

BREWTON-PARKER COLLEGE

LEARNING ASSISTANCE PROGRAM SIX-YEAR STRATEGIC PLAN 2003-04 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 models 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

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

RESULTS & RESPONSES—2002-03

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 models or learning communities to enhance LA student success in key freshman courses with high failure/dropout rates.

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.

BREWTON-PARKER COLLEGE

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

RESULTS & RESPONSES—2003-04

OBJECTIVE 1

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

ACTION PLANS

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.

RESULTS

1. In Spring 2004, 14% of ENG 101 students, and 14% of MTH 101/102 students, made below a C.
At Mt. Vernon, five out of six students (83%) who passed LA 98 in Fall 2003 and took ENG 101 in spring passed (2.17 avg.). Eight of eleven students who passed LA 99 in Fall 2003 and took MTH 101 or 102 in spring passed (1.73 avg.).
2. Fall 2003 SIR II evaluations show an average score of 3.545 for LA 98 and LA 99 on question #40, overall evaluation.
3. Data not yet available from CIS.
4. Data not yet available from CIS.

RESPONSE

1. No consistent correlation has been found between placement scores near the cut line and students making below a C. Continue study.
2. Ask students for ideas to improve the classes.
3. Develop survey for LA graduates.
4. Develop survey for LA graduates.

BREWTON-PARKER COLLEGE

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

RESULTS AND RESPONSES – 2004-05

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 models or learning communities to enhance LA student success in key freshman courses with high failure/dropout rates.

RESULTS

1. Placement criteria in place. Evaluation on-going.
2. The Director of Learning Assistance, two Learning Assistance Instructors, and the Director of the Writing Center attended annual conference of the Georgia Association for Developmental Education. Pre-conference planning and post-conference follow-up meetings were held by this group to maximize the effectiveness of attending the conference.
3. Statistical data not available. Anecdotal evidence suggests that percentage is roughly the same as previous year.
4. Statistical data not available. Anecdotal evidence suggests that percentage is roughly the same as previous year.
5. Feasibility of using supplemental instruction model or learning communities has been studied through conference session discussions and research.

RESPONSE

1. Continue evaluation of placement criteria.

2. As a result of discussions on conference sessions, professional research on the part of the director, and discussions on current practice, changes in the content area of the reading and writing component of Learning Assistance will be made and new software for the mathematics component is being sought.
3. Ensure that data is available for the next year.
4. Ensure that data is available for the next year.
5. Learning communities and true supplemental instruction programs require much legwork and financial and staffing commitments to implement properly. They may or may not be appropriate, useful, and cost-effective to Brewton-Parker College and are currently not feasible.

BREWTON-PARKER COLLEGE

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

RESULTS AND RESPONSES—2005-06

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 models or learning communities to enhance LA student success in key freshman courses with high failure/drop rates.

RESULTS

1. Placement criteria in place. Evaluation on-going.
2. The Director of Learning Assistance and the learning assistance instructor for math attended annual conference of the Georgia Association for Developmental Education. A post-conference follow-up meeting was held to maximize the effectiveness of attending the conference. The Director of Learning Assistance has also assessed current instructional practice in the context of current developmental students' writing and reading abilities and discussed this with English faculty.
3. Percentage of students successfully completing Learning Assistance program:

A. Summary:

Entered program in	Fall 2003	Fall 2004	Fall 2005
Mt. Vernon	43%	58%	67%
External Programs	78%	79%	68%
Combined	60%	62%	67%

B. Detailed Description:

Learning Assistance Retention Rates / Mt. Vernon Campus

Number of Students who...	Fall 2003	Fall 2004	Fall 2005
placed in LA	96	137	116
passed on 1 st attempt	27 = 28%	40 = 29%	68 = 59%
failed on 1 st attempt	69 = 72%	97 = 71%	48 = 41%
did not make 2 nd attempt in the spring	24 = 35%	29 = 30%	15 = 31%
made 2 nd attempt	45 = 65%	68 = 70%	33 = 69%
passed 2 nd attempt	14 = 31%	40 = 59%	10 = 30%
failed 2 nd attempt	31 = 69%	28 = 41%	23 = 70%
Total Retained	41 = 43%	80 = 58%	78 = 67%
Total Lost	55 = 57%	57 = 42%	38 = 33%

