High Risk Course Action Plan

Course Name & Number: ___INRW 0420_____

History of PGR & Retention Averages for Courses

Semester/Year	PGR	Retention (within Semester)
Spring 14	61.6	84
Fall 14	64.7	84
Spring 15	55	81
Fall 15	56	86
Spring 16	52.4	74
Fall 16	60.3	89

Please attach Sectional PGR and Retention data to this form.

Semester of Implementation: ___Spring 17 and Fall 17_____

The Action Plan:

(For example, this could include professional development, curricular changes, pedagogical changes, student academic support changes, etc.)

- Encourage prompt intervention by faculty to assist students who are not succeeding in the course (i.e. Early Alert referrals, Writing Assistance Center tutoring, and referrals to counselors)
- Students will be required to meet at least twice with their instructor during office hours (one before midterm and another before finals)
- INRW faculty will adopt the same four commitments from Odessa college in effort to better engage with students on a one-on-one basis
- Study and analyze Puente best practices in order to replicate some of them

Actions implemented in the past that can still be considered:

- Revision of and implementation of a better curriculum and better materials
- Tutoring was required in the lab
- Puente sections increased the overall PGR for INRW 0420
    o 4 sections in Fall 16 with a PGR of 71.1%
- Just one semester showing an increase. No increase in Fall 15 nor Spring 16.

Rationale for Plan: (Include how this plan interfaces with any previous action plans)

During the last two academic years, there has been a need to create new tools for both full-time and part-time faculty teaching the new INRW courses. The lead instructor has been very instrumental and important in order to provide these resources to the instructors (create new

INRW lecture and lab curriculum, design the INRW refresher courses, develop the departmental exam, and facilitate the teaching circles for faculty).

The following are improvements made in these two last years in our INRW courses

- INRW lab: The lab was created to meet the needs of the curriculum redesign. Before Spring 2014, the lab only served students in the Reading courses. The lab reopened Fall 2014 as the INRW Learning Center and an Academic Skills Specialist was hired to oversee it.

- Review Sessions: The Sessions began in Fall 2013 by the INRW Academic Skills Specialist and other qualified tutors on a weekly basis. The Sessions provide supplemental instruction that focus on concepts students struggle with in the classroom. Topics include but are not limited to plagiarism, thesis sentences, fragments, run-ons, comma splices, tips for passing the exit exam essay.

- Teaching Circles: The Circles started in Spring 2014 and are organized by the INRW Lead Instructor on a monthly basis. The meetings were initiated to provide support and teaching skills for Reading faculty making the transition into the INRW course redesign. Topics include but are not limited to how to grade an essay, developing a grade rubric, calibration training for the end of semester exit essay exam.

- Tutoring – The tutoring sessions started in Fall 2014 and are available for all INRW students. The 0305 students are required to attend two tutoring sessions in the Lab as these students have an integrated lab hour within their class time. The rationale is to have 0305 students introduced to the Lab services and staff prior to enrolling in 0420. The one-on-one attention for 0305 and 0420 students alike facilitates the learning process for students struggling with writing skills.

- INRW 0420- Students at this level are primarily assessed by their writing process and required to submit seven logs for the semester. The log includes assignments that vary from vocabulary quizzes, informal and formal (academic level) writing assignments, self-evaluation, and Lab attendance. A portfolio is kept as a reflection of the student's work throughout the semester.

- Exit Exam: All INRW 0420 students are required to take a departmental exit exam at the end of the semester. Students are required to complete a reading exam and type an essay which demonstrates college-level writing skills. The exam is graded by two

different INRW instructors on a pass-fail basis. INRW faculty do not grade their own students' exams. Students must pass the exit exam in order to pass the course. Performance on the exit exam ultimately determines if a student "Passes" the course and is eligible for English 1301, or if a student is "In Progress" (IP) and must repeat the course. To be eligible to take the exit exam, a student must: Be passing the course with a C (70) minimum; have all logs completed; have a passing lab grade; and submit a portfolio. Students cannot be exempt from the exit exam.

The department feels that we need to contextualize our results in INRW. Possible next steps:
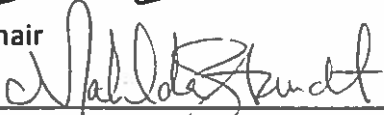
- Find out how other community colleges in Texas consider developmental courses as high risk or not
- Need of data: National benchmark INRW PGR

Additional support:

- More qualified tutors in the INRW learning center.
- Specialized INRW full time faculty
- Funds for extracurricular activities or events similar to Puente as an effort to build community
- Need for lowering the class size.
- Serve and support ESOL students.
    - In Fall 16 44 students in INRW courses were identified by the faculty as ESOL students
- Hire a FT ESOL specialist for the INRW Learning Center
- Training for tutors in both the WAC and INRW LC (training that focuses on tutoring ESOL and learning-disabled students)

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Chair

Date   Feb. 9. '17

_____

Lead Faculty

Date   Feb. 10 '17

Attachment:

Unit plan for INRW 16-17

INRW

Goal 4

By August 2017, increase PGR in INRW 0420 so it is not a High-risk course. Goal 1 supports PAC Strategic Goals 1.A and 1.C

Action Step

Action Step #1: During the fall semester, continue to implement and expand integrated reading/writing courses to enhance student success. Organize discussions and teaching circles among faculty to share knowledge and bets practices.

Action Step #2: Continue to provide a technologically rich classroom environment and an array of tutoring services to support developmental writers. Increase the number of tutors available for students.

Action Step #3: Encourage prompt intervention by faculty to assist students who are not succeeding in the course (i.e. Early Alert referrals, Writing Assistance Center tutoring, and referrals to counselors).

Action Step #4: Advocate for smaller class sizes to cap each INRW section at 15 students max.

Palo Alto College Public Documents ‣ PALOMINO PERFORMANCE METRICS 2016-2017 V1.1.xlsx

Guillot, Vicente

PALO ALTO COLLEGE
QUANTITATIVE MEASURES FOR UNIT ASSESSMENT
(FOR ALL PARTS OF TERM)

ACADEMIC YEAR	SEMESTER	SUBJECT	COURSE NUMBER	A	B	C	D	F	I	IP	NC	P	W	TOTAL	PRODUCTIVE GRADE RATE	FAILURE RATE	COMPLETION RATE	WITHDRAWAL RATE
2014	SPRING 2014	INRW	420	63	74	55	5	25		37			50	309	62%	8%	84%	16%
2015	FALL 2014	INRW	420	58	68	47	2	7		34			42	258	67%	3%	84%	16%
2015	SPRING 2015	INRW	420	28	22	12	3			23			21	109	57%	0%	81%	19%
2016	FALL 2015	INRW	420	32	64	32	7	19		41			31	226	57%	8%	86%	14%
2016	SPRING 2016	INRW	420	34	37	15	1			35			42	164	52%	1%	74%	26%
2017	FALL 2016	INRW	420	40	93	56	7			92			34	322	59%	2%	89%	11%

SUBJECT
INRW
AIRP
BCIS
BUSI
CHIN
CSME
EDTC
ENGL
ESLA

A
B
C
D
F
I
IP
NC
P
W