PCCUA STUDENT SUCCESS PLAN

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The PCCUA Student Success Plan describes testing and placement, support strategies (supplemental instruction, focused advising, student success courses, Early Alert, and mandatory orientation, student learning center use). It also identifies curriculum redesign in developmental education (advanced courses, basic courses), exit assessment, and pilot programs. The Plan documents the need for professional development and the assessment and evaluation of the SS Plan.

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INTRODUCTION

PCCUA is an Achieving the Dream (ATD) Leader College. In that role, the college developed and implemented several of the required interventions identified by the Arkansas Department of Higher Education (ADHE) to be incorporated into a Student Success Plan. Supplemental instruction labs were added to seven developmental courses (two reading, two English, three math) in 2008. An Early Alert program was implemented so advisors would intervene when students had high absenteeism or academic distress within the first eight weeks of class. In 2009 a Student Success I class was added to Basic Writing II as a learning community course and in 2010 the college added a Student Success II course attached to Freshman English I. These two Student Success courses provide academic support, social and employability skills, and financial literacy.

Early in our ATD experience, PCCUA added intrusive and focused advising as a strategy and two years later defined specific aspects of what is included in the intrusive advising process (student contact, referral for services, high levels of positive interaction)). Much professional development has been provided to all developmental education faculty and other faculty teaching common courses in which students taking developmental courses enroll.

All interventions implemented are evaluated using an evaluation matrix (See Evaluation Matrix, Appendix E). In addition, we have and will continue to use the Lumina/ATD indicators to assess success. These measures include rates for course completion, course success, term to term retention, year to year retention, and graduation.

In order to be considered an ATD Leader College, PCCUA had to show three consecutive years of progress in three of the five indicators. PCCUU intends to use the same evaluation and assessment used for ATD for the Student Success Plan. We will use performance outcomes from years 2009-2010, 20010-2011, and 2011-2012 to establish a benchmark and use that benchmark to measure the improvement during the next three years of the Plan (2012-2015).

The PCCUA Student Success Plan addresses testing and placement, support strategies (supplemental instruction, focused advising, student success courses, Early Alert, and mandatory orientation, student learning center use). In addition, faculty has spent much time on curriculum redesign in developmental education (advanced courses, basic courses), exit assessment, and developing pilot programs. Finally, PCCUA recognizes the importance of both professional development, and a Student Success Plan assessment and evaluation to improving teaching and assessing the impact of those improvements on learning.

## I.   TESTING , ADVISING, PLACEMENT

Testing and Placement

All students attending PCCUA are tested before being placed with a focused advisor. Students may test using ACT, COMPASS, or ASSET. Students who do not score a 19 or better on the ACT or an equivalent test are placed in remedial classes (See Placement Scale, Appendix A). Once students receive the placement test outcomes, they are assigned a focused advisor who understands the developmental course pathway. This advisor will make sure each student understands the remediation needs in relation to his or her proposed degree plan. All students enrolled in Developmental Education will receive the following interventions: supplemental

instruction, focused advising, student success courses ((EH 1023 & EH 113), Early Alert, mandatory orientation, access to a Student Success Learning Lab. In addition, students receive numerous services such as tutoring, virtual career assistance, and counseling. Students placing in developmental education may start at different course levels depending on their skill level. There are two reading levels: College Reading Strategies, DS 103, and College Reading Strategies, DS 123; two writing levels-Basic Writing I, EH 1013, and Basic Writing II, EH 1023; and three math levels-Fundamental Math, MS 1013; Elementary Algebra, MS 1023; Intermediate Algebra, MS 1123. (See Course Level in Developmental Education, Table 1).

Students not placing in developmental education are placed in college level course work.

Table 1: Course Levels in Developmental Education
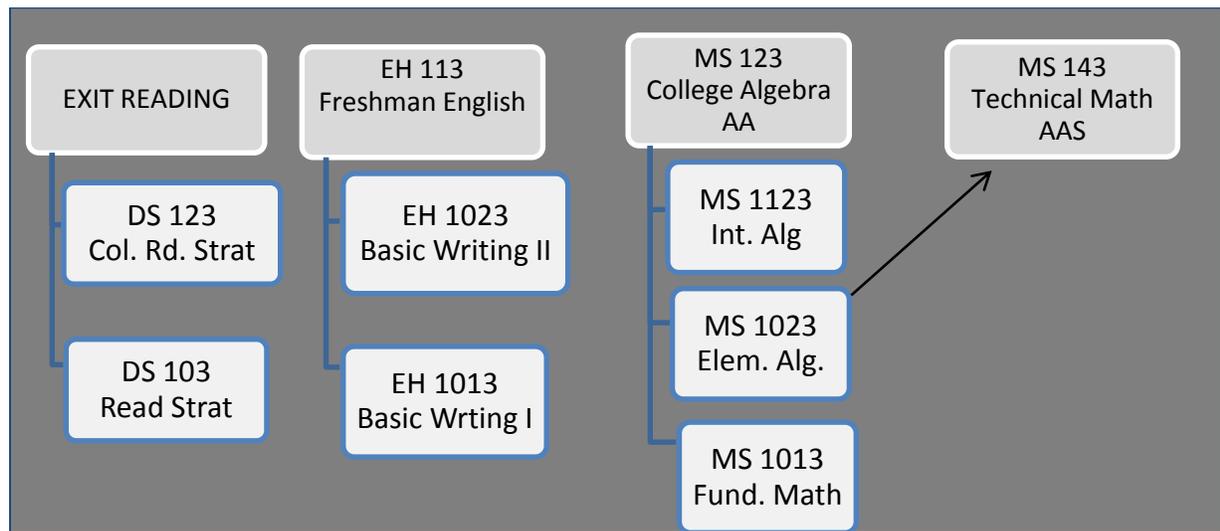
Summary of the Steps of Enrollment in Developmental Education at PCCUA

