Achieving the Dream Implementation Proposal 2011

Cover Sheet

Name of College: **Oakland Community College**   *Submission Date*: **May 15, 2011**

College Web site: www.oaklandcc.edu
College Intranet: http://infomart/
College's Achieving the Dream Web site (if applicable):
> At this point in time, the College's intranet is the point of access and may only be accessed internally at OCC. The primary reference document on the site is found at: http://infomart/AchieveTheDream.pdf (see appendix 6)

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Data Analysis, Results, and Resulting Priorities:

> *Section begins on next page.*

Quantitative Data Analyzed (overview): College readiness is one of OCC's four strategic priorities. OCC's focus on college readiness is based upon key performance indicators (2008) that showed that OCC's Math and English students' readiness could be improved as evidenced by benchmarking against 17 peer institutions. Consequently, the Core Team felt it was important to align and integrate the strategies specifically related to developmental education (college readiness) with ATD's basic premise, which is "improving student success on a substantial scale requires that colleges need to fundamentally change the way they operate".

The Core and Data teams initially reviewed Fall 2008 cohort data for each of the five Achieving the Dreams Outcome measures, disaggregated by race/ethnicity, age, gender and Pell recipient status. The goal of this review was to analyze data at the macro level to determine areas for focus. Ultimately, completion rates of courses below-college-level (developmental) English and Math were spotlighted.

Disparities by gender and Pell status were evident in course completion rates for selected gateway courses (Appendix Item 2, Chart 1). Students aged 20-24 experienced lower performance in all developmental courses, especially in ENG 1055, 30% compared with 63.7% for ages less than 20 and 49.6% for ages 25 and older (Appendix Item 2, Chart 2). Achievement gaps for students of color were noted in some courses (Appendix Item 2, Chart 3). This data pointed to the need to dig deeper into the factors affecting these gaps. More detailed analysis reflected the following regarding developmental coursework completion.

Table 1. Fall Cohort (2007, 2008, 2009) Successful Enrollments

Course Title	2007-08	2008-09	2009-10
ENG 1055	68.8%	66.6%	69.6%
ENG 1060	63.9%	66.7%	63.5%
MAT 1040	40.5%	59.3%	33.9%
MAT 1050	63.3%	52.2%	51.0%
Overall Completions	**84.5%**	**83.3%**	**78.6%**

More specific data disaggregation were collected and analyzed as seen in Charts 1-3 (see Appendix 2 for detail). Some of the most revealing findings were in course completion rates for developmental English.

Table 2. Fall 2007 Cohort Students Lowest level Developmental English Progression

Fall 2007 ATD Cohort - Students Placing into ENG 1055 (Total = 511)					
Course Attempted	Successful Completion 2007-08	Successful Completion 2008-09	Successful Completion 2009-10	Total, Successful Completion within Three Years	% Total Successful Completion
English 1055	218	14	6	238	46.6%
English 1060	80	33	16	129	25.2%
* Of the 511 cohort students placing into ENG 1055, only 129 (25.2%) successfully completed ENG 1060 within 3 years.					

In reviewing Cohort placement data, it was noted that 35% of the Fall 2007, 38% of the Fall 2008, and 34% of the Fall 2009 ATD Cohort students did not <u>seek</u> Math placement. Of those that sought Placement, a majority placed into Developmental Math. The Developmental Math sequence begins three levels below college level. Further review indicated that many students' test scores were in a "bubble" with test scores within 5 points of the cutoff score for the next level course.

Students Scoring in the Developmental Math "Bubble"

	Fall 2007 Cohort			Fall 2008 Cohort			Fall 2009 Cohort		
	No	*Yes*	*%*	*No*	*Yes*	*%*	*No*	*Yes*	*%*
Math 1045	2	107	98%	7	99	93%	9	150	94%
Math 1050	552	213	28%	466	162	26%	663	236	26%
Math 1100	940	132	12%	759	118	13%	1,003	129	11%

Disaggregation of additional data sources by specific student groups were explored to identify subpopulations needing early or additional attention and resources.

