

END OF YEAR REPORT FORMAT FOR ANNUAL ASSESSMENT 2015-2016

Unit Name	Learning Support
Goal 1	Increase the percent of students completing their Learning Support English requirements and decrease the time for completion of Area A English requirement for Learning Support English students.
Strategic Initiative(s) (Choose from priorities 1-5)	<p>1. Access with Excellence Gordon State College will serve the educational needs of the region and the state by maintaining its mission as an access institution, while expanding to offer wider access to baccalaureate programs and assuring excellence in its offerings and service to its constituents. By maintaining access while expanding programs, Gordon State College will open the doors to a college education to a wider audience, resulting in a more educated Georgia.</p> <p>3. Retention, Progression, and Graduation Gordon State College will increase retention (the number of students that are retained from one year to the next), graduates (the number of students who graduate from two-year and four-year programs), and the number of students who progress from Gordon State College to the next appropriate step (such as transfer to another college). By accomplishing these goals, the College will contribute to a more educated population, prepared to face the challenges and opportunities of the 21st</p>
Time Frame	2015-2016
Objective 1	The percent of Learning Support English students who exit from Learning Support English will increase in comparison to the percent who exited before the Fall 2015 USG Learning Support policies were implemented.
Measures	Percent of ENGL 0999 students who pass in 2015-2016 compared to percent of ENGL 0099 students who passed in 2012-2013.
Target (Desired Performance and Deadline)	3% increase
Data Collection (Who/Where/When)	
Findings & Status	The Learning Support policies from the BOR have been implemented.

	The 2012-2013 ENGL 0099 benchmark pass rate number is 155/199 (77.89%). The 2015-2015 ENGL 1101 corequisite section pass rate is 157/277 (56.68%).
Discussion of Results and Action Plan	<p>Rather than an increase in the pass rate, there was a dramatic decrease. Clearly, these results are not acceptable.</p> <p>The 2016-2017 annual plan includes a redesign of ENGL 0989 (formerly ENGL 0099) that will better integrate the former learning support courses in ENGL and READ. This new ENGL 0989 course was tested in Summer 2016 and had a pass rate of 17/19 (89.47%). In addition, the new QEP of the college includes a redesign of ENGL 1101.</p>
Objective 2	The number of semesters required for Learning Support English students to complete Area A English requirements will decrease.
Measures	Area A English completion rates for Learning Support ENGL 0999 students compared to ENGL 0099
Target (Desired Performance and Deadline)	ENGL 0999 will complete Area A English in one less semester than ENGL 0099 students
Data Collection (Who/Where/When)	
Findings & Status	<p>For 2012-2013, the average number of semesters to complete Area A English for students beginning in ENGL 0099 (now ENGL 0989) was 3.5. (During Fall 2012 and Spring 2013 there were 155 students who passed ENG 0099, of those 155 students, 36 have completed Area A: English 1101 and 1102. The average number of terms it took for those 36 students to complete Area A was 3.5 terms.)</p> <p>For 2013-2014, the average number of semesters to complete Area A English for students beginning in ENGL 0989 was 3.2.</p>
Discussion of Results and Action Plan	<p>As part of the next annual plan, ENGL 0989 will be revised to better integrate the two former learning support courses in ENGL and READ.</p> <p>While this objective was achieved, we will continue to monitor the data to keep the average close to three terms. Since three sequential courses are needed to complete Area A for students who begin in ENGL 0989, the average will never drop below 3.0.</p>
Goal 2	Increase the percent of students completing their Learning Support

	Math requirements and increase the percent of former Learning Support Math students who complete MATH 1113.
Strategic Initiative(s) (Choose from priorities 1-5)	<p>1. Access with Excellence Gordon State College will serve the educational needs of the region and the state by maintaining its mission as an access institution, while expanding to offer wider access to baccalaureate programs and assuring excellence in its offerings and service to its constituents. By maintaining access while expanding programs, Gordon State College will open the doors to a college education to a wider audience, resulting in a more educated Georgia.</p> <p>3. Retention, Progression, and Graduation Gordon State College will increase retention (the number of students that are retained from one year to the next), graduates (the number of students who graduate from two-year and four-year programs), and the number of students who progress from Gordon State College to the next appropriate step (such as transfer to another college). By accomplishing these goals, the College will contribute to a more educated population, prepared to face the challenges and opportunities of the 21st century.</p>
Time Frame	2015-2016
Objective 1	The percent of Learning Support Math students who exit from Learning Support Math will increase in comparison to the percent who exited before the Fall 2015 USG Learning Support policies were implemented.
Measures	Comparison of percent of students who pass MATH 0987 or MATH 0999 in 2015-2016 to MATH 0099 in 2012-2013
Target (Desired Performance and Deadline)	3% increase
Data Collection (Who/Where/When)	
Findings & Status	The percent of students who passed MATH 0099 in Academic Year 2012/2013 is 432/776 (55.67%). In 2015/2016, the percent of students who passed MATH 0987 was 144/234 (61.5%). In 2015/2016, the percent of students who passed MATH 0989 was 207/396 (52.27%). The combined pass rate is 351/630 (55.71%)

