

Achieving the Dream Annual Narrative & Financial Report: Due April 30, 2011

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1. Briefly describe your greatest accomplishment in each principle since joining ATD.

- a. Committed Leadership**
- b. Use of Evidence**
- c. Broad Engagement**
- d. Systemic Institutional Improvement**

A. Committed Leadership: Senior leadership at Pulaski Technical College have clearly demonstrated their commitment to Achieving the Dream and its five indicators of student success. Dr. Dan F. Bakke, president, has attended the Strategy Institute annually. Dr. Bakke has ensured that Achieving the Dream coaches and other faculty and staff have reported about the initiative and interventions to the Board of Trustees. Dr. Bakke presents information about Achieving the Dream each year when all PTC personnel are invited to attend fall Convocation. He made the final decision to change Campus Center room 304 into a computer classroom for a pilot of the Emporium Model in developmental math when several different deans and vice presidents wanted to use the space for various uses. He is also committed to increasing the percentage of full-time faculty when funds are available; last year, he made the decision add 17 new full-time faculty members despite difficult budget challenges.

B. Use of Evidence: Pulaski Technical College has created a body of data for intervention areas of developmental math and advising. PTC gathered and used evidence around ACT scores and expected performance in developmental math or College Algebra to justify raising the ACT cut-off from 19 to 21 to register for College Algebra. Budget managers are asked to justify budget requests with data to support their needs and to connect the request to student success. PTC has used data to support decisions regarding use of facilities, for instance, PTC recently repurposes the former business building into classroom and office space for speech communication and college algebra because of the large enrollment in that area and renovated a classroom into a dedicated math lab to support improved success in algebra. PTC also reviewed student success data when the decision was made to convert Campus Center 304 from an open computer lab into a computer classroom

C. Broad Engagement: A large group of faculty collaborated to create a common definition of student success. The definition is: Student success occurs when students accomplish their educational goals at PTC and finish what they start. Student success is accomplished through the completion of any of the following areas: certificate, AAS, AA, AS, AAT, enhancement of career or personal skills and coursework that promotes life-long learning. Student success agenda activities included a campus-wide marketing campaign highlighting Achieving the

Dream and five key indicators of success, including hanging posters, door hangers, e-newsletter articles and other marketing activities, and a faculty retreat that included information on Achieving the Dream with a goal of broader engagement and faculty buy-in for Achieving the Dream mission as well as an increased awareness of accomplishments and opportunity for faculty input. Pulaski Tech has engaged community members through community conversations, which focused on general information about PTC last year; this year, the conversation targeted employers in the region; in the fall, the conversation will target K-12 and higher education.

D. Systemic Institutional Improvement: PTC implemented significant changes in the Institutional Research office this year, including hiring a new director and adding a new staff position. The office is now staffed by Tara Smith, formerly with the Arkansas Department of Higher Education and now Director of Institutional Research, Planning and Effectiveness and Jasmine Ray, formerly with the PTC's Title III and now Institutional Research Associate. IR staff are working diligently to clean up data to allow for implementation of Zogo Tech as an informational dashboard available to all staff and faculty. PTC strived to learn more about how to best serve our students by conducting the Community College Survey of Student Engagement and the Noel-Levitz Student Satisfaction Inventory. PTC hosted Community Conversations to engage community members in meaningful dialogue and plan follow-up activities. Finally, we are supporting becoming a data-driven institution by initiating ZogoTech, implementing TracDat, compiling policy development/guidelines for the Institutional Research function and institutionalizing the IR committee.

2. *What resources, internal and external, helped you make those accomplishments described above?*

- a. *Committed Leadership***
- b. *Use of Evidence***
- c. *Broad Engagement***
- d. *Systemic Institutional Improvement***

Progress in committed leadership, use of evidence, broad engagement and systemic institutional improvement were all accomplished with similar resources. The Dean of Business Division, Augusta Farver, has served as Achieving the Dream leader for the past two years. This year, he was promoted to Interim Vice President of Instruction and was recently hired for the position. He has been a catalyst in securing broader engagement of deans. The Vice President of Instruction continues to encourage developmental and gateway course faculty to strengthen efforts to expand and deepen engagement between faculty in those areas. Resources include internal and external funding, community support, faculty and staff commitment, professional development, College Committees and governing groups like Faculty/Staff Senate, improved engagement of students (for instance, a Student Government senator was involved in budget process), review of policies/procedures at similar institutions, course redesign models based on national best practices and proven models, employer involvement, advisory committees, documented research in advising models that supported new advising activities and collaborations with other two-year and four-year colleges that resulted in activities like the statewide Student Success Symposium. Further, support from organizations like Arkansas Department of Higher Education and Arkansas Association of Two-Year Colleges are essential to gathering research, developing collaborations and improving services to students. The Governor of Arkansas, The Honorable Mike Beebe, has been instrumental in tying education and economic development together and focusing on improving outcomes in both areas. For

instance, Senate Bill 766 Performance-Based Funding, which passed in the 2011 legislative session, ties retention and graduation outcomes to a percentage of state funding for colleges, supporting a policy discussion about how to improve those outcomes. The Arkansas State Legislature has also conducted an Interim study on remediation, which highlights the need for changes in the remediation system in the state and researches models for replication.