Qualitative Data Analyzed:
Several focus groups and one-on-one student interviews were conducted. The purpose of this research was to identify students' perspectives on: (1) barriers to student success, (2) knowledge and actions taken by students to overcome the barriers, and (3) changes the college can make to alleviate them. Forty five (45) students participated in the one-on-one interviews in Summer 2010. Approximately 60 students from three Developmental English and Math classes and one Student Success Skills class participated in student interviews in Fall 2010. Participants responded to and discussed questions regarding student success.

The IR department conducted faculty interviews to understand how they view student success, and to gauge reactions to student views about success, barriers and overall views of their role in student success. Faculty defines student success as course completion and achievement of educational goals, and states that OCC offers many services (academic and financial) to assist students in their success efforts. Barriers faculty cited include lack of engagement, good study habits and personal/financial issues.

Major Findings of Data Analysis:
Quantitative Research results indicated the following key themes:
- Initial review of Fall 2008 disaggregated data reflected differences in retention rates were notable by age and Pell status but were not evident by ethnic group. Those receiving Pell grants had higher retention than those who did not. Achievement gaps were noted for students of color in some courses. Based on these findings, a Special Populations Team was created to dig deeper.
- Of 511 students from the Fall 2007 Cohort who placed into ENG 1055 (first level of Developmental English) between 2007/08 and 2009/10, 238 successfully completed ENG 1055 with a grade of C or better (46.6%). In reviewing the cohorts' progress (the same 511 students) in the sequence of English courses, only 129 students successfully completed ENG 1610 (second level of Developmental English) with a grade of C or better (25.2%) between 2007/08 and 2009/10, and just 113 students successfully completed ENG 1510 (college level

English course) with a grade of C or better (22.1%) between 2007/08 and 2009/10.
- The percentage of students from the Fall 2007, Fall 2008, Fall 2009 cohorts not seeking Math Placement causes concern about students delaying taking Math. Only *one* student from the Fall 2007 cohort who placed into the lowest level of developmental math successfully completed the gateway math course within the first three years of enrollment at OCC. Over 90% of the students from Fall 2007, Fall 2008, and Fall 2009 cohorts placed into the lowest level developmental Math class (math 1045) but were just 5 points below placement into the next level Math course. Additional review reflected that students placing into developmental Math are not successfully completing the sequences.
- Review of outcomes data from OCC's program specific mandatory orientation showed that 78.6% of participants achieved grade C or better, and 71.8% were retained across terms. Review of initial cohort English Placement showed that 30% of new OCC students place in Developmental English (ENG 1055 OR ENG 1060).

Qualitative Research results revealed the following key themes:
- Counseling and OCC's Academic Support Center (including Tutoring) are perceived as important factors that contribute to student success.
- Students' personal/financial constraints present noteworthy challenges to student success. (This will be addressed as we proceed with interventions and as we seek external funding).
- Students are not always able to take classes when needed because some classes fill up very quickly (disrupting developmental and sequenced class needs).
- A major theme expressed was the "need to know" more about the resources available to students. Participants wish they had known about all of OCC's existing support resources at the beginning of their college experience.

Three Strategy Teams were created: High Touch, Developmental Education and Special Populations which were charged with further analysis of the data and providing recommendations to the Core Team. Team members include faculty, support services staff, administrators and IR analysts. Each team's data and findings are outlined below, starting at the bottom of p. 4.

Stakeholders Engaged in Priority-Setting:
In the Fall of 2010 each of OCC's five campuses held a convocation/welcome back event where a comprehensive presentation was given regarding Achieving the Dream. The alignment of ATD with other College initiatives was emphasized.

Today, the Core, Data and Strategy Teams involve 50 people across the College. Institutional Research Analysts serve on all teams, to track team data requests and coordinate and assess the data and overlap. The Chancellor and his Cabinet (including all campus presidents and the vice-chancellors of academics and administrative services/finance) regularly monitor the status of ATD activities. The marketing department has developed messages to help promote the vision across the College community.

As one of four major keystones of planning and development at OCC, **Achieving the Dream** is aligned with college-wide and campus **Strategic Planning**, **Budgeting**, and restructuring processes (***ReDesign OCC***). These 4 keystones engage many stakeholders who are involved in several ways.

For instance, since Spring 2010 dozens of teams with 150+ staff and faculty (nearly 20% of the overall college community) have been involved in *ReDesign OCC*, is a way of planning resources to ensure that academic quality is preserved despite steep declines in tax revenue and state funding.