A student completes the PCCUA Admissions Application and begins the enrollment process following the next steps.

Step 1:   Testing and placement

Step 2:   Assigned an advisor

Step 3:   Discusses and identifies an academic program of study and begins college course

work or needs to complete remediation before enrolling in college level course

work.

Step 4:   Enter Academic Program of Study and/ or completes developmental education

requirements

Placement in Developmental Education

The PCCUA Developmental Education curriculum is designed for students needing reading,

English and math remediation. Most PCCUA students place into advanced developmental

education courses; however, many place into basic remediation courses. Students scoring below

a 19 on the ACT are placed in the college developmental education curriculum of study. The

curriculum is divided into the three skill development areas and is designed to prepare students

for success with college level course work. As previously mentioned, reading and English have

two courses of remediation and COMPASS placement determines the starting level for students.

Math has three levels of remediation for students desiring an Associate of Arts degree and two

remediation courses for students desiring to earn an Associate of Applied Science.

Advanced Developmental Education

PCCUA has advanced remediation course work in reading, English and math. Developmental

Education: Basic Writing II, EH 1023 and Basic Writing II Lab, EH 1021; College Reading

Strategies, DS123 and Reading Lab II, DS 1231; Intermediate Algebra, MS 1123. The remedial

math advanced sequence has options. After Fundamental Math, MS 1013, students can advance

to Elementary Algebra, MS 1023 and to Intermediate Algebra, MS 1123, if they are planning to enroll in College Algebra and are pursuing an AA or AS degree. If the student is pursuing an AAS degree, he or she can enroll in Technical Math, MS 143 after leaving Elementary Algebra, MS 1023. Students taking the advanced developmental education curriculum are usually co-enrolled in specific college level courses. Curriculum available for student enrollment includes Freshman Seminar, SOS 103; PE Electives; General Psychology, PSY 213; Fundamental Sociology, SY 213, US History, HY 213 or HY 223; History of Western Civilization, HY 113 or HY 123; Fine Arts, FA 213; Computer Information Systems, CT 114; Introduction to Anatomy and Physiology, BY 103; Introduction to Geography, GEOG 213.

Basic Developmental Education

Students placing into the basic level of developmental education usually have lower level skills in reading, math, and English. Developmental Education courses include Basic Writing I, EH 1013 and Basic Writing Lab I, EH 1011; Introduction to College Reading Skills, DS 103 and Reading Lab 1, DS 1031; Fundamental Mathematics, MS 1013. Students enrolling in all basic developmental education have a restricted curriculum and must complete the curriculum before advancing to the second level of remediation (see Level I Curriculum Schedule, Table 2).

Table 2: Level I Curriculum Schedule

SEMESTER 1	CURRICULUM	ALTERNATE COURSE CHOICE	CREDIT
READING			
	DS 103, Reading DS 1031 Reading Lab		4
ENGLISH			
	EH 1013, Basic Writing I EH 1011 Basic Writing I Lab		4-5
		EH 1123, Basic Writing II EH 1021 Basic Writing I Lab	

STUDENT SUCCESS (MAY NOT BE ENROLLED)			
		SS Student Success I	0-1
MATH			
	MS 1013, Fundamental Math MS 000, Math lab		3
		MS 1023, Elementary Algebra MS 1023, Elementary Algebra	
		MS 1123, College Algebra MS 000, College Algebra Lab	
STUDY SKILLS			
	SOS 103, Freshman Seminar		3
PHYSICAL EDUCATION			
	PE Elective		1
TOTAL FIRST SEMSETER CREDIT HOURS			15-17
SEMESTER 2	CURRICULUM	ALTERNATE COURSE CHOICE	CREDIT
READING			
	DS 123, Reading DS 1231 Reading Lab		4
ENGLISH			
	EH 1123, Basic Writing II EH 1021 Basic Writing I Lab		4
		EH113, Freshman English I	
STUDENT SUCCESS			
	SS Student Success I	Student Success II	1
MATH			
	MS 1023, Elementary Algebra MS 000, Elementary Algebra Lab		3
		MS 1123, College Algebra MS 000, College Algebra Lab	
PSYCHOLOGY OR SOCIOLOGY OR OTHER			
	PSY 214 or SY 213 or other		3
PHYSICAL EDUCATION			
	PE Elective		1
TOTAL FIRST SEMSETER CREDIT HOURS			16

II. SUPPORT STRATEGIES FOR STUDENT ENROLLED IN DEVELOPMENTAL EDUCATION

Supplemental Instruction.

