

Achieving the Dream

Annual Narrative & Financial Report: April 2009

Name of Institution: Pulaski Technical College

Date: April 30, 2009

Achieving the Dream Funder (if applicable): Winthrop Rockefeller Foundation

Grant Number (If applicable):

Report submitted by:

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I. Committed Leadership

a. How have the **president, chancellor, and/or campus CEO** participated in your Achieving the Dream work this year? Check all that apply.

Participated actively on the Achieving the Dream Core Team or equivalent working group

Regularly monitored the college's Achieving the Dream work

Made presentations about Achieving the Dream issues to:

faculty & staff

community groups

trustees

Other. Please describe:

b. In what other ways has your institution shared information and lessons from your Achieving the Dream work and the student success agenda this year? Check all that apply.

Web site

Regular reports to trustees

- Regular reports to faculty and staff
- Regular reports to students
- Special Achieving the Dream reports
- On-campus Achieving the Dream events
- Other. Please describe:

II. Use of Evidence to Improve Policies, Programs, and Services

IT and IR Capacity

- a. Number of FTEs at your institution devoted to institutional research: 2
- b. Has your institution upgraded its *institutional research* capacity this year?
 - No
 - Yes

If yes, briefly describe the changes and their impact on the college:

- c. Number of FTEs at your institution devoted to information technology: Two with Poise database, three with distance learning and seven in information technology support.
- d. **Has your institution upgraded its *information technology* capacity this year?**
 - No
 - Yes

- e. **If yes, briefly describe the changes and their impact on the college:**

During academic year 2008-2009, Pulaski Technical College purchased and implemented TracDat, a planning and effectiveness tracking database. This software allows the college to facilitate strategic and operational planning and academic assessment in a secure, online environment and archive evidence-related documents related to those processes. Prior to adopting TracDat, all processes were conducted in a paper-and-pen format. The Office of Institutional Research, Planning, and Effectiveness provides technical assistance for TracDat, and all departments and divisions on campus are responsible for maintaining and updating their planning and assessment materials in the database.

- f. How has your institution used data in institutional decision making this year? Check all that apply.
 - Program review and evaluation

- Strategic planning
- Budget preparation

Briefly describe your practices and their impact to date: Pulaski Technical College used data generated through Achieving the Dream, including focus group data, to support the strategic planning process. The strategic plan for 2010-2015 is currently being researched and developed. Those involved in the process have reviewed existing data and are developing strategic goals for the institution with that data as a foundation. Data is heavily used in general assessment of all programs at Pulaski Tech, as well as in developing and implementing the general operating plan. Data review has played an even more significant role this year in developmental mathematics and advising, both key priority areas for our Achieving the Dream activities.

g. What institutional research challenges has the college faced this year? Check all that apply.

- None
- Too few IR staff positions
- Unfilled staff positions
- IR staff skill deficits
- Difficulty retrieving useful, timely data
- Other. Please describe:

h. Has the institution analyzed longitudinal/student cohort data this year?

- No
- Yes, and this use of data pre-dates Achieving the Dream
- Yes, and we began this use of data after joining Achieving the Dream

If yes, what data did you use and how did you use it? Pulaski Technical College examined the cohort data in a systematic manner. Analysis was focused on reviewing DFWI rates in gatekeeper and developmental courses. This data, coupled with other available information, is being used to support and identify college priorities for Achieving the Dream and AQIP.

If no, please explain why:

h. Did the institution use data from the Achieving the Dream database to conduct these analyses?

- No
- Yes

If no, please explain why:

Process for Identifying Achievement Gaps

- i. Have you looked at any data this year to diagnose achievement gaps among groups of students?

- No
- Yes

If yes, what data did you use? How did you use this analysis to develop and refine your intervention strategies? We used data from the 2004-2006 cohort developed for

Achieving the Dream. The cohort included students enrolled in developmental mathematics and research was conducted into the nonproductive grade rate, differences in student success between students of color and Caucasian students, and differences in student success between students who received federal need-based financial aid and students without federal need-based financial aid. This information was used to support intervention techniques in our first priority area: developmental mathematics courses. Research showed that students would be more successful if they had increased contact hours and increased exposure to concepts covered in mathematics courses. Developmental mathematics instructors incorporated Supplemental Instruction (SI) into their classroom in fall 2008.

For our second priority area of advising, we used results from the Noel-Levitz Student Satisfaction Survey, student focus groups and Community College Survey of Student Engagement (CCSSE) to formulate interventions that will increase contact with advisers beyond the student's first point of entry to Pulaski Technical College. The Director of Counseling and Advising attended all College Seminar classes to inform first-time, full-time PTC students about services available at the advising center as well as its location, staff and hours of operation. This greatly increased the number of students who used advising and counseling services. Funds from Achieving the Dream were used to hire two part-

time advisers. The Director and staff for counseling and advising have worked with faculty in the Division of Academic Success, which houses developmental education courses, to create a pilot program in which students will be advised by faculty in that division. The pilot will be conducted in fall 2009.

If no, please explain why:

Process for Formulating and Evaluating Solutions

j. What is the current status of your evaluation?