Other Information Regarding the Decision Making Process:
OCC adheres to a shared governance model. Implicit in that model is a number of opportunities for the sharing of information and input by various stakeholders. For example, the Academic Senate, with representatives from every campus and site, is one body that is routinely updated regarding achievement and assessment data, Higher Learning Commission requirements, *ReDesign OCC* status, strategic plan status, and Achieving the Dream progress. Again, the alignment of all of these initiatives is emphasized (see Appendix 5).

As part of campus strategic plans (aka, academic master plans), campus presidents are integrally involved in community efforts around student success. For example, as president of the Auburn Hills campus, Dr. Dolly has recently led an effort to establish a local college access network (LCAN) involving 3 other colleges, the K-12 district in Auburn Hills, and a number of business and nonprofit leaders. The ability to reach into pre-college populations to prepare potential college students for success in order to reach the "Big Goal" as defined by the Lumina Foundation (60% rate of college completion) is the primary goal of this LCAN. Such efforts share complementary goals with our ATD effort, and will continue to be pursued by OCC's leadership.

Resulting Priorities:
Each of the three Strategy Teams ultimately identified a central priority:
1. Touch students in the first three weeks to increase student engagement.
2. Increase student success in developmental English and Math through acceleration.
3. Provide improved student support services for first year students, adult learners, and high school dropouts.
The data review/analysis process each team used to identify these priorities is described below:

1. <u>High Touch Strategy Team Data Analysis</u>:
In addition to outcome measures, the ATD High Touch Strategy Team used four key data sources to identify and clarify the high touch student group to be targeted for intervention: Community College Survey of Student Engagement (CCSSE) Results (geared towards High Touch topics); ATD Student Interviews and Focus Group Results; Mandatory Orientation Outcomes; and English Placement Report.

CCSSE, Focus Groups, and other existing studies helped the group better understand the student body related to their experiences at OCC, including students' perceptions of relationships with other students, instructors, and administrative personnel (OCC's CCSSE scores of 4.94-5.65 out of a possible 7 indicated room for improvement). Students also shared whether they attended the current optional orientation (only 14.4%) and their satisfaction with and level of importance they placed on various services (academic advising, career counseling and peer tutoring were priorities according to CCSSE respondents, but rarely used, pointing to the need for improved communications/increased awareness). The team began to look at strategies to help students when they make initial contact with Oakland Community College (first 3 weeks).

ATD outcome measures data was reviewed (i.e. overall course completion and retention). Results from the Mandatory Orientation Outcomes Report (December 2010) showed that mandatory orientations resulted in 78.6% achieving grade C or better, and 71.8% retention across terms. The English Developmental Education Placement Report (March 2011) showed that 30% of new OCC students place in Developmental English. In due course, first time at OCC students placing in level two levels below college English (ENG1055) were targeted for the mandatory orientation intervention.

Within the past year, the *ReDesign OCC* Student Services Support team assessed every element of how students enter OCC, what they experience along the way, and support provided up to the point that they leave OCC. Major areas reviewed include counseling, tutoring, financial aid, libraries, registration/enrollment services, orientations, academic support centers, accessibility compliance and education, student life, athletics, apprenticeship and job training. The co-chairs of the Student Services ReDesign team also chair ATD Strategy Teams (High-Touch and Special Populations, respectively), which has facilitated alignment across data requests and review.

High-Touch Team Priority*: Touch students in the first 3 weeks to increase student engagement*.

2. **Developmental Education Team Data Analysis:**
Early on, the Developmental Education team was expanded into two subcommittees (one for Math and one for English). The subcommittees reviewed the original ATD cohort data to determine achievement gaps specifically related to developmental students. During these discussions, both groups decided that a more comprehensive approach to student achievement was desirable, inclusive of not only developmental students.

English subcommittee: Some of the data reviewed included withdrawal rates for developmental students (ENG 1055/1060, Academic Literacy I and II) disaggregated by variables including gender, ethnicity, FTIAC status, average credits registered, age, degree-seekers vs. undecided, and educational goal to transfer.   In addition, subsequent withdrawal rates in gateway courses were also reviewed.