3. Briefly describe the greatest challenges impeding your progress on each principle.

- a. Committed Leadership**
- b. Use of Evidence**
- c. Broad Engagement**
- d. Systemic Institutional Improvement**

PTC faces common challenges that impede progress concerning the principles of committed leadership, use of evidence, broad engagement and systemic institutional improvement. Those challenges are a growing enrollment, understaffing, lack of facilities, low level of state support and no local tax dedicated to college operations. The College continues to grow in student enrollment, with a student population of 8,455 in 2006 and 11,466 in 2011. PTC is one of only two community colleges in the state that has never had a local funding source; it is one of only two community colleges in the state receiving less than \$3,000 per student in state support. PTC relies on student tuition and fees for 57% of its budget, compared to an average of 20% for state-supported colleges in Arkansas. The low funding results in challenges related to understaffing in full-time faculty, advising, financial aid and other areas of the college. Personnel are overextended and have limited time to participate in additional training and activities. According to ADHE, PTC needs about 300,000 more square feet of facilities to serve its current student body. Our facilities are at their maximum capacity day, night and weekends. It is challenging to consider new programs or additional staff when there is no room for growth in current facilities. PTC is located in the most populated, urban area of the state, making it more challenging to host a sizeable group at activities like Community Conversations. Finally, PTC has used POISE for decades as our student management system. We are experiencing challenges associated with organizing data so that ZogoTech can be implemented.

4. What institutional research challenges has the college faced this year? Mark all that apply.

- None
- Too few IR staff positions
- Too few IT staff positions
- Unfilled staff positions
- Inadequate IR staff training in needed skills
- Difficulty retrieving useful, timely data
- Other. Please describe: Student management system has been used for decades and needs work around data organization to implement ZogoTech and ensure correct data output.

5. Please describe any increases in institutional research capacity at your institution this year. Include staff increases as well as new hardware or software acquisitions.

PTC added an institutional research associate in 2010 and is considering adding an Associate IR Director as well as increased conference fees, contractual funds and operation budgets. PTC has entered into a contract to purchase and implement ZogoTech and has been able to contract with Educational Systems Products to assist in data preparation for ZogoTech. The Institutional Research office is currently developing polices/procedures for data requests and dissemination.

6. Did you use longitudinal data on student cohorts to identify achievement gaps among groups of students? If so, what achievement gaps did you identify?

PTC has reviewed longitudinal data in 17 courses (Basic Math, Elementary Algebra, Intermediate Algebra, College Algebra, English Skills, English Composition Fundamentals, English Composition I, Reading Skills, Reading Improvement, College Reading, Speech Communication, History of Civilization I and II, Psychology, Computer Concepts, Biology and Physical Science), including developmental classes and gateway classes. They were reviewed to determine success vs. non-success for Caucasians vs. students of color, Pell Grants recipients vs. non-Pell grant recipients and gender. Data showed that students of color did not perform as well as Caucasian students. Developmental math faculty reviewed performance for students in its four levels of math for success vs. non-success, including whether Pell, loans or no aid made a difference. Data also documented whether full-time or part-time faculty had greater success rates. Again, students of color did not perform as well, PTC relied heavily on part-time instructors and financial aid did not make a difference in performance.

7. In what ways have you engaged the external community in your ATD efforts this year? Mark all that apply.

- Collaborative activities with K-12 schools to improve student preparation for college
- Data sharing with local high schools
- Collaborative activities with four-year institutions to improve student success
- Collaborative activities with community organizations
- Collaborative activities with employers.
- Other. Please provide the type of the activity:

8. Briefly describe how you have aligned your Achieving the Dream work with your institution's goals for improving student outcomes, other major initiatives designed to improve student success, accreditation and the institution's core activities, processes, and policies this year.

PTC has institutionalized Achieving the Dream work within its strategic and annual operating plans. Achieving the Dream interventions have become part of the AQIP accreditation process for Higher Learning Commission, such as a project focusing on the math pipeline, a project about advising, a ZogoTech project and a completed black male initiative project.

PTC has added Achieving the Dream and student success to the budget process. The Student Success Symposium for all two-year and four-year colleges was created because of Foundations of Excellence and Achieving the Dream. The annual Symposium led to the Student Success Collaborative, comprised of four-year and two-year college leaders in the state. Achieving the Dream had a role in supporting PTC in defining student success and ensuring that definition was

promoted to students through inclusion in the PTC catalog and web site. PTC has also selected policies to review each year and update with student success as a priority.

9. *In the summer of 2010, you received feedback from ATD on your 2010 annual report or implementation proposal. Have you incorporated that feedback into your practices and programs this year? If so, how? If not, why not?*