- Evaluation is still being designed
- We have collected some early data
- We have collected and analyzed 1-2 semesters of data
- We have collected and analyzed 3 or more semesters of data

k. What obstacles (if any) have you faced in designing or conducting the evaluation?

How are you addressing these obstacles? For priority area one, developmental mathematics, the evaluation plan is effective. No obstacles have presented themselves in this area to date. For priority two, academic advising, the Director of Counseling and Advising is considering different options for evaluation. The evaluation committee was not sure what or how to isolate the evaluation design so that evaluation results could be directly correlated to improvements in advising. The Director of Counseling and Advising and co-chair of the Achieving the Dream Data Team for PTC attended a National Academic Advising Association (NACADA) conference this year and worked with experts in the field to streamline the evaluation plan for the advising area. It will be implemented in fall 2009.

III. Broad Engagement

Faculty and Staff

a. In what ways have *full-time faculty* been actively engaged in your Achieving the Dream efforts this year?

- Provided oversight or coordination of Achieving the Dream interventions
- Designed new student success initiatives
- Participated in focus groups related to Achieving the Dream interventions
- Participated in regular discussions related to Achieving the Dream interventions
- Participated in professional development to further student success
- Participated in data collection and/or analysis
- Other. Please describe:** All Pulaski Tech faculty were required to attend Fall

Convocation, where Achieving the Dream was referenced in detail by Dr. Dan F. Bakke, President.

Special activities, including Data Days (focusing on CCSSE results and statewide policy changes and initiatives in higher education) and Share Fair (in which faculty shared techniques and strategies learned through professional development and at conferences and seminars), provided opportunities for faculty to learn more about Achieving the Dream. The goal of both events was to increase awareness of how data and professional development can be used in efforts to engage students and improve student success.

b. In what ways have *part-time or adjunct faculty* been actively engaged in your Achieving the Dream efforts this year?

- Provided oversight or coordination of Achieving the Dream interventions
- Designed new student success initiatives
- Participated in focus groups related to Achieving the Dream interventions
- Participated in regular discussions related to Achieving the Dream interventions
- Participated in professional development to further student success
- Participated in data collection and/or analysis
- Other. Please describe:** All part-time faculty are encouraged to participate in the

same activities (Data Days, Share Fair) as full-time faculty.. A special focus group for adjunct faculty only was held during Adjunct Orientation for spring 2009. Faculty were asked to list potential

barriers to student success and list possible solutions for those barriers. All part- and full-time College Seminar and developmental mathematics faculty were invited to a discussion session with Achieving the Dream coaches to brainstorm and collaborate on potential interventions in the developmental mathematics classroom. Further, College Seminar and developmental mathematics faculty attended a training sessions to prepare for teaching for academic year 2008-2009. Finally, all Pulaski Tech faculty were invited to attend Fall Convocation, where Achieving the Dream was referenced in detail by Dr. Dan F. Bakke, President.

c. In what ways have *staff* been actively engaged in your Achieving the Dream efforts this year?

- Provided oversight or coordination of Achieving the Dream interventions
- Designed new student success interventions
- Participated in focus groups related to Achieving the Dream interventions
- Participated in regular discussions related to Achieving the Dream interventions
- Participated in professional development to further student success
- Participated in data collection and/or analysis
- Other. Please describe:** Jayne Pyle, Director of the Center for Teaching Excellence,

invited faculty and staff to learn more about the Center's services during Share Fair. Ms. Pyle will be coordinating all professional development opportunities on campus beginning in fall 2009. This was an opportunity for her to showcase the Center and to inform faculty and staff of available resources and services, including up-to-date technology, such as SMART Boards™.

Students and External Stakeholders

d. How have you involved *students* in your work this year?

- Surveys

Please list surveys conducted: Student Services is in the process of conducting a survey of honor graduates from the May 2009 class to ascertain which strategies for success were

effective for them. Responses will be used in materials to promote “Habits of Highly Effective Students” to new and current PTC students.

Focus groups

Please describe:

Students participated on planning or advisory committees

Please describe:

Other. Please describe:

e. How have you involved the *external community* this year?

K-14 collaboration

Please describe:

Community Conversations, following Public Agenda model

Community forums or meetings

Please describe:

Other. Please describe: Pulaski Technical College has been involved in a major strategic planning initiative during 2008-2009 that incorporated the Achieving the Dream priority areas and included focus group sessions with students, faculty and staff, trustees, foundation board members, business and industry, community organizations and the education community. In fall 2009, Pulaski Tech will hold community conversations to involve the broadest representation of community members from the college’s service areas.

f. How have you shared information and lessons with external audiences?

Conference presentations

Please list conferences:

2008 Student Success Symposium – Spring 2008

2009 Student Success Symposium – Spring 2009

2008-2009 New Faculty Academy – Fall 2008

2008 Statewide Policy Meeting – Spring 2008

2008 Statewide Policy Meeting – Summer 2008

2008 Arkansas Association of Two-Year Colleges – Fall 2008

Presentations to community groups

North Little Rock Chamber of Commerce Education Committee - Spring 2009

Press releases

Scholarly articles disseminated statewide or nationally

Other. Please describe:

g. Was your institution's Achieving the Dream work mentioned or featured in a local or national print or electronic media story?