Learning Assistance Retention Rates / External Programs

Number of Students who...	Fall 2003	Fall 2004	Fall 2005
placed in LA	87	28	56
passed on 1 st attempt	63 = 72%	21 = 75%	37 = 66%
failed on 1 st attempt	24 = 28%	7 = 25%	19 = 34%
did not make 2 nd attempt in the spring	18 = 75%	5 = 71%	15 = 79%
made 2 nd attempt	6 = 25%	2 = 29%	4 = 21%
passed 2 nd attempt	5 = 83%	1 = 50%	1 = 25%
failed 2 nd attempt	1 = 17%	1 = 50%	3 = 75%
Total Retained	68 = 78%	22 = 79%	38 = 68%
Total Lost	19 = 22%	6 = 21%	18 = 32%

Learning Assistance Retention Rates Combined

Number of Students who...	Fall 2003	Fall 2004	Fall 2005
placed in LA	183	165	172
passed on 1 st attempt	90 = 49%	61 = 37%	105 = 61%
failed on 1 st attempt	93 = 51%	104 = 63%	67 = 39%
did not make 2 nd attempt in the spring	42 = 45%	34 = 33%	30 = 44%
made 2 nd attempt	51 = 55%	70 = 67%	37 = 55%
passed 2 nd attempt	19 = 37%	41 = 59%	11 = 30%
failed 2 nd attempt	32 = 63%	29 = 41%	26 = 70%
Total Retained	109 = 60%	102 = 62%	116 = 67%
Total Lost	74 = 40%	63 = 38%	56 = 33%

4. Percentage of LA students earning a 2.0 GPA the first semester after completing the LA program:

Fall 2003	Fall 2004	Fall 2005
98%	98%	Due to proximity of entry date into the program, complete data on this cohort is not yet available. For students who had to make two attempts, Fall 06 will be the first semester after completing the program.

RESPONSE

1. Continue evaluation of placement criteria.
2. As a result of discussions on conference sessions, professional research on the part of the director, and discussions with the English Department on the effectiveness of current practice, changes in the content area of the reading and writing component of Learning Assistance have been made. In order to ensure a seamless transition from developmental writing to standard freshman college writing, English 101/102 faculty are now directly involved with the reading and writing components of the Learning Assistance program. This involvement includes monthly meetings of the English faculty with the Director of Learning Assistance, mid- and end-of- semester review of LA 98 students' writing portfolios by the English faculty, and assigning English 101/102 faculty to teach sections of LA 98. The Director of Learning Assistance and the English faculty agree that the course should first emphasize effective sentence and paragraph construction and only gradually move toward effective essay construction. Vocabulary building and developing skills in identifying main points will be the emphasis of the reading component. The developmental math instructor will begin using MathXL – an online homework, tutorial, and assessment system – in conjunction with the course textbook.
3. The percentage of students passing the program has increased steadily since 2003.
5. Continue current practices, continue assessing the program, continue to make adjustments when needed, and continue assessing assessment methods.
4. The percentage of students with a GPA of over 2.0 after completing the program is extremely high. The computer program that produced these statistics needs to be carefully analyzed to verify accuracy. If they are accurate, we need to continue current practices.

BREWTON-PARKER COLLEGE

LEARNING ASSISTANCE PROGRAM SIX-YEAR STRATEGIC PLAN 2003-04 THROUGH 2007-08

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

BREWTON-PARKER COLLEGE

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

RESULTS & RESPONSES—2002-03

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.

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.

BREWTON-PARKER COLLEGE

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

RESULTS & RESPONSES—2003-04

OBJECTIVE 2

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

ACTION PLANS

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.

RESULTS

1. CRLA certification has not yet been attained. Lacking some necessary documentation. Workshops for tutors need to address cultural awareness study skills.
2. Non-LA student evaluations showed 100% were satisfied with tutoring, (a 13% increase) giving an average score of 4.2 (a 2% decrease). One hundred percent cited improved grades.

RESPONSE

1. Survey of faculty and tutors will be given. Workshops will be expanded.
2. Distribute surveys to more students using the tutoring services. Survey LA students as well, but keep results separate.

BREWTON-PARKER COLLEGE

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

RESULTS AND RESPONSES – 2004-05

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 Learning Assistance Center.
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.