Discussion of Results and Action Plan	<p>Rather than an increase of 3%, the college actually saw a statistically insignificant increase. In order to understand these results, the director of learning support, Dr. Steve Raynie, will enroll as a student in MATH 0989 in Fall 2016. He will observe the students in an attempt to understand their lived experience in the course.</p> <p>Curiously, the pass rate for Summer Institute and Fall Institute students in foundations math courses (MATH 0987 and MATH 0989) is much higher than the pass rate for students in general. For example, the Summer 2016 pass rate for MATH 0989 was 14/18 (77.77%). Similarly, the pass rate in Fall 2015 was 35/49 (71.43%). Examining the differences between the Summer/Fall Institute students and students in general in math foundations courses might offer some insight.</p> <p>Perhaps most importantly, national research shows that students who begin in co-requisite rather than foundations section have a higher chance of success. Thus as the college transitions to using the ACCUPLACER for learning support placement, it will place a higher portion of learning support math students in co-requisite sections beginning in spring 2017.</p>
Objective 2	The percent of former Learning Support Math students completing MATH 1113 will increase.
Measures	Success rate of non LS students to LS students in MATH 1113
Target (Desired Performance and Deadline)	2% increase from 2012-2013 to 2015-2016
Data Collection (Who/Where/When)	
Findings & Status	<p>2012-2013 MATH 1113 % Pass Learning Support 66.22% Non-Learning Support 70.11%</p> <p>2015-2016 MATH 1113 % Pass Learning Support: 42.86% Non-Learning Support 55.35%</p>
Discussion of Results and Action Plan	<p>These data clearly imply a deficiency at some point in the course work of learning support and non learning support students. Not only did the pass rate in general for MATH 1113 fall, but the gap in the pass rate for learning support and non learning support students widened substantially.</p> <p>We can infer that learning support students are less prepared for or less</p>

	<p>motivated to succeed in MATH 1113 than non learning support students, but we will need to explore the reasons for this gap.</p> <p>One option to consider is better advising of students completing learning support math requirements. It may be that MATH 2101 (statistics) is a more appropriate course for former learning support students.</p> <p>MATH 1113 is not a learning support course, but improving the overall pass rate should also improve the pass rate for former learning support students. The head of learning support will consult with the head of the math department to develop an action plan.</p>
Goal 3	Increase the student success in ENGL 0999/1101 by determining whether it is better to have the same instructor deliver both the support lab and the collegiate course or not.
Strategic Initiative(s) (Choose from priorities 1-5)	<p>1. Access with Excellence Gordon State College will serve the educational needs of the region and the state by maintaining its mission as an access institution, while expanding to offer wider access to baccalaureate programs and assuring excellence in its offerings and service to its constituents. By maintaining access while expanding programs, Gordon State College will open the doors to a college education to a wider audience, resulting in a more educated Georgia.</p> <p>3. Retention, Progression, and Graduation Gordon State College will increase retention (the number of students that are retained from one year to the next), graduates (the number of students who graduate from two-year and four-year programs), and the number of students who progress from Gordon State College to the next appropriate step (such as transfer to another college). By accomplishing these goals, the College will contribute to a more educated population, prepared to face the challenges and opportunities of the 21st century.</p>
Time Frame	2015-2015
Objective	Determine whether Learning Support English students taking ENGL 0999/1101 with the same instructor will benefit by having the same instructor for both ENGL 0999 and ENGL 1101.

Measures	Compare average score of students in ENGL 0999/1101 with same instructor to ENGL 0999/1101 with different instructors
Target (Desired Performance and Deadline)	Average score will be within 5 points
Data Collection (Who/Where/When)	
Findings & Status	<p>While it is difficult to make strong inferences from such a small sample, Spring 2015 data show a clear benefit from having a single instructor for both the collegiate course and the support lab.</p> <p>Different Instructor ABC pass rate: 24/36 or 66.7%</p> <p>Same Instructor ABC pass rate: 31/38 81.6%</p> <p>All of the ENGL 0999/1101 sections in fall 2016 have the same instructor for the collegiate class and for the co-requisite section.</p>
Discussion of Results and Action Plan	For now it appears that having the same instructor for both the collegiate course and the support lab provides the greatest benefit to students. We will continue to schedule courses so that the co-requisite lab and the collegiate course have the same instructor.