No

Yes

If yes, please provide the reference.

<http://www.communitycollegetimes.com/Article.cfm?ArticleId=362>

<http://hawaii.hawaii.edu/assessment/Resources/AtD/AtD%202009%20Reports/AnnualDataProfile.pdf>

http://www.evergreen.edu/washcenter/team_profile.asp?teamid=172

<http://www.wrfoundation.org/index.php?page=grants&sub=alpha&num=2006>

http://www.npcc.edu/About/AtD/achievethe dream_links.htm

http://www.luminafoundation.org/newsroom/news_releases/2007-06-06.html

<http://www.ccsse.org/aboutccsse/grouplisting2008.cfm?consortium=821>

http://www.otcweb.org/campus-info/atd/v2_no1_datamatters_aug%202008.pdf

kapiolani.hawaii.edu/object/uhcc-Initiatives.html

<http://www.firstyear.org/theadvisors/fellinger.htm>

<http://www.occc.edu/AchievingtheDream/SuccessCount.pdf>

http://www.nisod.org/conference/program_TUES_am.html

<http://www.ph.vccs.edu/userdocs/TalktoMe-Fall07.pdf>

www.aatyc.org/pdf/aatyc_2008_keynote.ppt

<http://www.adhe.edu/SiteCollectionDocuments/Director/Newsletters/HER-2007-07-July.pdf>

http://www.accd.edu/main/html/news/weekly/1_22/chancellor.htm

<http://www.nwaonline.net/articles/2007/06/07/news/0608071r2yred.txt>

www.accd.edu/main/html/news/weekly/1_22/presidents.htm

www.ncspod.org/programs/conference-sessions-2008

www.adhe.edu/SiteCollectionDocuments/Director/Newsletters/HER-2008-Spring.pdf

www.sair.org/Conferences/2008-Nashville/Program.pdf

www.wrfoundation.org/index.php?page=grants&sub=arkansas&county=crawford

IV. Systemic Institutional Improvement

Institutional Management

Item 1. Progress in Implementing Proposed Interventions.

Intervention # 1: Developmental mathematics

Intervention	I	D	M	C	S	OT
Supplemental Instruction (SI) in elementary algebra	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mandatory training faculty academies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collect and interpret data on student success	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

a. For those interventions that have been delayed, modified, or cancelled, please provide a more detailed explanation: PTC has not delayed, modified or cancelled interventions for this year. Pulaski Technical College has updated its workplan and sent the updated version to Pulaski Technical College's Achieving the Dream coaches.

b. What obstacles have you faced this year in implementing planned strategies and interventions? How have you addressed these challenges?

One challenge that the college faced was in identifying and recruiting potential student Supplemental Instruction (SI) leaders. The SI leaders who signed up to work in the three designated SI sections of elementary algebra for spring 2009 were unable to complete their SI assignment. To address this challenge, the chair of developmental mathematics will be working

with the director of the Learning Assistance Center to recruit students and perhaps to modify the qualifications for hiring SI leaders.

- c. What changes do you propose for next year? Why do you believe the proposed changes will produce better results? Pulaski Technical College originally proposed in its initial Achieving the Dream work plan to impact student success in developmental reading, English and mathematics courses. Activities this year have focused on developmental mathematics. We will maintain our focus on developmental mathematics during Year 2 of implementation. The updated workplan is attached.

Intervention # 2: Advising

Intervention	I	D	M	C	S	OT
1. Provide training for academic advisors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Utilize two part time advisors to augment current advising staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In conjunction with Title III activities, conduct orientation sessions for first-time entering students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- a. For those interventions that have been delayed, modified, or cancelled, please provide a more detailed explanation:

The orientation will take place for all first time entering degree seeking students from July 8-August 12, 2009.

- b. What obstacles have you faced this year in implementing planned strategies and interventions? How have you addressed these challenges? Although training for advisors in the advising center and faculty advisors have taken place throughout the year, we realize we need a systematic approach to training and evaluation. We will develop a training program during the next year as one of our AQIP action projects. In addition, although we know we have advised many more students this year with the addition of the two ATD advisors, we do not have data from previous years for comparison. We will have baseline data this year.
- c. What changes do you propose for next year? Why do you believe the proposed changes will produce better results? Next year, advisors will focus on improving success for students

enrolled in learning communities. The intervention will be more focused and more intrusive, which will likely produce better results. An updated work plan is included as an attachment.