RESULTS

1. CRLA certification has not yet been attained. Tutor workshops have been expanded to include cultural awareness study skills and are in line with CRLA certification standards, but some required statistics are still not available for certification.
2. Funding has not yet been obtained.
3. Currently LA tutors are trained to deal with students in academic difficulty as walk-ins on a one-to-one basis. These students are encouraged and sometimes required by instructors in both LA and COL courses to attend tutoring sessions in the Learning Assistance Center.
4. Writing Center has been implemented and staffed.

RESPONSE

1. Survey of faculty and tutors will be given to attain statistics.
2. Sources of funding will continue to be sought.

BREWTON-PARKER COLLEGE

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

RESULTS AND RESPONSES—2005-06

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 Learning Assistance Center.
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.

RESULTS

1. CRLA certification has been tabled. Tutor workshops have been expanded to include cultural awareness study skills and are in line with CRLA certification standards.
2. Funding has not yet been obtained for computers and software dedicated solely to developmental students, however, the developmental math instructor is researching two software programs for use in the math lab in the Math-Science building which are designed to help education majors pass the math portion of the state certification test. These programs could be used by developmental math students as well. Developmental math students currently use an online tutorial in conjunction with their textbook. Developmental reading and writing students currently use an on-line program that accompanies their writing handbook and can be accessed from their own computers in their rooms or any of the computer labs on campus.
3. Currently LA tutors are trained to deal with students in academic difficulty as walk-ins on a one-to-one basis. These students are encouraged and sometimes required by instructors in both LA and COL courses to attend tutoring sessions in the Learning Assistance Center.

RESPONSE

1. Need for CRLA certification will be assessed.
2. Need and feasibility of a separate computer lab for developmental students will be assessed.
3. Tutoring program is being reviewed and assessed for effectiveness. The need and feasibility of study skills workshops or mini courses beyond the developmental classroom as intervention strategies for students in academic difficulty is being reviewed.

BREWTON-PARKER COLLEGE

LEARNING ASSISTANCE PROGRAM SIX-YEAR STRATEGIC PLAN 2003-04 THROUGH 2007-08

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 helping 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

BREWTON-PARKER COLLEGE

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

RESULTS & RESPONSES—2002-03

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 helping 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.

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.

BREWTON-PARKER COLLEGE

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

RESULTS & RESPONSES—2003-04

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 PLANS

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.

RESULTS

1. Sixty-five percent of FYE (COL 101) students surveyed indicated the class helped them feel comfortable and confident of success in college. Not all classes were asked the same questions.
2. Seventy-five percent of FS (COL 102) students surveyed indicated the class and use of SIGI helped them clarify their educational and career choices.
3. Sixty-three percent of FS (COL 102) students surveyed indicated the class helped them clarify their personal values.
4. Met with COL 102 instructors in spring to plan course for Fall 2004.

RESPONSE

1. Supplemental questions should be included on the SIR II report for standard format.
2. Supplemental questions should be included on the SIR II report for standard format.
3. Supplemental questions should be included on the SIR II report for standard format.
4. Results were used to revise syllabus and choose new text.

BREWTON-PARKER COLLEGE

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

RESULTS AND RESPONSES – 2004-05

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

RESULTS

1. Training in college survival skills is a required component in Freshman Year Experience courses.
2. Career planning and advisement are required components in the Freshman Seminar.
3. No service learning component has yet been incorporated into the Freshman Seminar. Ethical awareness is developed in students through their participation in case studies that are evaluated and discussed in the classroom community.
4. Three meetings with Freshman Seminar instructors were held in Spring and Summer 2005.

RESPONSE

1. Continue practice. Survey students to determine the percentage who feel the class has helped them feel comfortable and confident of success in college.
2. Continue practice. Survey students to determine the percentage who feel the class has helped them clarify their educational and career choices.
3. Service learning component cannot be incorporated fairly unless the number of credit hours for the course is increased. Continue practice of teaching ethical awareness through the use of case studies and discussion.

4. Results were used to revise Freshman Seminar syllabus, choose a new text, and ensure consistency of course content across all sections.