PCCUA is a small institution which makes broad implementation of supplemental instruction in

reading, math, and writing classes realistic. Mandatory supplemental labs are linked to two

reading, two writing, and three developmental math courses (all developmental education classes). The labs provide more time for reading and writing experiences for students. Math and English labs increase instruction by one hour a week and reading labs increase instruction by two hours per week. Students enrolled in math have two math study options. The pre-algebra track has three courses designed to prepare students for College Algebra and is designed for students receiving an Associate of Arts and Associate of Applied Science degrees. The college mathematics track includes fundamental math and some college algebra and is tied to the math vocational skills needed for succeeding in the degree path for an Associate of Applied Science degree.

Focused Advising

All students are assigned an advisor who uses a focused advising approach. The advisor helps the student develop an individual learning plan. This means that students will be placed in specific courses based on their performance on the COMPASS. Students who place into all of the lowest level remediation courses (See Course Levels, Table 1) will continue in developmental education course enrollment until they have finished the developmental education course sequence. Participating students will sign the individual course plan which is a contract listing required preparation courses needed to advance to the college curriculum. In addition, full time students who are enrolled in at least 12 but no more than 18 credit hours of course work must maintain the minimum GPA of 2.0 while completing that work. Students enrolled in the highest English remediation course, Basic Writing II are required to take Student Success I.

Student Success I and II

Two mandatory student success courses were implemented in 2009-10. The courses provide a learning community teaching about academic and life skills, and both are linked to English courses. Basic Writing II, EH-1023 is linked to Student Success I, SS-101 and was implemented in the fall of 2009, and Freshman English I, EH-113 a "gatekeeper" course is linked to Student Success II, SS-111 which was implemented in the Spring of 2010. All students enrolled in either Basic Writing II or Freshman English I are required to enroll in the linked student success course for that specific level. The courses are led by achievement coaches and provide survival skills training for academics, life skills, and financial literacy. In addition, the coaches in the student success courses refer students to appropriate services on the campus such as tutoring, Student Support Services, career services, Career Pathways, and financial aid.

Early Alert

Students enrolled in remedial course work participate in an Early Alert program which includes focused advising, intrusive support, guidance, and counseling. The advisors/counselors evaluate student progress each month and provide the student with feedback on his/her progress. A series of workshops focusing on study skills, employability, career options, and life skills are included in this Early Alert program.

Remedial education faculty are asked to use the blue colored "You were missed!" cards for any student's first absence from class. Faculty are to use the following steps for Early Alert.

1st Absence – Blue Card- Instructor completes the blue card and gives it to the student. The instructor discusses the importance of being in class emphasizing the need to make-up any assignments or homework. It is suggested that assignments be provided to students when the blue card is given.

2nd Absence- The instructor will complete a student referral in Web Advisor. The referral will be generated to the advisor.

3rd Absence – The instructor will complete a student referral in Web Advisor. The referral will be generated to the advisor. Students at this level are considered "at risk" and need to be contacted more intrusively so that they return to class and remain in the class without further absences.

Academic success is also an important aspect of Early Alert. Faculty refers students in need of academic support within the first eight weeks of class. Referral ensures students are

Mandatory Orientation

All students at PCCUA, whether they place in developmental education or not must attend a mandatory comprehensive orientation (See Orientation Schedule, Appendix B). The mandatory orientation is new and begins with the fall 2012 classes. The first orientation will include all PCCUA students. After the first orientation, there will be two orientations one for new students and one for returning students.

Student Learning Center

By the Fall of 2012, all three campuses will have a Student Learning Center available for student use. The Center will provide writing assistance, tutoring, career and vocational exploration, access to computers, and much more. The Centers will be used for all students with a particular emphasis on assisting students enrolled in remedial course work.

III.   EXITING DEVELOPMENTAL EDUCATION

All students enrolled in developmental education course work must take a pre and post assessment at the beginning and end of each level. In addition, a post assessment will be used at the highest level of reading, English and math to measure student success in remediation. The post assessments and the grades earned in the course work will be used to determine if a student enrolled in developmental education in reading, English or math will be allowed to exit remediation. The reading and math post assessment approved ADHE is not complicated and resembles the COMPASS pre and post assessment. English transition to the college level English courses is more complicated than for reading and math and involves two different kinds of assessment.

Reading

The reading remediation exit standards will remain the same. Students will pre and post- test with the ADHE approved Nelson-Denny Test because it has a high reliability and high test validity. Students exiting from reading remediation must successfully complete DS 123, College Reading Strategies, and DS 1231 Reading Lab II with a C or better and pass the Nelson-Denny Post Test reading at the 11.0 grade level.

