

BREWTON-PARKER COLLEGE

LEARNING ASSISTANCE PROGRAM SIX-YEAR STRATEGIC PLAN 2002-03 THROUGH 2007-08

DEPARTMENT PURPOSE

The Learning Assistance Program at Brewton-Parker supports the mission of the Division of Humanities and the College by providing a comprehensive system of learning support services which help students develop the skills necessary for college success and life-long learning. Through its courses and services, the program challenges students to address the analytical, historical, cultural, and philosophic foundations of higher education, teaches them to think critically and creatively, encourages them to act with ethical and aesthetic awareness, and enables them to communicate effectively in a free and open exchange of ideas.

OBJECTIVE 1

To help more students develop the basic academic skills necessary for college success and life-long learning.

ACTION PLAN

1. Evaluate placement criteria to more accurately identify students who need assistance in basic skill areas of reading, writing, and mathematics.
2. Improve instruction by attending faculty development conferences and reading professional journals.
3. Increase the percentage of LA students completing the program.
4. Increase the percentage of LA students earning a 2.0 GPA the first semester after completing the LA program.
5. Study feasibility of using supplemental instruction model or learning communities to enhance LA student success in key freshman courses with high failure/dropout rates.

ASSESSMENT

1. Fewer students in ENG 101 and MATH 101/102 will make a grade of D, F, or W than in 2002-2003 because they have benefited from being placed in LA.
2. Student evaluations will show a 5% increase in satisfaction with quality of LA instruction over 2002-2003.
3. Percentage of students completing LA will increase 5% over 2002-2003.
4. Percentage of students earning a 2.0 will increase 5% over 2002-2003.
5. Decision will be made by Fall 2003 on implementation of supplemental instruction and/or learning community model.

RESPONSIBILITY

Director of LA, LA Faculty, Humanities Division Chair, Provost.

TIME FRAME

2003-2008; reevaluated annually.

RESOURCES REQUIRED

Access to student grades and course data.

RELATED TO

Institutional Goal No. 4.

BREWTON-PARKER COLLEGE

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RESULTS

1. Baseline data: In Fall 2002, 17.4% of ENG 101 students, and 19.8% of MTH 101/102 students, made a grade below a C.
2. Baseline data: Fall 2002 SIR II evaluations show an average score of 3.80 for LA 98 and 3.82 for LA 99 on question #40, overall evaluation.
3. Baseline data: In AY 2002-03, 43% of on-campus LA students completed their LA requirements (32 of 75).
4. Of students who exited LA in Fall, 92% enrolled Spring semester and 70% made a GPA of 2.0 or higher (average 2.871).
5. Learning Community/Supplemental Instruction model not feasible due to the restrictions of conditional admission and cost of training.

RESPONSE

1. Placement scores of students making below a C will be studied to determine if adjustments in the placement test cut scores are warranted.
2. Professor Sherra Durden and Mrs. Vicky Conner attended the Georgia Learning Support Conference, April 6-7. NADE membership will be renewed so we can receive the Journal of Developmental Education.
3. A survey will be sent to these students asking them which aspects of the LA program benefited them most.
4. A survey will be sent to these students asking them which aspects of the LA program benefited them most.
5. N/A
6. Pre- and post-test scores from External Programs LA classes are incomplete, showing many External Programs students were not given the placement tests. Available exit scores show an average math score of 612 for External Programs students and 613 for Mount Vernon. Reading scores average 111 for External Programs and 111 for Mount Vernon, while grammar scores average 316 for External Programs and 313 for Mount Vernon (all tests are 25 point scale). However, a grade comparison shows 72% LA 99 students exited in External

Programs, but only 27% at Mount Vernon; in LA 98, 82% exited in External Programs but only 43% at Mount Vernon.

In addition, only 46% of adjunct LA/COL instructors (5 of 11) attended the Fall workshop. This indicates that plans for alternative training should be devised.

OBJECTIVE 2

To improve academic support services by improving technology in the Learning Assistance Center.

ACTION PLAN

1. Attain certification of tutor training program from College Reading and Learning Association.
2. Research a grant proposal to fund purchase of new computers and software for LAC.
3. Provide study skills workshops or mini courses as intervention strategies for students in academic difficulty by Fall 2003.
4. Research a grant proposal to create and staff a Writing Center to serve the college community.

ASSESSMENT

1. Tutor training program receives CRLA certification by Fall 2004.
2. Proposal written by Fall 2004.
3. Student evaluations and LAC records will show a 5% increase in satisfaction and use of services over 2002-2003.
4. Determine feasibility of grant by Fall 2005.

RESPONSIBILITY

Director of LA Program, LAC Supervisor, Humanities Division Chair, Provost.

TIME FRAME

2003-2008.

RESOURCES REQUIRED

Grant writing information and training.

RELATED TO

Institutional Goal No. 4.

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RESULTS

1. CRLA certification guidelines are being researched, and the tutor training is being reviewed.
2. Technology proposal for LAC was submitted and denied, Fall 2002.
3. Workshops being planned for Fall 2003. Non-LA student evaluations showed 87% were satisfied with tutoring, giving an average score of 4.3 (5.0 scale). One hundred (100) percent cited improved grades.
4. Strategic fund grant for Writing Center has been approved.

RESPONSE

1. Training program will be restructured over the summer to meet CRLA guidelines, if possible.
2. Appears to be a dead issue. Writing Center may be funded instead.
3. Only a few surveys were returned, insufficient data. Find more effective survey method. Check course grades of those receiving tutoring in non-LA courses.
4. Writing Center will be administered by the Literature and Writing Department, not LA program.

OBJECTIVE 3

To introduce students to the challenges and responsibilities of higher education through the Freshman Year Experience course and the Freshman Seminar, and thereby help them make a successful transition to college life.

ACTION PLAN

1. Through FYE, provide training in college survival skills.
2. Incorporate career planning/advisement component in FS to help students make good decisions about their education.
3. Incorporate service learning component in FS which encourages students to act with ethical and aesthetic awareness in an open exchange of ideas within their community.
4. Survey Seminar/FYE students and instructors for ideas to improve the courses.

ASSESSMENT

1. At least 75% of FYE students will indicate the class helped them feel more comfortable and confident of success in college.
2. At least 75% of FS students will indicate the seminar helped them clarify their educational and career choices.
3. At least 75% of FS students will indicate the seminar helped them clarify their personal values.
4. Surveys will be reviewed and strategies for improvement will be implemented.

RESPONSIBILITY

Director of LA Program, Seminar/FYE Instructors, Director of Advising, Humanities Division Chair, Provost.

TIME FRAME

2003-2008.

RESOURCES REQUIRED

Faculty/Staff time; funds for faculty development.

RELATED TO

Institutional Goal No. 4.

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RESULTS

1. Supplemental questions on Fall SIR II were not reported as percentages.
2. Supplemental questions on Fall SIR II were not reported as percentages.
3. Supplemental questions on Fall SIR II were not reported as percentages.
4. Seminar students and instructors were surveyed/interviewed to receive feedback on course.

RESPONSE

1. Questions will be asked on a survey of FYE classes, or the questions will be rewritten for SIR II report.
2. Questions will be asked on a survey of FS classes, or the questions will be rewritten for SIR II report.
3. Questions will be asked on a survey of FS classes, or the questions will be rewritten for SIR II report.
4. Results were used to revise syllabus. Met with COL 102 instructors in Spring to plan course for Fall 2003.