Item 2. Detailed Intervention Description.

a. Present credible evidence of increases in student achievement on at least one of the central Achieving the Dream measures during three or more years:

- Course completion
- Advancement from remedial to credit-bearing courses
- Completion of college-level “gatekeeper” math and English courses
- Term-to-term and year-to-year retention
- Completion of certificates or degrees

Exhibit A: Non-Successful Course Completion (Cohort 2004-2006 compared to Cohort 2007-2008)

Course	2004-2006 Cohort		2007-2008 Cohort	
	DFW/NCW	DFW Grades / Enrollment	DFW/NCW	DFW Grades / Enrollment
Lowest DEVE Math	59.3%	301 / 508	49.0%	260 / 531
Elementary Algebra	55.9%	1,002 / 1,794	54.4%	437 / 803
Intermediate Algebra	52.1%	626 / 1,222	44.8%	254 / 567
College Algebra	32.8%	373 / 1,138	28.3%	133 / 470
English Skills	43.5%	246 / 565	51.1%	164 / 321
English Composition Fundamentals	37.7%	518 / 1,375	39.3%	321 / 816
English Composition I	35.9%	737 / 2,055	32.3%	360 / 1,113
Reading Skills	40.3%	142 / 352	45.3%	106 / 234
Reading Improvement	36.5%	184 / 504	31.8%	124 / 390
College Reading	27.9%	125 / 448	31.6%	152 / 481
Speech Communication	35.6%	662 / 1,862	37.6%	249 / 662
History of Civilization I	37.8%	435 / 1,151	32.8%	136 / 415
History of Civilization II	32.0%	161 / 503	27.9%	34 / 122
Psychology & the Human Experience	34.0%	514 / 1,513	29.5%	188 / 638
Computer Concepts	37.2%	333 / 894	31.5%	246 / 782
Biological Science	37.6%	320 / 850	34.5%	125 / 362
Physical Science	21.8%	240 / 307	27.2%	25 / 92

Exhibit A displays information related to course completion, advancement from remedial to credit-bearing courses, and completion of gatekeeper math and English courses at Pulaski Technical College. As a part of Achieving the Dream data collection, the college has

identified 17 developmental and college-level gatekeeper courses to track success and non-success along the path to certificate or degree in high enrollment transfer programs. Exhibit A examines progress in reducing non-successful grades of D, F, No Credit, and Withdrawal between the baseline new student fall cohorts of 2004-2006 (pre-Achieving the Dream) and the new student fall cohorts of 2007-2008 (the first two years of Achieving the Dream at Pulaski Tech). Developmental math courses display decreases in DFW/NCW grades, while developmental writing and two developmental reading courses show increases in non-successful grades. Among credit-bearing courses, all but two courses (Speech Communication and Physical Science) demonstrate some level of decrease in DFW grades.

Exhibit B: Retention and Graduation of Achieving the Dream Cohorts at Pulaski Technical College

Cohort	YEAR 1			YEAR 2				YEAR 3				YEAR 4			
	Graduation by Fall Semester End	Spring Retention	Graduation by Academic Year End	Next Fall Retention	Graduation by Fall Semester End	Spring Retention	Graduation by Academic Year End	Next Fall Retention	Graduation by Fall Semester End	Spring Retention	Graduation by Academic Year End	Next Fall Retention	Graduation by Fall Semester End	Spring Retention	Graduation by Academic Year End
2004	0.1%	71.4%	4.6%	44.4%	6.3%	40.4%	8.4%	29.9%	11.1%	24.0%	14.4%	17.8%	15.8%	16.5%	18.0%
2005	0.5%	76.1%	3.7%	46.5%	4.3%	39.6%	8.3%	28.5%	9.7%	24.9%	13.6%	17.4%	15.8%	15.2%	n/a
2006	0.1%	74.3%	4.0%	42.4%	4.9%	38.4%	9.2%	27.5%	12.0%	23.2%	n/a	n/a	n/a	n/a	n/a
2007	0.3%	78.6%	4.3%	48.6%	6.2%	42.2%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2008	0.2%	79.4%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Exhibit B examines retention and graduation of new student cohorts from 2004 to 2008. Retention in this exhibit is defined as reenrollment of the initial fall cohort in any subsequent semester. Graduation rates in the exhibit are cumulative; for example, the year two graduation by academic year end would include all graduates from year one and graduates of all semesters in year two. First semester retention has progressively increased from 71.4 percent in 2004 to 79.4 percent in 2008. First year graduation rates, however, do not present any apparent trend; furthermore, most associate degree-seeking students would not have completed enough credits for

graduation at this point. New students in 2007 and 2008 (the two cohorts directly affected by Achieving the Dream at Pulaski Tech) also have not completed enough semesters to present meaningful graduation rates. With regard to second year retention, the 2007 cohort presents fall and spring retention rates higher than the 2004 cohort (a decline was experienced in 2003 and 2004 cohorts).

b. Provide a brief description of at least one intervention you have implemented to achieve the documented improvement in student outcomes. The intervention(s) described should be of a sufficient scale to benefit a substantial proportion of the target population.

Exhibit C: Elementary Algebra

	Baseline from 2004-2006 Cohorts	Fall 2008 Overall Enrollment	Fall 2008 Achieving the Dream Cohort Enrollment	Fall 2008 SI Course Enrollment	Fall 2008 SI Course Enrollment of Achieving the Dream Cohorts
Enrollment	1,794	590	331	26	15
Successful Grades	44.1%	50.3%	50.8%	76.9%	86.7%
Non-Successful Grades	55.9%	49.7%	49.2%	23.1%	13.3%
Withdrawals	32.6%	26.4%	27.5%	0.0%	0.0%

Exhibit C presents successful and non-successful grades for the developmental math intervention at Pulaski Technical College. During the first year of implementation (fall 2008), Elementary Algebra was targeted to implement Supplemental Instruction (SI) in one course section. Initial findings from the first semester show that students enrolled in SI (both cohort and non-cohort members) receive higher grades than the general Achieving the Dream cohorts enrolled in Elementary Algebra in fall 2008, the overall student population enrolled in Elementary Algebra in fall 2008, and the baseline cohorts enrolled in Elementary Algebra in previous years.