Feedback dated May 5, 2010, provided several recommendations for Pulaski Technical College and its practices and programs. First, Pulaski Tech obtained Achieving the Dream resource publications for review by developmental math faculty, including Guiding Developmental Math Students to Campus Services: an Impact Evaluation of the Beacon Program at South Texas State. Pulaski Tech's advising staff have continued to develop advising strategies as reflected in the response to questions 10a-10i. Priority areas of advising and developmental math worked in collaboration with staff and faculty to put in place evaluation plans using their logic model work to develop both formative and summative evaluation measures. Leaders in those areas are establishing reliable data, demonstrating progress with a culture of evidence build on data for those interventions. We are ensuring continued contact with community through community conversations, including targeted conversations with employers and education partners. While ATD has highlighted institutional research as an area that would benefit from improvement, PTC has had limited resources to make recommended changes in IR. This year, we have added staff positions and hired new staff members. IR has requested additional funding for one more staff as well as professional development and training. The IR office is implementing ZogoTech and instituting policies and procedures for data requests and responses. The IR office is growing and has been allocated additional resources as available. As recommended, financial aid representatives have been added to the group of student success program directors that have met regularly to discuss group projects, student success data and sharing of resources. PTC continues to involve Melissa Hendricks in ATD work and strives to leverage ATD work to attract additional funds. An example is securing funds through the Winthrop Rockefeller Foundation to conduct financial literacy activities incorporating an Anne E. Casey Foundation model called Center for Working Families. This project will build on ATD activities to enable students to access public benefits, education/employment training and financial education, enabling students to build economic self-sufficiency.

10a. Provide brief descriptions of your ATD interventions/strategies in the chart below. Add charts as needed, limit 10. Adjust column and row sizes as necessary.

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading/ N/A	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
1) New Student Orientation	July 2009	Student Support Services	N/A	All new students, who are degree or certificate seeking and have never attended college are required to attend new student orientation	1000-2000 students per semester	4500	Revise orientation to include new students entering PTC in spring semester	Spring semester orientation was implemented for spring 2010
<p>Intervention Description: Orientation will allow students to develop connections to the college and advisor or faculty and provides the information needed to start college. First orientation sessions assessed that advisors were presenting the information in a manner that was useful and easy to understand for students. Now moving to assessing to ensure students are learning the information. Continually evaluate and adjust the processes involved in orientation delivery.</p>								

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading/ N/A	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
2) Advising Classroom Presentations Collaboration with College Seminar classes on Academic Advising information	Sept 2008	Student Support Services	N/A	All students enrolled in College Seminar within 1 st or 2 nd semester	600-800	5000	Increase student knowledge of academic advising resources; increase course completion rates, greater retention; higher number of students earning completion	This activity is done every semester (fall and spring); worked with College Seminar chair and dean of Academic Success to increase collaboration through entire semester

Intervention Description:
 Allow students to develop connections to advisors and ask questions in smaller setting of classroom. Academic advisors are educated on student theories and are subject matter experts therefore collaboration to bring this material to students will add value to classroom curriculum.

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading/ N/A	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
3) Advisor Training Develop a comprehensive Advisor Training for professional and faculty advisors	Fall 2009	Student Support Services	N/A	All students who visit w/a professional or faculty advisor	3000	N/A	Allows for a more interdisciplinary approach to academic advising; ensures all advisors have access to same information and resources	Focus groups completed; information gathered and plan in place; modules will be on Blackboard for advisors to start training process

Intervention Description:
 All training will focus on building an excellent knowledge base of college degrees and certificates, college policies and procedures, resources for academic advisors, services available to students, and how to develop and build relationships that enhance and support student retention, persistence and success. In addition, a communication plan will be developed to effectively gather information about changes in degrees, policies, procedures and new programs to ensure advisors are informed and knowledgeable of advising practices, skills, policies and procedures as they relate to academic advising.

***Type of Intervention (choose all applicable):**

Advising, Board of Trustees, Budgeting Process, Committee or Governance Structure, Community Engagement, Developmental Education, Equity, Faculty Professional Development, First-Year Experience, Gatekeeper Courses, Improved Use of Data, Information Systems, Institutional Effectiveness, Institutional Research, Internal Policy Review & Update, K-14 Strategies, Learning Communities, Other, Program Evaluation Process, Student Success Course, Student Support Services, Supplemental Instruction, Tutoring

****Target Student Group (choose all applicable):**

- **Age: From _ to _**
- **Gender: Male/Female**
- **Race: American Indian/Alaskan Native, Asian, Black/African American non-Hispanic, Hispanic, Native Hawaiian/Other Pacific Islander, White, non-Hispanic, All, Other**
- **Financial aid status**
- **GPA range: From_ To_**
- **First-time students**
- **Student enrollment status: Part Time/Full Time**
- **Academically underprepared students**
- **ESL/ESOL/ELL**
- **First Generation**
- **Other: Please Describe**

10b. How do these interventions address achievement gaps or equity concerns on your campus?

Academic advising was identified as an area of concern at PTC based on data from the College's participation in Foundations of Excellence in the First Year of College, Achieving the Dream: Community Colleges Count, Community College Survey of Student Engagement (CCSSE) and the Noel-Levitz Student Satisfaction Survey. Data consistently showed that students are concerned about the knowledge base of advisors, especially related to knowledge of degree plans and transferability of courses to four year institutions. Students also expressed that counselors and advisors do not "care for them as individuals."

10c. Briefly describe your evaluation plans for the interventions described above.

Both Academic Advising and Developmental math priority areas have put together substantive evaluation plans that have led to changes in processes (e.g., accelerated developmental courses and revision of modules to reduce redundancy) and data to support progress. Examples of process improvements as a result of evaluation include the implementation of mobile advising, academic plans for student success class participants and redesign of developmental math curriculum delivery.

