disabilities Act regulations.

SUBMITTED BY:

Program Coordinator