Item 3. Uploading data to the *Interventions to Improve Student Outcomes Online Tool*.

Data for the Fall 2008 term must be entered by April 30, 2009. Data from the Spring 2009 term must be entered by July 31, 2009.

- We certify that intervention descriptions and evaluation data for the Fall 2008 term are uploaded and up-to-date in the *Interventions to Improve Student Outcomes Online Tool*.

Item 4. Institutional Policies, Planning, and Funding.

- a. Have you aligned and integrated your Achieving the Dream work with core activities, processes, and policies of the institution this year?

- No
 Yes

If yes, please describe: Pulaski Technical College has been involved in a major strategic planning initiative during 2008-2009 that incorporated the Achieving the Dream priority areas and included focus group sessions with students, faculty and staff, trustees, foundation board members, business and industry, community organizations and the education community. In addition, the Core Team has evolved into the Student Success Initiative Committee, which was approved as a committee by the Faculty Senate. Similar plans are in place to evolve the Data Team into the Institutional Research Committee. Achieving the Dream priority areas are also being incorporated into Action Projects for the AQIP process to maintain accreditation of the College.

- b. Have you aligned and integrated your Achieving the Dream work with campus-wide strategic planning processes?

- No
 Yes

If yes, please describe: Strategic planning committees have reviewed Achieving the Dream data and are using it as a foundation toward describing priorities for 2010-2015 Strategic Plan.

- c. Have you aligned and integrated your Achieving the Dream work with on-going accreditation activities?

- No
 Yes

If yes, please describe: In fall 2008, Pulaski Technical College was approved to participate in the Academic Quality Improvement Program (AQIP) through the Higher Learning Commission to maintain accreditation. All three of the AQIP Action Projects are aligned with Achieving the Dream priority areas of developmental mathematics and academic advising. Those projects are: 1) Offering two sections of College Seminar specifically targeting African-American males, our most at-risk population; 2) Developing a comprehensive customer service-based adviser trainer program; and 3) Improving developmental mathematics success rates (grades of A,B and C) through proactive faculty engagement.

d. Have additional *institutional* financial resources been committed toward Achieving the Dream interventions this year?

- No
 Yes

If yes, please complete the following table. You may add additional cells as necessary.

Source of funds	Approx. \$ amount	Which interventions are these resources supporting?
Institutional funds	\$15,000	Advising
Institutional funds	\$900	Evaluation for advising and mathematics

e. Have additional *external* financial resources been committed toward Achieving the Dream interventions this year?

- No
 Yes

If yes, please complete the following table. You may add additional cells as necessary.

Source of funds	Approx. \$ amount	Which interventions are these resources supporting?
US Department of Education Title III	\$399,998	Student success initiatives, including data collection, early alert, orientation and redesign of gateway and developmental

		courses
US Department of Education Predominantly Black Institutions	\$458,766	Improvement in retention and graduation outcomes for African-American males

Organization

- a. Which standing committees or committees at your institution are responsible for guiding and monitoring Achieving the Dream and other efforts to improve student outcomes?
- Achieving the Dream Core Team
 - Achieving the Dream Data Team
 - Other. Please describe:** The Student Success Initiative Committee will be responsible for guiding and monitoring Achieving the Dream and other efforts to improve student outcomes. It is expected that the Data Team will become a permanent committee titled the Institutional Research Committee and will support data collection and analysis of student success initiatives.

Professional Development

- a. What kinds of professional development opportunities did you provide for faculty and staff to reinforce student success efforts?
- On-campus training on using data and research to improve programs and services
 - Off-site training on using data and research to improve programs and services
 - Induction and orientation activities for new faculty and staff that include an introduction to the student success agenda
 - Other. Please describe:** In 2008, the biannual adjunct orientation was updated to include concurrent professional development sessions that included learning styles student characteristics, RSS feeds, student discipline, students with disabilities and technology in the classroom. The New Faculty Academy began in fall 2008 to provide new faculty with information about the college and about teaching.

In summer 2008, all College Seminar faculty were required to take part in a day-long workshop on best practices and teaching strategies for new students. The developmental math faculty participated in

department training in January 2009 to use technology in the classroom (My MathLab) and to address success strategies for math students. On January 14, 2009, the English faculty hosted a professional development workshop entitled *Analyzing Performance Problems: Getting Students to Prepare for Class*. Other activities included participation in Achieving the Dream Strategy Institute, on-campus TracDat training, on-campus presentation on retaining African-American students and the *Today's Student* Retreat, which focused on student success of millennial students. All full-time faculty were also invited to attend the annual Student Success Symposium (April 2009) at the University of Central Arkansas.