Reading Exit Criteria

Reading-pre and post assessment using Nelson-Denny

Completion of course work with a C or better

 Completion of mandatory supplemental lab with a C or better

Math

Effective fall 2010, students enrolled in all levels of developmental mathematics (MS 1013, MS 1023, or MS 1123) are required to earn at least 70% on each unit exam before proceeding to the next unit. Additionally, successful students must earn at least 65% on an I Can Learn (ICL) cumulative final exam. These requirements are in addition to the requirement to make at least 80% on each lesson before advancing to the next lesson.

MS 143, Technical Mathematics

Effective fall of 2012, all students enrolled in MS 1023, Elementary Algebra who are seeking an Associate of Applied Science degree will have the option of moving into Technical Mathematics, MS 143 from Elementary Algebra. They will need a prerequisite of 42 on the ASSET Numerical Skills or 42 on the COMPASS Pre-Algebra or a "C" or better in course.

Elementary Algebra, MS 1023 and successful completion of the Hawkes cumulative final exam (at least 65%).

Math Exit Criteria

Math-pre and post math assessment

     Completion of course with a C or better

     Completion of supplemental instruction lab

English

The English assessment for advancement from remediation into Freshman English considers multiple factors but actually only has three requirements: s:uccessful completion of course work, completion of the portfolio with pre and post- test writing samples, and successful completion of a final paper (this final paper is tied to all course work assignments).

English Exit Criteria

English-pre and post writing assessment using common rubric, uniform prompt, standardized grading (See Rubric, Appendix C).

Completion of course work with a C or better and completion of supplemental instruction lab Completion of portfolio

English Assessment Details

PCCUA will use the following exit criteria for students enrolled in basic Writing II and moving into Freshman English I.

1. An exit essay exam will be provided in class.

   The exam will employ a uniform prompt (selection from three-5 topic options) provided to all students as part of the culmination of the student writing portfolios

2. Pre and Post writing samples will be included in the portfolio and the final essay of the portfolio will be part of the decision to determine if the student is ready for college level work. The portfolio is a collection of students writing throughout the semester and reflects draft and rewrites on at least one paper.

English Guidelines

As previously stated, in order to exit Basic Writing II, EH 1023, students must pass the final essay with a "C" grade and must also have completed all requirements equivalent to a "C" or better on the portfolio papers which are part of the course letter grade. Grading of the final essay will be completed by the instructor and another instructor within the English Department (See Student Portfolio Paper, Appendix D).

Writing Standards and Checklists

These are the specific elements used for evaluation within each measure. Any error in any measure constitutes a less than perfect score for that measure. Further, the number of errors within each measure determines the final score for that measure.

The PCCUA English Department developed a Writing Rubric which faculty and students use to assess writing (See English Department Writing Rubric, Appendix C). The student portfolio paper is different from the final paper. It includes an essay which has been edited and modified over a period of time. A sample of the checklist is provided on the next page.

PURPOSE – These are the specific elements used for evaluation within each measure. Any error in any measure constitutes a less than perfect score for that measure. Further, the number of errors within each measure determines the final score for that measure. However, generally, an essay will not receive a lower score for an exact repeat of an error.

Measure   Mechanics
- Spelling – this does not include incorrect use of prefix or suffix, incorrect word form, or incorrect word choice with commonly confused words, e.g., there/their.
- Comma placement
- Semicolon placement
- Colon placement
- Apostrophe placement
- Use of quotation marks
- Hyphen with compound adjectives
- Capitalization – random capitalization, incorrect capitalization
- Use of numerals, e.g., spelling out with letter versus using the numerals themselves.
- Abbreviations

Measure   Usage
- Fragments
- Run-ons – if the compound structure includes a conjunction but is missing the appropriate punctuation, e.g., comma with coordinating conjunctions and semicolon/comma with adverbial conjunctions, this is a mechanics issue NOT a usage issue
- Verbs
    - Tense – e.g., singular present tense verbs end in "s"/past tense regular verbs end in "ed"
    - Form – e.g., appropriate use of irregular verb forms
    - Agreement with subject
- Pronouns
    - Agreement
    - Reference
    - Subject/Object
- Adjectives/Adverbs
- Modifiers

Measure   Organization
- Follows outline
- Logical organization for purpose – e.g., division should focus more on categories than on the specific of particular items in each category, a comparison is presented point by point or this side vs. the other side.

- Logical and appropriate use of transitional devices
- Apparent pattern of organization (or rather absence of obvious LACK of pattern)

Measure   Content
- Obvious, effective introduction, body, and conclusion
- Introduction/Thesis/Title – appropriate
  - Introduction is long enough and absent of simplistic "listing" of main ideas
  - Thesis effective, i.e., includes topic and point of view, is not a simplistic "There is…" statement
- Conclusion is appropriate, i.e., length is appropriate and no new material is introduced
- Main ideas are developed with appropriate supporting details that clearly support the thesis and are appropriate in length
- Supporting details are comprehensive, logical, detailed, and relevant
- Essay length is appropriate

Measure   Style
- Diction – specific word choices, e.g., correct word choices, consistent level of vocabulary usage, appropriate level of formality
- Syntax – structure, pattern, and length of sentences
- Voice – use of elements that make the writing distinctive

Format
- Formatting – appropriate paragraphing, spacing, margins, heading, placement of title, placement of paper identification as described
- Essay follows all other designated guidelines as described

Pilot Program Offerings

PCCUA will offer two pilot courses to certain students in remedial education courses. Students in DS 103, Introduction to College Reading Strategies, and EH 1013,Basic Writing I, the lowest remedial English and reading courses will be able to enroll in a new combined Reading and Writing Strategies course and lab, RWS 1014 and RWS 1012 (supplemental instruction lab). Based on faculty input and identified "best practices" in the developmental education literature, the college will test this approach to instruction.