An Advising Task Force (ATF) has been created to focus on the development of a comprehensive advising model for implementation of advising strategies and assessment activities to improve the advising system and training processes at PTC. The Task Force will allow for a more interdisciplinary approach to dialogue among college departments and divisions. The Task Force will be tasked to continually evaluate and assess the training needs of advisors across the PTC campuses and report challenges, ideas for improvement and updates that may be needed for the advisor training program to the director of counseling and advising and the dean of enrollment services.

The Task Force will also be charged with developing and expanding an Institutional Advising Plan to promote and encourage faculty to implement a divisional advising plan that will contribute to the continuous improvement of an advising model benefitting the student, the institution and the community.

The Institutional Advising Plan will support creating an advising structure that builds on the integration of all appropriate components and resources for an effective, comprehensive approach to student and institutional advising needs through training and professional development of faculty advisors.

The Task Force will come together to integrate and collaborate on the development of an Institutional Advising Plan with the following objectives:

- Enhance the collaboration between academic and student support areas to ensure continuous improvement to advising system
- Devise strategies to emphasize a synergistic relationship between faculty advisors and professional advisors
- Define responsibilities for division advising in a general scope (individual division deans and faculty will set up division advising plans)

- Continually recommend improvements for advising processes campus wide
- Be familiar with student and institutional concerns and be an advisory to student support services and academic affairs on these concerns
- Assist divisions in the evaluation of the division advising plan
- Assist divisions in providing opportunities for advisors to become more knowledgeable and skilled with academic advising professional development
- Assist with the development of methods to ensure that the information collected from students and/or faculty for advising plans is used for program improvement and enhancement
- Ensure quality and availability of divisional academic advising so that students will have confidence the advising they receive is accurate, timely and relevant to their particular needs

As a gateway to moving this taskforce forward six members will attend the National Academic Advising Association (NACADA) Summer Institute in Colorado Springs, Colo. from June 26 to July 1, 2011. The Summer Institute is a week-long opportunity to develop a customized *Action Plan* based on needs of PTC. This process is facilitated by active participation in all general sessions and workshops, and daily work with an institute faculty member to develop a useable and thoughtful Action Plan suited to the needs of PTC. The Action Plan will be driven by the objectives of the Task Force.

The Task Force will be a fundamental to ensuring the product that is put forward with advisor training is useful and meaningful for all aspects of the campus community. Members of the Task Force will be asked to participate in the initial pilot training. This will be an opportunity for them to give feedback on the design and content of the training modules. The Task Force conduct a quality assurance check on the training modules and offer advice for continuous improvement at least once a year.

10d. Have you used evaluation data from these interventions to improve any of your student success interventions? If so, what specific improvements were made?

Orientation: Have moved from evaluating/assessing if information relevant and if the orientation advisor is presenting the material in a manner that is useable to evaluating/assessing student learning from the orientation sessions.

Advisor Training: To ensure this project meets the needs of the professional and faculty advisors, it was vital to include those who do the advising on campus in identifying the needs for training. Two focus groups were conducted to gather the information that would be needed for advisor training. One focus group was comprised of faculty who have a direct or indirect link to advising students. The second group was comprised of professional advisors on campus, including advisors from the centralized academic advising center and advisors/counselors from the TRiO, Career Pathways, Veteran's Upward Bound and Network for Student Success black male initiative program. Both groups were asked the same questions:

1. *What do you think advisors need in a training program?*
2. *What information would be beneficial to expand advising to be more than schedule building?*
3. *What resources/information do advisors need?*
4. *If you were a new advisor, how should training take place?*

5. *What type of training would be appropriate for degree programs?*
6. *Do you know what resources are available for advisors?*

This activity served as a catalyst to begin regular meetings of staff and faculty involved in student success initiatives to share information and develop a college-wide impact or awareness of their work with students.

10e. What evaluation obstacles (if any) have you faced?

It has been challenging to ensure the evaluation/assessment tools being used are valid and reliable. The advising and counseling director has designed and implemented evaluation in consultation with Institutional Research, but it has at times been challenging to have timely responses from Institutional Research staff.

10f. If any of the interventions above have been scaled up, please describe how.

The Business Division and Fine Arts and Humanities Division faculty are both exploring and expanding faculty advising.

The **Fine Arts and Humanities Division** has a stable division committee that meets at least once at the beginning of each semester to determine advising goals for each semester. The committee is comprised of dedicated faculty, all of whom have had advising training. Effective methods involve targeting students during special fairs, such as the Student Success Fair and Advising Week. Fliers and handouts for all the classes in the division are now streamlined with a common design. The handouts offer more detailed information about all of division classes as well as their availability each semester. Faculty volunteers also have a sheet of advising talking points that answer the most common questions and concerns that students might have about advising as it relates to the division. Each semester, an inventory of special opportunities for students to get involved in Fine Arts and Humanities Division activities and events throughout the semester is compiled for faculty advisor use.

The **Business Division** continues to work toward a team approach toward advising. The lead advisor works with students enrolled in certificates and degree programs within the division, but other faculty specifically advise for programs of study in their areas. Presently, faculty advisors are available for Accounting, Medical Transcription, and Paralegal Studies, and soon, a faculty advisor will be added for the Associate of Applied Science in Business with an emphasis in Entrepreneurship program.

One goal is to make advising more accessible to evening students. The lead advisor is available by appointment in the evenings, and, for the last two semesters, one evening a week has been designated as advising night for evening students. At advising nights, students can pick up degree plans, ask questions of an advisor and set appointments to come in for an advising session. Advising staff continue to expand opportunities to train and implement collaborative advising to all academic areas of the college.