V. Summary of Accomplishments and Disappointments

a. Briefly describe your greatest accomplishment this year.

Pulaski Technical College and Achieving the Dream initiative leaders were able to develop a framework in which to implement interventions in advising and developmental mathematics. Committed faculty and staff members who were involved in the Core and Data Teams for Achieving the Dream will continue their commitment by serving on a standing Student Success Initiative Committee, which was approved by Faculty Senate. Through this committee, faculty and staff will continue to support and facilitate Achieving the Dream initiatives and interventions to improve student success. This committee will deal with all student services related success initiatives: recruitment, admissions processes, orientation, advising and registration, early alert, mentoring, case management issues and other appropriate student success issues. The committee will support academic deans as they develop common course objectives, define a student success agenda and create common learning outcomes.

b. Briefly describe your greatest disappointment or setback (if any) this year?

Achieving the Dream leaders have not yet determined a successful strategy to fully engage faculty and enable them to realize the importance of their role in developing a culture of evidence. Faculty interest has been largely limited to developmental mathematics since that it is an intervention area. Achieving the Dream leaders are working to determine how to best encourage faculty members to use data to improve services in their curricular area, regardless of whether it is a focus or intervention.

c. Is there anything else you would like MDC or your funder (if applicable) to know about your work this year?

Achieving the Dream leaders realized that implementing interventions has been more challenging than originally expected at the end of the planning year. It would be useful if, during Year 1, more flexibility was allowed during the process so that changes could be instituted easily during the first year to continue to support progress toward objectives. Leaders learned that interventions need to be focused, small in scope and very specific. It may also be helpful to limit activities to those in which leaders can have a large amount of control. As an example, we worked to implement Supplemental Instruction in developmental mathematics. It was difficult to find qualified students who were interested in being SI leaders. Three students who were qualified and hired quit after one week of employment, largely because of scheduling difficulties and family commitments. Achieving the Dream leaders have little control over whether qualified students are interested in this kind of employment or are interested in remaining in this kind of employment.

VI. Annual Interim Financial Report

Salary expenses of \$15,669.25 have been invested in the time for two part-time academic advisers and stipends for adjunct faculty in College Seminar courses who attended a Saturday professional development training. Of the \$13,130.75 in salary funds remaining, \$3,094 will be used to cover expenses that exceeded budget for supplemental instructors. The \$10,036.75 remaining will be used to continue to provide a salary for part-time advisers and to hire additional part-time advisers

during high traffic registration prior to the end of the fiscal year. Of the \$2,640 in **fringe benefits**, \$2,128.58 has been spent. The rest will be expended prior to the end of the fiscal year.

Supplemental instructors were hired for developmental mathematics courses. While only \$1,828 was budgeted in supplemental instruction expenses, \$4,922 has been expended. The overage will be taken from the salaries for part-time advisers.

Total salary and fringe expenditures are \$22,719.83.

Materials and supplies of \$297 have been expended in meeting supplies and refreshments. Remaining funds of \$5,426 will be expended by the end of FY 09 to support PTC's new learning communities. Purchases will include promotional handouts, T-shirts, information packets for students who are being advised, materials to train advisers and other materials to "brand" PTC's learning communities. In Fall 2009, Pulaski Tech will have learning communities in developmental mathematics and College Seminar; English and reading; and English and speech. In addition, funds will be used to create materials highlighting habits of successful students, learned through the honor graduate survey. Those handouts will be given to students during advising and in learning communities to help them learn strategies to be more successful.

Stipends for faculty and staff were funded at \$15,000. Of that amount, \$3,900 will be used to provide course release time for instructors in developmental mathematics and College Seminar who are providing significant planning and support to Achieving the Dream. A total of \$11,100 has not yet been expended.

Travel was originally budgeted at \$13,500. A transfer of \$7,000 from meetings/conferences to travel was completed during the implementation year, so a total of \$20,500 was dedicated to travel. At this time, \$17,929.08 has been spent and \$2,570.92 is remaining. A large portion of remaining funds will be used on travel to the Higher Learning Commission annual conference held in April.

Meetings/Conferences was budgeted at \$12,500, but only \$5,500 remained after transferring \$7,000 to travel. At this time, \$7,000 was expended in travel and the \$5,500 remains in the line item. About \$3,000 will be expended in registration and travel for the Student Success Symposium held in Conway, Ark., attended by 28 faculty, staff and administrators. The Student Success Symposium focuses on best practices and strategies for meeting the needs of today's college students, especially the needs of first-time entering students.

Consultant funds of \$10,000 will be carried over into the second implementation year and used to contract with an appropriate organization to conduct community conversations.

Subtotal of other direct expenses: A total of \$39,236.08 has been expended

TOTAL expended funds: \$62,045.91

Appendix: Original and Updated Work Plans

**TABLE A—ORIGINAL PLAN Priority Area 1: developmental mathematics
Proposal Action Plan and Timeline**

Priority Area: PTC will increase the successful completion and retention of student enrolled in developmental education courses.