PCCUA will also offer a combined EH 1023, Basic Writing II and Freshman English I option. The purpose of this pilot is to offer alternative and accelerated delivery for selected students capable of completing remediation more quickly.

COMPASS Challenge

Under certain circumstances, and with instructor approval, a student may challenge his or her placement on the COMPASS in developmental education course work. If a student challenges developmental educational placement, that student will complete a COMPASS review in the Learning Lab and retest. If the score indicates that the student is performing at college level, the student will exit placement in developmental education for that course(s).

Summary of Developmental Education Placement

Students meet with an advisor for discussion of degree or certificate plans. Students are either planning on enrolling in courses for transfer to a four year college or university **or** enrolling in a certificate or degree program in applied technology. The advisor helps the student prepare a

schedule of classes, and informs the student that he or she must attend a comprehensive

orientation at the college. Students keep close contact with the advisor. All students are required

to visit their advisor prior to the first Pell/scholarship disbursement. Mid semester the mid-term

grades are provided. Students are also required to visit with an advisor prior to the second

Pell/scholarship disbursement. Although students are not required to pre-register for the next

semester they are encouraged to do so.

IV.   PROFESSIONAL DEVELOPMENT AND DEVELOPMENTAL EDUCATION PROGRAM ASSESSMENT

Professional Development

All developmental education faculty receive professional development in teaching, learning, and

assessment. Professional development is the key to improving and sustaining a strong

developmental education program. PCCUA has incorporated numerous kinds of professional

development opportunities for faculty to improve teaching and student engagement as part of the

Student Success Plan.

1) PCCUA provides many professional development opportunities specific to teaching

developmental education. For example, we sponsored a workshop about Supplemental

Instruction provided by the University of Missouri Supplemental Instruction Training (SI). Other

training has included WestEd Reading Apprenticeship, Advising-consultants, and Student

Success training twice a year. The PACE Grant development opportunities have been

extraordinary and many of the developmental faculty have taken advantage of these offerings.

2) General professional development workshops, conferences, seminars, site visits (NADE, ATD, NISOD, Student Success, etc.) are also scheduled for faculty.

3) PCCUA has provided much professional development in instruction and curriculum. Cooperative Learning development is a major emphasis at PCCUA. Greg Hodges of Patrick Henry Community College has come to PCCUA at the beginning of each academic year to provide cooperative learning workshops to faculty. He has been to the college three times and will be here in the Fall of 2012. The Great Teachers Model has been used so that PCCUA faculty can share their "best practices" with each other. PCCUA is also continuing coaching training for the Student Success instructors.

4) PCCUA continues to provide workshops challenging faculty and staff to examine their attitudes, values, beliefs. We use common readers such as *Bridges Out of Poverty*, *Them*, *Understanding and Engaging Under-resourced Students*, The 2012 common reader has not been selected. In addition to the use of a common reader, PCCUA, with assistance from the Clinton School of Public Policy, developed a curriculum for discussions about race which is continuing to be used with faculty, staff, and students.

5) PCCUA provides much technology training to faculty in the use of Blackboard, Smart Board, Respondus, etc.   Distance learning coaches assist faculty and others in using web enhanced instruction, on-line instruction, cv, web pages, etc. (3 coaches)

Assessment and Evaluation of Remediation Plan

PCCUA is concerned with both formative and summative evaluation. The developmental

education instructors and a Data Team have examined the process and outcomes needed to measure success of the Student Success Plan. Using an evaluation matrix composed of three parts (documentation of outcomes for supplemental instruction, early alert, multiple strategies), the developmental education faculty plan to evaluate student performance increases using benchmarks, and to gather input from faculty and students about the courses and the process. More importantly, using the matrix provides us with a quick glimpse of how successful we are with meeting the measures so that we will know what we have done and how well we have done it. The matrix helps us refine planning, implementation, evaluation, and allows for an examination of various situations related to the interventions so that monitoring and adjusting can take place when necessary. Additionally, the matrix allows the college to capture specific information about outcomes and resources. It neatly collects grades in current courses, retention through a course, enrollment in the next course in the sequence, retention, enrollment in "gatekeeper" classes, retention and success in following terms, and earning a credential (See Evaluation Matrix, Appendix E).