10g. If any interventions have been canceled, please briefly describe them and why they were cancelled. No interventions were canceled.

10h. Briefly describe any substantial changes you propose to make to the interventions listed above. Note any interventions you have chosen to discontinue and describe why you chose to discontinue them. Evaluation activities will be supported through the implementation of ZogoTech and other activities to increase access to data.

10i. Briefly describe any new interventions you plan to implement. No new interventions are planned, but it is planned to expand current interventions and tweak them as needed.

10a. Provide brief descriptions of your ATD interventions/strategies in the chart below. Add charts as needed, limit 10. Adjust column and row sizes as necessary.

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading/ N/A	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
4) Increase student success in developmental mathematics	2008	Developmental Education, Learning Communities, Supplemental Instruction, Faculty Professional Development, Improved Use of Data, Tutoring, Program Evaluation Process	Math	Academically underprepared Students; age 18 and above; male and female, all races, typically using financial aid, wide range of GPAs, typically first-generation, half part-time, half full-time, limited ESL numbers	<i>Number & Percentage of total enrollment</i> <i>3000 of 11000 students (27%)</i>		4% decrease in DFW/NCW grades each year in each math course. Progression to next course increased by 8% at the end of 4 years. 80% of faculty will complete training on effective methods	6 of 7 (86%) full-time math faculty completed training. 100% of adjunct faculty has attended at least one training session. Basic Math and Elementary Algebra are on target for decreasing DFW/NCW grades.
Intervention Description: Redesign an effective developmental mathematics program that meets the needs of each student and allow students to complete developmental mathematics within two semesters.								

10b. How do these interventions address achievement gaps or equity concerns on your campus?

Students of color are referred to developmental mathematics at a higher rate than their counterparts. According to Achieving the Dream cohort data, however, the gap in the percentage of the original cohort completing any and all developmental math by the end of year 1 continues to narrow.

Gap in % of cohort completing developmental math by end of Year 1			
Year	African American	Caucasian	Hispanic
2008	40%	50%	67%
2009	52%	53%	47%

The developmental mathematics interventions that have a positive effect on achievement gaps and equity concerns include course redesign, increasing COMPASS score for placement in developmental math from 19 to 21, supplemental instruction and learning communities.

Success rates in developmental math from fall 2008 to fall 2010		
	Fall 2008	Fall 2010
Basic math	46%	56%
Pre-Algebra	57%	61%
Elementary Algebra	52%	59%
Intermediate Algebra	63%	58%

COMPASS scores were adjusted and students were required to take the course in which they were originally placed. The scores were revised to increase the probability of success in developmental mathematics. Academic Advising made sure that students that were placed appropriately based on their COMPASS score. All full-time and adjunct faculty were required to follow a common syllabi, administer a common pre-and post-test assessment and require students to complete mandatory homework assignments using a course management system. This process, coupled with common final exams, contributed to the consistency of the curriculum delivery and supported overall student success in these courses.

Developmental mathematics is continuing to investigate the use of Supplemental Instruction in the classroom. This intervention began in 2008; since that time, faculty has been tweaking the use of supplemental instruction. With this intervention, we have a goal of improved grades and decreased non-success rates for students. In Spring 2010, we had a total of five SI sections, where 109 students participated. This represents less than five percent of students currently enrolled in developmental mathematics courses. The Elementary Algebra course had a success rate of 51% compared to the overall success rate of 55%. The Intermediate Algebra course had a success rate of 53% compared to the overall success rate of 55%. In Fall 2010, we had a total of two SI sections, where 29 students participated. The Intermediate Algebra course had a success rate of 41% compared to the overall success rate of 61%. We are attempting the SI intervention again in Spring 2011, with SI being offered in five sections at the beginning of the semester. We will finish the semester with SI being offered in three sections. It has been challenging to find students who are good SI leaders and are committed to the entire semester of employment.

The learning community intervention was offered in fall 2010 and spring 2011, which paired a Basic Mathematics course with College Seminar. African-American male students in the Network for Student Success, the black male initiative program on campus, have enrolled as a cohort in one section each semester of a learning community comprised of Basic Math and College Seminar. In fall 2010, two sections of Basic Math/College Seminar were offered with a total enrollment of 43 students. The Basic Mathematics course had a success rate of 65% compared to an overall success rate of 56%. The Spring 2011 Basic Mathematics/College Seminar learning community began with an initial enrollment of 20 first-time entering degree seeking students and as of April, only nine students remain in the class. Grades for the classes are not available yet. Students enrolled in learning communities have a track record of being successful in the fall as opposed to the spring semester.

This spring, the developmental mathematics department participated in Advising week to promote student enrollment in courses with interventions for Summer and Fall 2011. The department plans to continue this participation in an effort to improve student success.

Developmental mathematics faculty benefited from professional development. Of the seven full-time developmental mathematics faculty, six (86%) completed training on effective teaching methods. All adjunct faculty have attended at least one professional development training offered by the developmental mathematics faculty. The professional development activities allow faculty to learn about promising practices that addresses achievement gaps and equity.