Evidence/Rationale: An average of 65% of students at Pulaski Technical College need at least one developmental course. Of those students who need at least one developmental course in the Achieving the Dream 2004-2006 cohort (3,323), 55 % are students of color and 62% are Pell grant recipients. Approximately 88% of entire student body is first-generation college student (Fall 2007). In addition, the Title III grant has targeted these three areas for course redesign.

Students of color were over-represented in developmental education, yet succeeding at a significantly lower rate than Caucasian students. Developmental math has the largest percentage of non-productive grades (N/C, W, and I), and half of all non-productive grades are withdrawals (Ws). The dropout rate is higher for developmental mathematics courses when compared to other courses; there is a statistically significant correlation at the .01 level between the number of students on Pell grants and student grades; and a significant number of students received a non-productive grade (N/C, D, F, or W) on their first attempt to complete a course. Focus group findings indicate that student academic under-preparedness and student non-academic issues as well as inconsistent instructional quality are barriers to student success.

Measurable Changes after Two Years:

At least 90% of faculty in College Seminar and math classes will complete training on effective methods of instruction and report the implementation of at least two success strategies in the classroom. Students receiving non-productive grades (N/C or W) will decrease 4% each year in developmental math as compared to the baseline established in the 2004-2006 cohort.

Measurable Changes after Four Years:

At least 90% of faculty in developmental reading and writing will complete training on effective methods of instruction and report the implementation of at least two success strategies in the classroom. Success rates (students earning A, B, or C) in developmental math, developmental writing, and developmental reading will increase by 8% by the end of the period. Success rates for developmental students progressing to college-level English or math will increase 8% by 2012. Retention of first-time entering students from fall-to-fall will increase by 4% during this period.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Implement supplemental instruction in Elementary Algebra, English Skills, Reading Skills, and College Seminar.	X (math)	X (English)	X (reading)	X (College Seminar)	Director of the Learning Assistance Center
Establish learning communities in developmental education courses with College Seminar.		X (math)	X (English)	X (reading)	Dean of Academic Success
Mandatory training faculty academies.	X (College Seminar)	X (math)	X (English)	X (reading)	Coordinator of Professional

					Development and department chairs
Collect and interpret data on student success in developmental education courses and subsequent enrollment in gateway English and math courses; use data to refine approaches.	X	X	X	X	Director of Institutional Research, departmental chairs, and faculty

**TABLE A—Revision Priority Area 1: developmental mathematics
Proposal Action Plan and Timeline**

Priority Area: PTC will increase the successful completion and retention of student enrolled in developmental mathematics courses.

Evidence/Rationale: Students of color were over-represented in developmental education, yet succeeding at a significantly lower rate than Caucasian students. Developmental mathematics shows the greatest need among developmental and gatekeeper courses. The developmental mathematics courses rank in the top three courses with non-productive grades (N/C, W, and I), half of which are W's. Each has significant t-test values for racial and Pell equality of means. Thus it may be inferred that students of color and students receiving Pell aid succeed at lower rates than their comparison groups. Men perform at statistically significant lower levels in Elementary and Intermediate Algebra than do women. In addition, the Title III grant has targeted this area for course redesign. Focus group findings indicate that student academic under-preparedness and student non-academic issues as well as inconsistent instructional quality are barriers to student success.

Measurable Changes after Two Years:

At least 90% of faculty in developmental mathematics will complete training on effective methods of instruction and report the implementation of at least two success strategies in the classroom. Students receiving non-productive grades (N/C or W) will decrease 4% each year in developmental math as compared to the baseline established in the 2004-2006 cohort.

Measurable Changes after Four Years:

At least 90% of faculty in developmental mathematics will complete training on effective methods of instruction and report the implementation of at least two success strategies in the classroom. Success rates (students earning A, B, or C) in developmental math will increase by 8% by the end of the period. Success rates for developmental students progressing to next-level math will increase 8% by 2012. Retention of first-time entering students from fall-to-fall will increase by 4% during this period.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Implement supplemental instruction in Elementary Algebra and Intermediate Algebra.	X (pilot)	X	X	X	Director of the Learning Assistance Center
Bring supplemental instruction to scale to include Basic Mathematics and Pre-Algebra Skills.			X	X	
Establish learning communities in Elementary Algebra (paired with College Seminar).		X (pilot)	X	X	Dean of Academic Success
Bring learning communities to scale to include Basic Mathematics and Pre-Algebra Skills (paired with College Seminar).			X	X	

Mandatory training faculty academies.	X	X	X	X	Coordinator of Professional Development and dept. chair.
Collect and interpret data on student success in developmental education courses and subsequent enrollment in gateway English and math courses; use data to refine approaches.	X	X	X	X	Director of Institutional Research, departmental chairs, and faculty

**TABLE C: Original Plan, Priority Area2: advising
Proposal Action Plan and Timeline**

Priority Area: PTC will develop a more intentional advising plan for entering students.

