

**TABLE A—ORIGINAL PLAN Priority Area 1: developmental mathematics  
Section III. 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.

<b>Work Plan</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Lead Staff</b>
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
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**TABLE A—Revision Priority Area 1: developmental mathematics  
Section III. 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  
Section III. 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  
Section III. 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 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