In fall 2010, developmental mathematics conducted a pre-pilot of the Emporium model by offering six sections of a hybrid, one day per week class in a computer classroom. The students were required to attend class once a week for limited lectures, proctored quizzes and exams during lab time and completion of homework at home. The success rates in Pre-Algebra were 41%, compared to overall success of 61%. Elementary Algebra was initially piloted as a one day a week hybrid in spring 2010 with a success rate of 35%. In fall 2010, Elementary Algebra indicated 43% were successful compared to overall rate of 60% and Intermediate Algebra showed 41% compared to 56% overall success. The results were not optimal; however, outcomes are improving with a third pilot in Spring 2011, where students are required to attend both days for lecture and lab in a computer classroom.

10c. Briefly describe your evaluation plans for the interventions described above.

Developmental mathematics department collects assessment data at the end of each semester. All faculty are required to administer an objective based diagnostic pre and post test for each course. At the end of the semester, all faculty use a common final exam and Intermediate Algebra students are required to take the COMPASS Post-test to be in compliance with ACT 971 in Arkansas. ACT 971 requires clear exit strategies for exiting out of developmental courses and the COMPASS serves as the exit strategy at Pulaski Tech. Fall 2010 was the first semester of implementation and yielded a positive return. Data will be analyzed each semester. The results from the diagnostic test are compared and documented.

The developmental mathematics department also analyzes overall success versus non-success rates. We review the non-credit, withdrawal and administrative withdrawal statistics to determine semester retention. We look at trends to determine if students just stopped coming to class or if students completed the class with a grade of non-credit. Data is requested from

Institutional Research personnel and compared with previous semesters. The learning community sections and Supplemental Instruction classes are compared to the overall success rates of each course as well as the diagnostic assessment. Changes that were made each semester are analyzed for effectiveness.

10d. Have you used evaluation data from these interventions to improve any of your student success interventions? If so, what specific improvements were made?

The developmental mathematics department evaluates the data every semester to determine if interventions supported improved student success. Each item on the pre/post test should be mastered at a rate of 70% or higher. Any objective that does not meet this expectation is evaluated, monitored and adjusted for the upcoming semester. If the objective is mastered on the pre-test, we reevaluate the question and make the appropriate changes. Evaluation regarding learning communities shows that the intervention was successful in the fall by combining Basic Math and College Seminar; however, challenges still exist in the spring with recruiting students to enroll. We use the data to determine the effectiveness of learning communities and supplemental instruction to determine whether to continue to use these interventions and how to improve their effectiveness. The developmental mathematics department has analyzed COMPASS post-test scores and determined that 74% of the students that completed Intermediate Algebra took the COMPASS Post-test as mandated by the state and 46% scored greater than or equal to the State cut score. The developmental mathematics department made some adjustments to the curriculum for the spring semester and will provide students with a COMPASS test review throughout the semester to increase the probability of success.

10e. What evaluation obstacles (if any) have you faced?

We recognize that the SI intervention has been challenging to scale and we are only targeting less than five percent of the total population. This intervention has not yet been proven sustainable or scalable at our institution. It has been a challenge to find and keep student supplemental instruction leaders and professional tutors. The professional tutors were also qualified to teach as adjunct instructors and choose teaching over tutoring. The supplemental instruction leaders no longer have the time to commit to a semester long assignment. Very few students took advantage of the tutoring opportunities.

The learning communities in the spring semester have been challenging to evaluate. Math faculty had to be proactive in recruiting students to register into the learning communities conducted during late registration. Late registration occurred immediately following Christmas break (the week before the spring semester began). Faculty was preparing to teach for the spring and had little time to recruit. Faculty and advisors were only able to recruit 20 students and, currently, nine students remain in the class. A true assessment of learning communities cannot be evaluated at this time due to lack of enrollment and retention.

10f. If any of the interventions above have been scaled up, please describe how.

None of the interventions have been scaled up at this time; however, course redesign has scaling potential in developmental reading and writing departments. Beginning in summer 2011, chairs of developmental reading and writing will begin looking at COMPASS placement scores and

note trends according to the data. They will attend at least one professional development training to learn about promising best practices that can be implemented in their departments.

10g. If any interventions have been cancelled, please briefly describe them and why they were cancelled. None of the interventions have been cancelled.

10h. Briefly describe any substantial changes you propose to make to the interventions listed above. Note any interventions you have chosen to discontinue and describe why you chose to discontinue them. The Division of Academic Success will continue to tweak and adjust interventions as needed for improvements in student enrollment, retention and success.

The use of supplemental instructors will be tweaked by changing recruitment processes for SI leaders. First, the Division of Academic Success will recruit students to work study positions where they will serve as embedded tutors. They will be paid \$7.50 an hour for up to 20 hours a week. Qualified tutors will be recruited through an application process advertised on campus and on the college website, with required referrals from faculty members. Secondly, SI leaders will be compensated for their time in class as well as outside of class. Currently, they are only compensated for tutoring activities outside of class. Beginning next year, SI leaders will be compensated for class time and outside of class, which will be especially important as PTC moves to self-paced, modular instruction in computer classrooms.

We will continue to investigate the data to determine the best fit for this intervention. We have observed the fall semester is peak time for first-time entering students and faculty had a better opportunity to recruit students before late registration. In the spring, the learning communities have traditionally made enrollment during late registration. Studies have shown that students that register during late registration are less likely to be successful, which concerns faculty teaching the classes. In the fall, learning communities will combine prealgebra and College Seminar.