Evidence/Rationale: An average of 65% of students at Pulaski Technical College need at least one developmental course. Of those students who need at least one developmental course in the Achieving the Dream 2004-2006 cohort (3,323), 55 % are students of color and 62% are Pell grant recipients. Approximately 88% of entire student body is first-generation college student (Fall 2007). In addition, the Title III grant has targeted these three areas for course redesign. Approximately 88% of entire student body is first-generation college student (Fall 2007). The Noel-Levitz Student Satisfaction Inventory indicates high levels of dissatisfaction and indicates the need for advising and/or counseling. At the current time, orientation is not required and advising is only required for students who are registering for the first time. Student, faculty, staff, and administrative focus groups indicate that students seek stronger connections with people on campus and there is a need for more intrusive advising. TRiO Scholars/SSS, which offers intrusive advising and counseling, has a 74% retention rate, and Career Pathways Initiative, which offers similar services, regularly meets or exceeds it award attainment and service goals for its students.

Measurable Changes after Two Years:

At least 85% of approved advisors will receive training and will implement at least one intrusive advising strategy. Retention from fall to fall will increase by 5%. The gap score between student satisfaction with orientation and advising will narrow on the Noel-Levitz Student Satisfaction survey in fall 2008 and fall 2010. In focus groups, students and faculty will indicate that the college is providing effective support in these areas.

Measurable Changes after Four Years:

At least 85% of developmental students will utilize orientation and ongoing advising services. At least 85% of students enrolled in any developmental course will meet with their advisor for intervention. Early alert will accommodate at least 85% of first-time entering students who enroll in at least one developmental course. Retention from fall-to-fall will increase from 54% for first-time, full-time students in the fall 2007 IPEDS cohort to 60% for first-time, full-time students.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Provide training for academic advisors.	X	X	X	X	Director of Counseling and Advising
Provide training faculty to serve as mentors/advisors.		X	X	X	Dean of Academic Success
Utilize two part-time advisors to augment current advising staff.	X	X	X	X	Director of Counseling and Advising
Assess effectiveness of training of advisors and faculty advisors/mentors.				X	

In conjunction with Title III activities, conduct orientation sessions for first-time entering students.	X pilot	X	X	X	Advising and Support Services Specialist
In conjunction with Title III, begin academic notification (Early Alert)		X (pilot)	X	X	Student Tracking Specialist
Collect and interpret data on student retention and satisfaction with orientation and advising			X	X	Advising and Support Services Specialist and Student Tracking Specialist
Collect and interpret data on student retention and satisfaction with early alert				X	Advising and Support Services Specialist and Student Tracking Specialist

TABLE D: Revision, Priority Area 2: advising Proposal Action Plan and Timeline

Priority Area: PTC will develop a more intentional advising plan for entering students who enroll in learning communities.

Evidence/Rationale: An average of 65% of students at Pulaski Technical College need at least one developmental course. Of those students who need at least one developmental course in the Achieving the Dream 2004-2006 cohort (3,323), 55 % are students of color and 62% are Pell grant recipients. Approximately 88% of entire student body is first-generation college student (Fall 2007). In addition, the Title III grant has targeted these three areas for course redesign. Approximately 88% of entire student body is first-generation college student (Fall 2007). The Noel-Levitz Student Satisfaction Inventory indicates high levels of dissatisfaction and indicates the need for advising and/or counseling. At the current time, orientation is not required and advising is only required for students who are registering for the first time. In addition, students may drop/add/withdraw from courses without seeking the guidance of an advisor. Student, faculty, staff, and administrative focus groups indicate that students seek stronger connections with people on campus and there is a need for more intrusive advising. TRiO Scholars/SSS, which offers intrusive advising and counseling, has a 74% retention rate, and Career Pathways Initiative, which offers similar services, regularly meets or exceeds its award attainment and service goals for its students.

Measurable Changes after Two Years:

The gap score between student satisfaction with orientation and advising will narrow on the Noel-Levitz Student Satisfaction survey in fall 2008 and fall 2010. In focus groups and studies such as CCSSE, students and faculty will indicate that the college is providing effective support in these orientation and advising. Retention from fall to fall will increase from 54% for fall 2007 first-time, full-time students to 60% of first-time, full-time students within three years. Students who participated in mandatory advising through a learning community will have a higher grade point average than those students who did not participate in this program.

Measurable Changes after Four Years:

At least 85% of learning community students will utilize orientation and ongoing advising services. Students who participated in mandatory advising through a learning community will have a higher grade point average than those students who did not participate in this program. Retention from fall-to-fall will increase by 5% by 2012.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Provide training for academic advisors.	X	X	X	X	Director of Counseling and Advising
Provide training for learning community faculty to serve as mentors/advisors.		X	X	X	Dean of Academic Success
Utilize two part-time advisors to augment current advising staff.	X	X	X	X	Director of Counseling and Advising
Assess effectiveness of training of advisors and faculty advisors/mentors.				X	
In conjunction with Title III activities, conduct orientation sessions for first-time entering students.	X pilot	X	X	X	Advising and Support Services Specialist
In conjunction with Title III, begin academic notification (Early Alert)		X (pilot)	X	X	Student Tracking Specialist
Collect and interpret data on student retention and satisfaction with orientation and advising			X	X	Advising and Support Services Specialist and Student Tracking Specialist
Collect and interpret data on student retention and satisfaction with early alert				X	Advising and Support Services Specialist and Student Tracking Specialist