

**Pearl River Community College**  
**Passport to Success**  
**QEP Year 1 Summative Report**



**Component 1 – ROAR – Freshmen Orientation**

For 2016-2017, ten summer, three special interest (CTE programs), and one between semester ROAR sessions were conducted with over 1200 students participating. Positively, 90% of all entering first-time, full-time students attended ROAR with 100% of all student participants creating a schedule for the upcoming semester. While each of the six SLOs were introduced during ROAR sessions, four measures were not met or only partially met due, in part, to the method of data collection and to technical issues with electronic ROAR survey. To address these shortcomings, better and more consistent measures were implemented for the 2017-2018 season to include an online tutorial, explanation of graduation pathways, creation of Passport Booklet containing information of all resources and engagement opportunities as well as other vital campus information.

Focus groups with both workers and participants of ROAR were conducted. The following were suggested changes for improving the large group session and the group advising session: guest panel of former students and current employees geared toward target audience (i.e., athletics); hype video; creation of PRCC Trivia game to share important information; more structured group advising session; and better training of ROAR Orientation Leaders. Each of these items will be addressed for the 2017-2018 season.

**Component 2 – FYS – First-Year Seminar**

The cohort of students who attended the summer 2016 ROAR session and enrolled in FYS fall 2016, mostly students with low ACT scores, persisted from fall to spring at a rate of approximately 82% and completed over 72% of the hours they attempted. All of the SLOs for the 2016-2017 school year were successfully met. Of note, We also had a good number of these students inducted into Phi Theta Kappa in the spring.

During year one, alternate course formats were explored to include a 1<sup>st</sup> 8-week online course; however, this did not prove to be the best method for FYS. In the fall 2017 semester, a 16-week online course and a 2<sup>nd</sup> 8-week face-to-face course will be offered. A hybrid course specifically designed for music majors will also be piloted in the fall 2017 semester.

Thirteen new instructors were hired and trained over the course of the year. Training included a more in-depth look at the course contents to provide new instructors with a better understanding of the purpose of assignments and proper pedagogy. Specifically we focused on interweaving the concept of GRIT in all journal assignments. To continue continuity of instruction, “Snack & Chat” sessions were created to provide professional development sessions designed for FYS instructors to share active learning strategies and fellowship. Outcomes of these sessions were used to compile an active learning resource guide for faculty at large.

Due to our fiscal situation, many instructors who have expressed interest in teaching the course are already teaching a full load in their respective disciplines, so we were not able to offer as many sections this coming fall as we hoped. However, to address the growth of our program, we are increasing the

number of seats in each section. On average, the class size leveled at about 16-17 students, so we are still maintaining the preferred, smaller class size as indicated in the QEP.

### **Component 3 – Wildcat Connect – Early Alert**

The position of Early Alert Coordinator was not filled during year one due to severe budget cuts across our state and within our institution. A conversation was held with our SACSCOC Vice President, to discuss this concern. It was recommended to document the situation and address how the college might otherwise address the identification and intervention of students who become at risk. To this end, several strategies are being implemented across the college: 1) entering students will be assigned a faculty or professional advisor; 2) DegreeWorks, a degree auditing and advising software, is being implemented allowing students and advisors to track graduation progress; 3) Advising processes are being refined and streamlined; and 4) professional development is being planned for early identification of at risk students.

### **Component 4 – Passport Pathways – Professional Development**

Six professional development modules were aligned with all four components of the QEP, and within year one, activity occurred through ROAR, FYS, and Passport Pathways. All employees of the college, as well as community constituents, participated in Module 1 – *Passport to Success Overview* to gain an understanding of the QEP. All FYS instructors were required to complete each of the six modules. Modules 3, 4, and 6 sessions were offered to both staff and faculty, although not mandatory, on understanding barriers to success, being knowledgeable of the PRCC student population, and understanding an employee's role in promoting student success, regardless of position. Module 6 provided the main instructional focus of the QEP which was implementing active learning strategies to promote student success. Module 5 was an ongoing module wherein peer leaders were trained throughout the year. During year two, greater efforts will be made to incorporate the QEP modules into the mainstream of required professional development across the college.