10i. Briefly describe any new interventions you plan to implement.

Developmental mathematics is working on a restructure of the developmental mathematics sequence from four levels to three levels through modularization and mastery learning. The current sequence has several overlapping topics that can be combined into a single module and placed into the appropriate level. The entire developmental mathematics program will consist of 15 modules. The student will take a pre-test for each module. The results of the pre-test will determine individualized homework for each student. The purpose of this new intervention is to help students accelerate through the developmental math sequence and develop a student-centered learning model. We expect students to complete the developmental sequence in a shorter time frame and increase semester-to-semester persistence. The intervention will require all developmental mathematics classes to be held in a computer classroom. We have converted one classroom to a computer classroom and piloting the model (Emporium Model) in four sections for a total reach of 100 students.

The modular curriculum intervention will be fully implemented in fall 2011 and target all students enrolled in developmental mathematics. The full Emporium model is expected to be fully implemented by fall 2012. Evaluations will be based on persistence through Math 1302,

data compared with Achieving the Dream baseline data, end of course assessment and pre/post test results.

Developmental mathematics department plans to implement a summer/winter bridge program. The purpose of the developmental mathematics summer bridge program is to improve the success rates of students in developmental math courses. Through the bridge program, students should place at least one course above initial placement or out of the developmental mathematics sequence. Curriculum delivery in the developmental mathematics summer bridge will include math study skills, note-taking skills, and test-taking strategies in the classroom, helping prepare students for later math courses. This bridge curriculum focuses on helping students review and expand skills on the COMPASS and to retest for placement. Evaluation of the program will be based on the student COMPASS score once the student completes the bridge program. The developmental mathematics department chair will track students that have completed the bridge to determine if the student persisted through College Algebra. The results from the May 2011 bridge session will be analyzed and adjusted for the August session of the program. The program will be expanded to target students in middle school and high school as an early predictor of remediation needs. The program will also be piloted in developmental reading and writing in May and August 2011. The department chair will compare the performance of the students in the bridge program with students in the traditional route and analyze overall class grades.

11a. Provide a graph or chart presenting evidence of improvement in student achievement over three or more years¹ on one of the following measures².

- *Term-to-term and year-to-year retention*

First-Time, Degree or Certificate Seeking Cohorts*

	Initial cohort	% of total enrollment	Term 2	Term 3 (year-to-year)	Term 4	Term 5 (year-to-year)	Term 6
Fall 2007	1,278	14.6%	79.3%	53.1%	48.1%	39.4%	39.0%
Fall 2008	1,216	13.4%	82.0%	55.4%	52.6%	42.0%	41.0%
Fall 2009	1,478	14.4%	85.0%	57%	55%	n/a	n/a
Fall 2010	1,412	12.6%	85.0%	n/a	n/a	n/a	n/a

First-Time, Degree or Certificate Seeking Cohorts (FULL-TIME)*

	Initial cohort	% of total enrollment	Term 2	Term 3 (year-to-year)	Term 4	Term 5 (year-to-year)	Term 6
Fall 2007	892	21.9%	82.0%	56.4%	50.1%	42.4%	42.8%
Fall 2008	812	20.3%	84.6%	59.2%	55.3%	44.0%	44.0%
Fall 2009	1,090	22.4%	86.1%	60%	56%	n/a	n/a
Fall 2010	996	17.8%	87.2%	n/a	n/a	n/a	n/a

First-Time, Degree or Certificate Seeking Cohorts (PART-TIME)*

	Initial cohort	% of total enrollment	Term 2	Term 3 (year-to-year)	Term 4	Term 5 (year-to-year)	Term 6
Fall 2007	386	8.2%	73.3%	45.6%	43.5%	32.4%	30.3%
Fall 2008	402	7.9%	76.6%	44.8%	47.3%	42.0%	40.0%
Fall 2009	388	7.2%	83.7%	58%	48%	n/a	n/a

Fall 2010	416	7.4%	78.0%	n/a	n/a	n/a	n/a
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*Retained students plus any current or previous term graduates. Includes stop-out returns in subsequent terms.

11b. Briefly describe at least one intervention you have implemented to achieve the improvement in student outcomes documented in Question 11a above, including why you believe the intervention helped to improve the student outcomes in 11a.

New Student Orientation was implemented for students starting in Fall 2009. The college had not had a consistent and planned program for New Student Orientation prior to this time. Orientation is offered for new students starting in fall and spring semesters. All students who are first time entering, degree or certificate seeking and have never attended college are required to attend orientation. Once all admissions paperwork is complete, the student is able to sign up for an orientation session online. Sessions are offered during the entire period of New Student Registration - approximately four weeks in fall and spring with an average of 60 sessions offered each semester. Thirty-five students are permitted per session. In the sessions, tables are set up with one advisor at each table and five to seven students per advisor. Each session takes approximately two hours to complete. Students view an interactive 45 minute Powerpoint presentation inclusive of the following topics:

- Four Things Successful PTC Students Know
- Computers, Technology & Websites
- Locating Information, People & Resources – PTC Homepage
- Financial Aid
- Student Resources
- College & Career Seminar
- How to Read & Build a Schedule
- Pre-requisites
- Differences in Associates & Certificates Degrees
- Academic Advising

For the second hour, students discuss with their advisor their degree plan, classes that they are eligible to register for based on ACT or Compass scores and then work with the advisor to prepare a schedule. Then students are directed to a laptop computer to set up their MyPTC Portal account and register for their classes. Advisors are available during this time to assist students. Before students can leave, their schedule must be signed off by an advisor. When students complete orientation, they have the basics tools to start college, the basic resources to be successful and have learned how to register for classes based on their individual degree plan. New student orientation is designed to help students understand the basics of being a college student. Many students stop out because they are not given the tools and resources to navigate the basic necessities to be successful in college. Orientation supports retention by teaching students to understand the fundamentals of college, engage with key staff on campus and ask questions to enable these students to successfully navigate the unfamiliar environment of higher education.