BREWTON-PARKER COLLEGE

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

RESULTS AND RESPONSES—2005-06

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

RESULTS

1. Training in college survival skills is the essential, salient component of Freshman Year Experience courses. It is also a component of the Freshman Seminar. On the SIRII evaluation for the three sections of FYE taught on the main campus during the Fall 2005 semester, students rated the success of course outcomes in general with an overall mean of 4.06. The comparative mean for 4-year institutions is 3.65. They rated the overall effectiveness of the course with an overall mean of 3.96. The comparative mean for four year institutions is 3.97. 137 students enrolled in the Freshman Seminar on the main campus during the Fall 2005 semester responded to a survey at the end of the course. 78% stated that the class helped them feel more comfortable and confident of success in college to some degree. 21% responded negatively. **(See appendix for more detailed results).**
2. Career planning and advisement are required components in the Freshman Seminar. 82% of the 137 students taking the Freshman Seminar during the Fall 2005 semester stated that the course helped them clarify their educational and career choices. 18% responded negatively. 81% stated that the fact that the course was taught by their advisor was useful. 8% responded negatively. 10%

did not respond to this question because their instructor for the course was not their advisor.

3. Ethical awareness is developed in students through their participation in case studies that are evaluated and discussed in the classroom community. 73% of the 137 students taking the course on the main campus stated that the course helped them clarify their personal values. 27% responded negatively. 76% stated that the course improved their ability to think critically and solve problems responsibly. 24% responded negatively.
4. Initial orientation of Freshman Seminar instructors for the upcoming fall semester was held in May 2006. Returning instructors responded to the Fall 05 semester and made comments and suggestions regarding the upcoming fall semester.

RESPONSE

1. Freshman Year Experience course is being assessed for effectiveness and improvement. Continue practice in Freshman Seminar.
2. Continue practice.
3. Service learning component cannot be incorporated fairly unless the number of credit hours for the course is increased. Continue practice of teaching ethical awareness through the use of case studies and discussion.
4. Continue practice.

Appendix

College 102: Freshman Seminar, Fall 2005 Student Survey Composite Results of all Sections on Mt. Vernon Campus N=137

Please circle the phrase that most honestly reflects your opinion about each statement.

This course has:

1. Helped me feel more comfortable and confident of success in college.

Very Much	Quite a bit	Some	Very little	Not at all
21%	30%	27%	12%	9%

2. Helped me clarify my educational and career choices.

Very Much	Quite a bit	Some	Very little	Not at all
22%	26%	34%	11%	7%

3. Helped me clarify my personal values.

Very Much	Quite a bit	Some	Very little	Not at all
12%	28%	33%	18%	9%

4. Improved my ability to think critically and solve problems responsibly.

Very Much	Quite a bit	Some	Very little	Not at all
16%	34%	26%	17%	7%

5. Increased my appreciation of the value of cooperative learning and teamwork.

Very Much	Quite a bit	Some	Very little	Not at all
18%	28%	31%	15%	7%

6. Made me aware of campus resources and services such as the library, career services, counseling, and tutoring.

Very Much	Quite a bit	Some	Very little	Not at all
27%	37%	28%	3%	4%

7. I liked the textbook in this course:

Very Much	Quite a bit	Some	Very little	Not at all
8%	17%	45%	20%	11%

8. In helping me become familiar with library resources, the library unit was:

Very useful	Useful	Somewhat useful	Not especially useful	Not at all useful
18%	37%	31%	10%	3%

9. In helping me clarify my career goals and choices, the SIGI exercise was:

Very useful	Useful	Somewhat useful	Not especially useful	Not at all useful
27%	22%	28%	11%	9%

10. The fact that the course was taught by my advisor was:

Very useful	Useful	Somewhat useful	Not especially useful	Not at all useful
35%	31%	15%	4%	4%

11. For a one-credit-hour course I found the workload to be:

Much too heavy	Too heavy	Just about right	Light	Too light
4%	19%	56%	17%	2%

12. I would take this course even if it were not required.

Absolutely	Probably	Maybe	Probably not	Absolutely not
7%	13%	20%	28%	29%

BREWTON-PARKER COLLEGE

LEARNING ASSISTANCE PROGRAM SIX-YEAR STRATEGIC PLAN 2003-04 THROUGH 2007-08

(OBJECTIVE ESTABLISHED IN JULY 2003)

OBJECTIVE 4

Monitor and improve assessment for all LA External Programs and Mount Vernon classes to ensure consistency and effectiveness of instruction.

ACTION PLANS

1. Development and distribution of a LA Program manual for External Programs instructors
2. Use of pre- and post-tests to benchmark student achievement and progress
3. Pre-requisite requirements of LA/COL instructors will be improved
4. A workshop of all LA/COL instructors will be held to provide training
5. LA courses offered through External Programs will be expanded.