APPENDICES

Appendix A   Placement Scores in English, Reading, and Mathematics, Effective Fall 2012

Appendix B: PCCUA Student Orientation

Appendix C: PCCUA English Department Rubric

Appendix D: Student Portfolio Final Paper (draft)

Appendix E: Evaluation Matrix of Student Success Plan (draft)

Appendix A
Placement Scores in English, Reading, and Mathematics, Effective Fall 2012

PLACEMENT	COMPASS	ENHANCED ACT	NEW ASSET	*EXPLORE	*PLAN	SAT
EH 1013 (Basic Writing I) and **EH 1011** (Basic Writing I Lab)	0 – 37 on Writing Skills		0 – 34 on Writing Skills			
EH 1023 (Basic Writing II) and **EH 1021** (Basic Writing II Lab)	38 – 74 on Writing Skills		35 – 44 on Writing Skills			
EH 113 (Freshmen English I)	75 or above on Writing	19 on English	45 or above on Writing Skills	14 or above	16 or above	470 or above on Verbal
MS 1013 (Fundamental Math)	0 – 48 on Pre-algebra		34 – 41 on Numerical Skills			
MS 1023 (Elementary Algebra)	49 – 100 on Pre-algebra or 0 – 40 on algebra		42 on Numerical Skills			
MS 1123 (Intermediate Algebra)	49-100 on Pre-algebra, two years of HS algebra, and 14-18 on Enhanced ACT Math		42 on Numerical Skills, 35-38 on Intermediate Algebra, and two years of HS Algebra; C or better in MS 1023			
MS 123 (College Algebra)	41 or above on Algebra	2 years of HS Algebra and 19 on Enhanced ACT Math	39 or above on Intermediate Algebra	15 or above	17 or above	460 or above on Quantitative
MS 143 (Technical Math)	22 or above on Algebra	16 or above on Enhance ACT Math	42 on Numerical Skills, 35-38 on Intermediate Algebra and two years of HS Algebra; C or better in MS 1023			
MS 173 (Geometry)	49 – 100 on Pre-algebra or 0-40 on algebra		42 on Numerical Skills			

Course						
DS 103 (Introduction to College Reading Skills) and **DS 1031** (Reading Lab I)	0 – 65 on Reading		0 – 34 on Reading Skills			0 – 469 on Verbal
DS 123 (College Reading Strategies) and **DS 1231** (Reading Lab II)	66 – 81 on Reading		35 – 40 on Reading Skills			
Exemption from Reading	82 or above on Reading Skills	19 on Reading	41 or above on Reading Skills	14 or above	15 or above	470 or above on Verbal
PILOT COURSES						
RWS 1014 & RWS 1012 (Combo for Reading DS 103 & Writing EH 1013) **Helena & Stuttgart Only**	0 – 37 on Writing Skills & 38 – 74 on Writing Skills					
EH 1023 & EH 113 COMBO Helena Only	Mandatory: 55 – 74 on Writing Skills	**Completion of DS 123 or Exemption from Reading**				
MS 1123 & MS 123 COMBO Helena Only	Grade of "B" or higher in MS 1023	ACT 16 or above				

*EXPLORE and PLAN can only be used for placement of High School students. Once the student has graduated, other test scores will be used

Appendix B: Orientation Plan

PCCUA Student Orientation
Fall 2012

PCCUA is committed to student success and helping students achieve their educational dreams!   PCCUA has identified two projects as part of the improvement plan for the HLC pioneer pathways project. Establishing a college-wide student orientation for each campus is one of the strategies selected in project #1.

Student Orientation will provide students the opportunity to learn about college resources and services that will help them build a solid foundation to become a successful college student.   This orientation is designed to prepare students as they begin classes for the fall semester.   All PCCUA students are **required** to complete the one-day orientation or enroll in a 4-week Student Orientation course (OR 400).

Below is some important information about the orientation:

- Orientation (which is **FREE**) will be offered during the first two days of the fall semester. Students will enroll in one of the following dates/times that is best for them and their schedule.

Date	Time	Course #
Wednesday, August 15	9:00 – 2:30 (lunch provided)	OR 100 H1, S1, and D1
Wednesday, August 15	5:30 – 8:30 (snacks provided)	OR 100 H20, S20, and D20
Thursday, August 16	9:00 – 2:30 (lunch provided)	OR 200 H1, S1, and D1
Thursday, August 16	5:30 – 8:30 (snacks provided)	OR 200 H20, S20, and D20

- Orientation is **mandatory** for all students enrolled in 6 or more credit hours
    - Exceptions:
        - High School students
        - Senior Citizen students
        - Students with a Bachelor or Higher degree
        - Students taking **ALL** online classes
        - Students enrolled in the Nursing Program (they will attend Nursing Boot Camp)
- Students must be on time and are required attend **ALL** sessions of the Student Orientation.
- Students will receive credit on their transcript to document their participation in the orientation.
- Any student who does not enroll in the free orientation will automatically be enrolled in (OR 400) a 4-week Student Orientation course (beginning the week of August 20th).   The student will also be responsible for paying a $30 registration fee.
- Students enrolled in the course (OR 400) must attend all class sessions or they will be dropped from ALL of their courses (purged or removed from the system) and will risk losing financial aid.
- Advisors should report any handicap students to Debbie Hardy (dhardy@pccua.edu) so proper accommodations can be made.