11c. Regarding the intervention described in 11b above:

- **Was this intervention developed as part of your college's ATD work?**

It was developed as part of the U.S. Department of Education Title III Strengthening Institutions grant and supported through Achieving the Dream.

Students involved in New Student Orientation:

New Student Orientation for First-Time Entering Freshmen

Fall	COLLEGE-WIDE				ORIENTATION			NON-ORIENTATION		
	Cohort	% of Total Enrollment	Spring Retention (2nd Term)	Fall Retention (3rd Term)	Attended Orientation	Spring Retention (2nd Term)	Fall Retention (3rd Term)	Did Not Attend Orientation	Spring Retention (2nd Term)	Fall Retention (3rd Term)
2007	1,278	14.6%	79.3%	53.1%	97	n/a	n/a	1,181	n/a	n/a
2008	1,216	13.4%	82.0%	55.4%	141	86.5%	66.0%	1,075	82.1%	53.5%
2009	1,478	14.4%	85.0%	57%	1,286	86.1%	68%	200	79.0%	50%
2010	1,412	12.6%	85.0%	n/a	1,355	87.0%	n/a	57	82.0%	n/a

New Student Orientation for First-Time Entering Freshmen (FULL-TIME)

Fall	COLLEGE-WIDE				ORIENTATION			NON-ORIENTATION		
	Cohort	% of Total Full-Time Enrollment	Spring Retention (2nd Term)	Fall Retention (3rd Term)	Attended Orientation	Spring Retention (2nd Term)	Fall Retention (3rd Term)	Did Not Attend Orientation	Spring Retention (2nd Term)	Fall Retention (3rd Term)
2007	892	21.9%	82.0%	56.4%	n/a	n/a	n/a	n/a	n/a	n/a
2008	814	20.4%	84.6%	60.7%	104	88.5%	66.3%	710	83.8%	58.0%
2009	1,090	22.4%	86.2%	60%	964	86.6%	65%	135	77.0%	56%
2010	996	17.8%	87%	n/a	974	87%	n/a	39	76%	n/a

New Student Orientation for First-Time Entering Freshmen (PART-TIME)

Fall	COLLEGE-WIDE				ORIENTATION			NON-ORIENTATION		
	Cohort	% of Total Part-Time Enrollment	Spring Retention (2nd Term)	Fall Retention (3rd Term)	Attended Orientation	Spring Retention (2nd Term)	Fall Retention (3rd Term)	Did Not Attend Orientation	Spring Retention (2nd Term)	Fall Retention (3rd Term)
2007	386	8.2%	73.3%	45.6%	n/a	n/a	n/a	n/a	n/a	n/a
2008	402	7.9%	76.6%	44.8%	37	75.7%	62.2%	365	78.9%	44.7%
2009	388	7.2%	83.7%	58	322	83.9%	64%	65	83.1%	55%
2010	416	7.4%	78.0%	n/a	381	85.0%	n/a	18	74.0%	n/a

A new student orientation session was piloted in 2007 with 97 students. Rigorous data was not collected in the pilot year.

12. Is there anything else you would like ATD or your funder (if applicable) to know about your work this year? Are there tools or technical assistance that ATD can provide to support Achieving the Dream on your campus?

Achieving the Dream has encouraged Pulaski Technical College to focus more closely on student success and use of data to create a culture of evidence. This focus has enabled PTC to identify specific groups of students, such as African-American males, that are in need of

additional support and determine funding sources to implement programs that support student success. It has also highlighted the need to increase the capacity in the Institutional Research, Planning and Effectiveness Department, which has become much more of an institutional priority as funds are available.

PTC has actively implemented a Center for Working Families model that incorporates access to public benefits, education/employability assistance and financial literacy education as another technique to improve student success, both in college and in life. MDC, Anne E. Casey Foundation and Winthrop Rockefeller Foundation have developed a support network for technical assistance and idea sharing across Center for Working Families schools.

The Achieving the Dream team at Pulaski Technical College has mentioned a couple of tools or techniques that ATD can provide to support Achieving the Dream on our campus. Those are: 1) Encourage or facilitate creation of support networks among similar institutions or institutions in the same region. Two-year colleges are not always aware of activities at other institutions. This would assist in creating collaborative relationships, identifying solutions to barriers and replication of successful programs; 2) Add opportunities at the Achieving the Dream Strategy Institute for staff people involved in development, grant writing and procuring outside funding. It would be a good opportunity to identify potential funding sources, network with peers, know how to ask about collaborative activities or sharing successful proposals and identifying programs for replication across campuses.