ASSESSMENT

1. Distribute LA Program manual to all External Programs instructors, including standard course requirements, syllabi, and requirements for final exams.
2. Pre- and post-test scores will show consistent improvement and attainment of common, verifiable standards of grading between External Programs and Mount Vernon classes.
3. All adjunct LA/COL instructors will meet credential requirements.
4. At least 75% of adjunct LA/COL instructors will attend Fall workshop or some alternative means of training.
5. External Programs schedule will show at least 50% of LA 98 and 99 classes are scheduled for two nights a week by Fall 2003.

RESPONSIBILITY

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

TIME FRAME

2003-2008; reevaluated annually

RESOURCES REQUIRED

Access to student grades, testing scores, and course data

RELATED TO

Institutional Goal No. 4

BREWTON-PARKER COLLEGE

**LEARNING ASSISTANCE PROGRAM
SIX-YEAR STRATEGIC PLAN
2003-04 THROUGH 2007-08**

(OBJECTIVE ESTABLISHED IN JULY 2003)

RESULTS & RESPONSES—2002-03

OBJECTIVE 4

Monitor and improve assessment for all LA External Programs and Mount Vernon classes to ensure consistency and effectiveness of instruction.

ACTION PLANS

1. Development and distribution of a LA Program manual for External Programs instructors
2. Use of pre- and post-tests to benchmark student achievement and progress
3. Pre-requisite requirements of LA/COL instructors will be improved
4. A workshop of all LA/COL instructors will be held to provide training
5. LA courses offered through External Programs will be expanded.

RESULTS & RESPONSES

This objective was not determined or implemented until the 2003-04 school year.

BREWTON-PARKER COLLEGE

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

RESULTS & RESPONSES—2003-04

OBJECTIVE 4

Monitor and improve assessment for all LA External Programs and Mount Vernon classes to ensure consistency and effectiveness of instruction.

ACTION PLANS

1. Development and distribution of a LA Program manual for External Programs instructors.
2. Use of pre- and post-tests to benchmark student achievement and progress.
3. Pre-requisite requirements of LA/COL instructors will be improved.
4. A workshop of all LA/COL instructors will be held to provide training.
5. LA courses offered through External Programs will be expanded.

RESULTS

1. LA Program manual was distributed to External Programs office to distribute to instructors.
2. Available exit scores show an average algebra score of 614 for External Programs students, but were unavailable for Mount Vernon. Reading scores averaged 116 for External Programs and 112 for Mount Vernon, while grammar scores averaged 316 for External Programs and 313 for Mount Vernon (all tests are 25 point scale). A grade comparison of Mount Vernon and External Program classes for fall and spring shows 77% (66 of 86) LA 99 students exited in External Programs, but only 34% (32 of 95) at Mount Vernon; in LA 98, 73% (58 of 79) exited in External Programs, but only 22% (15 of 68) at Mount Vernon.
3. Most adjunct LA/COL instructors meet credential requirements.
4. Fall adjunct workshop has been discontinued by External Programs.
5. External Programs schedule for Fall 2004 shows that only 17% of LA 98 and 99 classes (2 of 12) are scheduled for two meetings a week. Savannah classes are scheduled to run 25 minutes shorter than others.

RESPONSE

1. Continue practice.
2. Accuplacer has been made available at External Programs sites. The continuing grading discrepancies between External Programs and Mount Vernon classes is a

concern, but exit scores (in reading and grammar) are also higher in External Programs. Recommend studying correlation between scores and course grades.

3. Credential requirements have been reviewed with External Programs; new adjunct candidates have been interviewed.
4. Find other means of training adjunct instructors for LA classes.
5. Schedule has been reviewed by LA director with External Programs, but evidently changing the schedule is not feasible, or is not a priority. Schedule could undermine the quality of LA courses in External Programs.

BREWTON-PARKER COLLEGE

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

RESULTS AND RESPONSES—2004-05

OBJECTIVE 4

Monitor and improve assessment for all LA External Programs and Mount Vernon classes to ensure consistency and effectiveness of instruction.