Approximate Student Count from Fall 2011

Campus	Total Students	Taking less than 6 hours	Total Day and Evening
Helena	705	97	608
DeWitt	166	22	144
Stuttgart	321	70	251
Total	1,192	189	1,003

Note: These numbers exclude Nursing Students and High School Students and are unduplicated.

Sessions covered during student orientation and the 4- week course:

- **College Experience**: services and activities available on campus (tutoring, advising, work-study, Phi Theta Kappa, Book Club, Intramural Sports), and college policies (class attendance, EW's, student discipline)
- **Connect with PCCUA**: student login, student email, Blackboard, and WebAdvisor
- **Library Services**: scavenger hunt and library database research
- **College Survival**: time management tips, strategies for successful studying

Lunch and Snacks (possible options):

- College will provide lunch including 1 soft drink or bottle of water and cookie (dessert).
- PCCUA maintenance staff: grill hamburgers and hot dogs or PCCUA cafeteria (Doris Foley) will prepare boxed sandwich lunch with chips.
- Student activities committee will assist in distributing lunches and drinks.
- Informational Tents hosted by college employees will be stationed around campus to greet and assist students with questions. At these tents, containers of lemonade and water will be available for students to fill up sports bottle and carry with them.
- Snacks will be provided in bag that students receive at registration.

Giveaways - Students will receive the following items upon registration:

- PCCUA – drawstring sports back pack
- PCCUA – sports water bottle
- PCCUA – notepad, pen, pencil, and highlighter

- Snacks: small individual bags of snacks (3 different items)
- Student Handbook and other college resource informational handouts
- Schedule of activities for the day: group rotation schedule and room assignments for each session and lunch
- Group leaders will handout a copy of the students schedule

Benefits of student orientation:

- Students come to campus before classes start; this is a non-threatening environment to help them become familiar with the campus, the employees, and have a positive experience to start college on the right foot.
- Students will receive information about college resources and services so they will know what is available to them; they will meet the people within those offices and learn about important college policies and procedures.
- Students will meet PCCUA faculty/ staff and other students so they will begin building relationships and making connections to the college.
- Student will receive a copy of their class schedule from their Group Leader. Throughout the day, Group Leaders will have the opportunity to help students find classrooms and meet instructors so the students will be ready to start on the first day of classes.
- Students will have the opportunity to schedule an appointment to meet their advisors and make any changes to their schedules.
- During student orientation, students will receive a student backpack filled with a sports drink bottle, notepad, highlighter, pen/pencil, snacks, agenda for the day, and other important PCCUA resource materials.

Student Orientation (Tentative Schedule)

8:30 – 9:00	Fine Arts Center Lobby	**Registration:** students will register and receive name tag with group number and a back pack filled with giveaways and other information about the day's events.
9:00 – 9:30	Fine Arts Center Auditorium	**Welcome and Introduction:** Students will meet group leaders and sit with their groups in the auditorium.
9:45 – 10:30		**Session 1**
10:45 – 11:30		**Session 2**
11:45 – 12:15	Community Room	**Lunch**
12:30 – 1:15		**Session 3**
1:30 – 2:15		**Session 4**
2:15 – 2:30		**Wrap Up:** At the end of the last session, Group Leaders will wrap up the day with Q & A and special giveaways/prizes.
2:30		**Advisor Appointments with students**

Measure	0-5	6-9	10-13	14-17	18-20	Student's Score
Mechanics Use of accurate spelling and punctuation	Numerous spelling and/or punctuation errors	Several spelling and/or punctuation errors but still understandable	Adequate spelling and punctuation, some errors	Very few spelling and punctuation errors	One to two spelling or punctuation errors	
Usage Use of appropriate grammar and standard English	Gross grammatical errors and nonstandard English	Several grammar errors and a weak grasp of standard English	Adequate grammar and use of standard English, some errors	Very few grammar errors and demonstrated use of standard English	Strong, appropriate use of grammar and standard English	
Organization Organization and topical development	Organization and structure detract from the message; introduction and/or conclusion missing	Very weak organization; introduction and/or conclusion missing	Adequate organization and structure; clear introduction, body, and conclusion	Logical and developed organization and structure; introduction and conclusion are strong; transitional devices and paragraphs are effective	Organization and structure are clear and easy to follow; introduction previews content, conclusion flows from the body, and both are strong; transitional devices are present and logical and maintain flow	
Content Development of ideas, clear introduction, body and conclusion	Content is incomplete; major points are not addressed and/or ideas are not clear, are not developed, are not detailed, and/or are not accurate; essay is inadequate/excessive in length	Content is not comprehensive; one or more major points are not addressed and/or one or more ideas are not clear, are not developed, are not detailed, and/or are not accurate; essay is inadequate/excessive in length	Content is adequate; major points are addressed but are not fully developed; essay is of appropriate length	Content is comprehensive; ideas are somewhat clear and detailed; support is strong; essay is of appropriate length	Content is strong, comprehensive and accurate; ideas are clear, detailed, and supported; essay is of appropriate length	
Style & Format Appropriate use of words (diction), sentence structure and pattern (syntax) and distinctive elements (voice); follows designated guidelines (format)	Word use and development are poor; language uses slang, jargon, and/or conversational tone throughout; essay lacks any formatting	Word use and development lack clarity or include slang, jargon, and/or conversational tone; essay lacks basic guidelines for assignment	Adequate use of words; adequate sentence and paragraph development but weak essay development; three or more assignment guideline errors	Strong word choice and adequate sentence, paragraph and essay development; essay follows most guidelines for assignment	Exceptional word choice and strong sentence, paragraph, and essay development; paper follows designated guidelines for assignment	
						Overall Score=

