

High Risk Course Action Plan

Course Name & Number: Speech 1311

History of PGR & Retention Averages for Courses

| <i>Semester/Year</i> | <i>PGR</i> | <i>Retention (within Semester)</i> |
|----------------------|------------|------------------------------------|
| Fall 2016 | 67% | 88% |
| Spring 2016 | 73% | 86% |
| Fall 2015 | 77% | 91% |
| Spring 2015 | 76% | 91% |
| Fall 2014 | 79% | 92% |
| Spring 2014 | 72% | 90% |
| Fall 2013 | 76% | 92% |
| Spring 2013 | 68% | 85% |
| Fall 2012 | 78% | 88% |

Please attach Sectional PGR and Retention data to this form.

Semester of Implementation: Fall 2017

The Action Plan:

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

1. Increasing faculty training in and adoption of evidence-based teaching practices in the areas of instructional design, delivery, assessment, and classroom management. Faculty will examine current faculty trainings completed and determine what additional trainings will help improve student success.
2. Pilot interventions for online courses – The speech unit will pilot the requirement of student completion of OLRN prior to the census date as data supports that completion of OLRN at other colleges improves PGR and use of an online video orientation to be made available to students prior to the beginning of the semester. The orientation will include faculty welcome, classroom expectations, and student success strategies.
3. Qualitative study of low-performing students to better understand the reasons for lower-tier grades. The speech unit will create a qualitative (open-ended) questionnaire and administer to students at-risk of withdrawal or failing the course. This data will help the speech unit implement more effective measures to improve PGR.
4. Speech faculty will make greater use of drops before census date to include identifying activities for students to complete and discuss measures to demonstrate student signs of life.

5. Speech unit faculty will coordinate the use of academic and student support services for students including making greater use of tutoring services and creating an academic preparedness resource for students via Canvas such as guides on reading comprehension, library research, time management, and others.

Rationale for Plan:

(Include how this plan interfaces with any previous action plans for this course.)

The speech unit offers SPCH 1311 which satisfies student the requirement of additional communication to complete an associate's degree. Some trends noticed in the data include:

- Speech faculty acknowledged unique student population issues that affect student success such as student poverty, personal issues, mental health, and job responsibilities.
- Flex courses particular flex 2 courses trend to have lower PGR rates than others.
- Online course for fall 2016 trend to have lower PGR rates than others.

In alignment with the most recent 5-year program review submitted, interventions including faculty development are included in the current action plan to address the decrease in PGR from fall 2016.

Upon examination, we found that one simple explanation for the drop in PGR for fall 2016 compared to the previous two semesters is that the loss of one full-time instructor for fall 2016 who had an average PGR of 96% for the 2015-2016 academic year occurred. However, this does not address the PGR goal of 70% being achieved for the 2014-2015 academic year. Interventions listed in the action plan were carefully selected to address trends in courses not achieving the 70% PGR standard.

Chair

Date

Lead Faculty

Date