ACTION PLAN

1. Development and distribution of an LA Program Manual for External Programs instructors.
2. Use of pre- and post-tests to benchmark student achievement and progress.
3. Pre-requisite requirements of LA/COL instructors will be improved.
4. A workshop of all LA/COL instructors will be held to provide training.
5. LA courses offered through External Programs will be expanded.

RESULTS

1. LA Program manual was distributed to External Programs office to distribute to instructors.
2. Accuplacer pre-test is administered a on the main campus and at all sites. Post-test is required by all LA students to pass into English 101 or Math 101/102.
3. All approved adjuncts meet credential requirements.
4. LA/COL workshops not held.
5. The number of LA courses offered in any given semester depends on the number of new students who apply for admission and are tested into the course. Thus, intentional expansion is impossible.

RESPONSE

1. Continue distributing manual to External Programs office. Review manual and revise, if necessary, to maintain consistency with possible changes in course. Develop method to statistically analyze student achievement and progress in LA courses. Work with English and Math faculty to ensure that post-testing in LA courses are consistent with departmental entrance expectations for standard academic courses.
2. Continue to ensure that new adjuncts are properly credentialed and interviewed.
3. Develop and implement practical means of ensuring that all LA/COL instructors are properly trained.

4. The LA program on the Mt. Vernon campus will be reviewed in the upcoming year and any changes made to that program will be made in the program off-campus as appropriate.

BREWTON-PARKER COLLEGE
LEARNING ASSISTANCE PROGRAM
DIVISION OF LEARNING ASSISTANCE
SIX-YEAR STRATEGIC PLAN
2002-03 THROUGH 2007-08
RESULTS AND RESPONSES—2005-06

OBJECTIVE 4

Monitor and improve assessment for all LA External Programs and Mount Vernon classes to ensure consistency and effectiveness of instruction.

ACTION PLAN

1. Development and distribution of an LA Program Manual for External Programs instructors.
2. Use of pre- and post-tests to benchmark student achievement and progress.
3. Pre-requisite requirements of LA/COL instructors will be improved.
4. A workshop of all LA/COL instructors will be held to provide training.
5. Data on LA/COL courses offered through External Programs will be compared with data from main campus to ensure consistency and effectiveness of instruction.

RESULTS

1. LA Program manual distributed to External Programs office to distribute to instructors.
2. Accuplacer pre-test is administered on the main campus and at all sites. Post-test is required by all LA students to pass into English 101 or Math 101/102.
3. All approved adjuncts meet credential requirements.
4. LA/COL workshops will be held in August for both main campus instructors and off campus adjuncts.
5. Student responses on SIRII course evaluation forms for LA/COL courses offered through External Programs during the summer and fall of 2005:

LA 98 Developmental Reading and Writing

	Overall Mean EP	Overall Mean at Mt. Vernon Campus	Comparative Mean for 4-Year Institutions
Success of course outcomes:	4.87	4.25	3.65
Overall effectiveness of course:	4.80	3.99	3.97

LA 99 Developmental Math

	Overall Mean EP	Overall Mean at Mt. Vernon Campus	Comparative Mean for 4-Year Institutions
Success of course outcomes:	4.43	3.70	3.65
Overall effectiveness of course:	4.78	4.37	3.97

COL 101 Freshman Year Experience

	Overall Mean EP	Overall Mean at Mt. Vernon Campus	Comparative Mean for 4-Year Institutions
Success of course outcomes:	5.00	4.06	3.65
Overall effectiveness of course:	5.00	3.96	3.97

COL 102 Freshman Seminar

	Overall Mean EP	Overall Mean at Mt. Vernon Campus	Comparative Mean for 4-Year Institutions
Success of course outcomes:	4.12	3.43	3.65
Overall effectiveness of course:	4.31	3.83	3.97

RESPONSE

1. Continue distributing manual to External Programs office. Review manual and revise if necessary to maintain consistency with possible changes in course.
2. A method has been developed to statistically analyze student achievement and progress in LA courses. Continue to refine and develop methods. Continue to analyze student achievement and progress. Continue to work with English and Math faculty to ensure that post-testing in LA courses is consistent with departmental entrance expectations for standard academic courses.
3. Continue to ensure that new adjuncts are properly credentialed and interviewed.
4. Continue practice.
5. The LA/COL program on the Mt. Vernon campus has been reviewed and changes have been made to that program. The off-campus program will be reviewed and compared with the Mt. Vernon campus to determine which changes are appropriate for external students.