Appendix D

Student Portfolio Final Paper
Name:
Date:
Course/Section:

(**Note:** This form must be stapled to the final draft when submitted to your instructor! Also, preparatory work for this assignment, including outlines and rough drafts, must be turned in when the final draft is due**.)**

Grading Checklist for EH-1023 Final Essay

Directions: As you write and revise your paper, check your work to ensure you have met all requirements. Deductions will be made for missing elements. Please see the attached PCCUA English Department Writing Rubric and the English Department Grading Standards Handout for more information.)

1. All preparatory work has been completed and submitted with the final draft. _____

2. The essay has an effective and appropriate title. _____

3. The paper is properly formatted according to your instructor's guidelines and is the appropriate length. (Note: This essay should be five to eight paragraphs. Each paragraph should be five to ten sentences in length.) _____

4. The introductory paragraph catches the reader's interest and provides focus for the main idea of your essay. _____

5. The essay has a definite focus expressed through the thesis statement at the end of the introductory paragraph. _____

6. The thesis statement is interesting and is supported with evidence throughout the essay._____

7. Body paragraphs are properly developed with topic sentences and supporting details which relate to the thesis and support the thesis. _____

8. The essay has an effective conclusion that draws the reader's attention back to the thesis, or focus of the essay, and provides a satisfying ending. _____

9. The writer organizes and develops the essay logically through chronology (time order) or emphasis (order of importance). _____

10. The writer organizes the essay logically, providing transitional words and phrases at the beginning of every paragraph and within paragraphs to guide the reader. _____

11. The writer shows that he or she understands his or her audience by maintaining an appropriate tone and providing relevant information. _____

12. The writer's style demonstrates proper diction by excluding slang, cliché expressions, wordiness, repetitiveness, and pretentious language._____

13. The writer uses words and language properly, indicating college level vocabulary skills._____

14. Grammatical errors are kept to a minimum.
    A. Mechanics _____
    B. Usage_____

Appendix E

Evaluation Matrix of Student Success Plan

Intervention Strategy: Provide Supplemental Instruction to all students enrolled in any developmental education courses. Supplemental instruction labs have not been included. PCCUA has strong evidence that supplemental instruction improves remediation rates.							
Evaluation Questions	Tasks	Personnel Involved	Frequency	Data Collection			
				Sources	Methods	Sample	Instrument
Do students using multiple supports while enrolled in developmental education, remediate for college enrollment (DS 103,DS 123, EH 1013, EH 123, MS 1013, MS 1023, MS 1123)	Compare:						
1) Grades in current course	Benchmark and Term Data	IT & Institutional Research	End of Term& Annually	PCCUA Database & Departmental Databases	Comparative/ Longitudinal	Benchmark & Intervention populations data	None

2) Retention through the course	
3) Enrollment into next course in sequence	
4) Grades in subsequent course	
5) Retention through course	
6) Enrollment in Gatekeeper courses: EH113, MS123	
7) Grades in Gatekeeper course(s)	
8) Retention/Success in following terms	
9) Earning a credential	Grad. Stats

| Intervention Strategy: Requite faculty participation in Early Alert System. | | | | | | | |

Evaluation Questions	Tasks	Personnel Involved	Frequency	Data Collection			
				Sources	Methods	Sample	Instrument
To what extent did instituting the Alert System have a positive impact on:	Compare:						
1) Increasing course grades	Benchmark, Term & Mid -Term Grades	IT & Institutional Research	Mid-Term/ End of Term & Annually	PCCUA Database	Comparative/ Longitudinal	Benchmark & Intervention populations data	None
2) Reducing # / % of course	Benchmark, Term & Mid -Term Grades						

Intervention Strategy: Implement multiple support strategies to increase the successful completion and persistence of students enrolled in Developmental courses (focused advising, orientation, student success, curriculum redesign).							
Evaluation Questions	Tasks	Personnel Involved	Frequency	Data Collection			
				Sources	Methods	Sample	Instrument
To what extent has implementing multiple support services and strategies positively impacted student results?	Compare/Measure:						
	The impact of interventions & services identified via student focus groups as well as Grade and Persistence Data, and the administration of CCSSE, CCFSSE & SENSE	Focus Group Facilitators, faculty/ staff Institutional Research	Annual & End of Term Grades	PCCUA Database & Program Specific Data	Comparative/ Longitudinal	Program participants	Institutionally developed & the CCSSE, CCFFSSE & SENSE
	:		Periodic CCSSE, CCFFSSE & SENSE				

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