Table 2. Success Rates Among OCC Students

C or Better	ENG 1510	POL 1510	PSY 2510	SOC 2510	HIS 2510	Total
All OCC	60.6%	60.1%	56.4%	63.6%	48.7%	59.4%
ENG 1055	67.2%	66.7%	48.6%	57.1%	42.9%	58.7%
ENG 1060	71.2%	64.5%	58.4%	76.1%	69.2%	68.3%
ENG 1510	61.6%	69.0%	66.7%	72.4%	58.9%	66.1%

Sample sizes varied understandably across groups by course, potentially skewing results. However, these data were encouraging enough for the group to believe that the Developmental program in place is helping the population. In fact, discussion of these results led to the idea that some ENG 1060 students could be placed into college-level English if given a primer (i.e. an English grammar "boot camp") during the summer, described in more detail in the interventions section. These students will be tracked separately from Non-Developmental students and Developmental students who have successfully passed ENG 1060. Results should support the null

hypothesis (i.e. non-significant differences among the 3 groups in success rates).

Taking out the top performers will naturally and expectedly lead to lowered overall success rates (data interpretation issue). Thus, a "Reading Plus" program to boost Basic English competency and as a potential re-test of Developmental placement (for research purposes) will be implemented. The subcommittee wants to collect data over the coming terms to capture pre- and post-program results. Students completing the course and the Reading Plus program should test at a Non-Developmental level and be able to perform as well as Non-Developmental students in college-level English courses (ENG 1510).

Withdrawal rates for Developmental English do not appear to be particularly high when looking at student-initiated withdrawals, however, non-matriculation rates jump up quite a bit [i.e. faculty-initiated withdrawals (WP, WF), incompletes, etc.]. These numbers appear to increase during Winter terms. The question posed was not necessarily why the attrition rate was high or higher, but rather why these students are not matriculating. This leads to the more affective experience of the student (whether or not they withdraw) to determine the efficacy of the program and perhaps help retain more students.

Table 3. Withdrawal Rates Fall/Winter

ENG-1055	Fall 2008 (N= 492)	Winter 2009 (N= 449)	Fall 2009 (N= 502)	Winter 2010 (N= 455)	Fall 2010 (N= 546)
Student Withdrawal	11.0%	14.5%	13.1%	12.5%	12.8%
WP/WF/I/Missing/Other	18.7%	25.8%	17.1%	26.6%	11.0%
ENG-1060	Fall 2008 (N= 800)	Winter 2009 (N= 697)	Fall 2009 (N= 834)	Winter 2010 (N= 755)	Fall 2010 (N= 847)
Student Withdrawal	11.3%	14.1%	11.3%	14.3%	12.2%
WP/WF/I/Missing/Other	14.9%	17.8%	14.7%	15.5%	10.5%

Math Subcommittee: The initial math cohort data revealed that at best only 47.7% of new students (2007) were taking the math placement exam. Current policy allows students to delay seeking Math placement until they want to enroll in a Math course. Comparatively, all new students must take the COMPASS English Placement test unless an exemption is granted (e.g. previous college degree). Cohort data also showed that those placing into developmental math courses, while successful to varying degrees, were not enrolling in subsequent math courses:

2007 Cohort – Subsequent Math Enrollment and Success Rates (Within Three Years)

Math Placement	Total Students	Total Attempted Math 1150	Total, Successfully Completed Math 1150	% Total Successfully Completed Math 1150
Math 1040/1045	109	2	1	50.0%
Math 1050	765	77	43	55.8%
Math 1100	1,072	330	202	61.2%
Math 1150	408	262	180	68.7%
Exempt, or No Test Score	2,584	435	295	67.8%

For example, only 10.1% (77/765) enrolled in MAT 1150 following successful completion of MAT 1050, though 55.8% successfully passed. The fact that students are not enrolling in subsequent

math courses after completing Developmental math courses is problematic, but not without precedent.

Math team members learned after consultation with other ATD schools that only 10% of students are completing the math sequence, largely because of the sheer length of time required to complete the sequence (i.e. the number of developmental courses needed to move into college-level math).   These results supported an intervention design to provide opportunities for students to re-test into a higher level math course after enrolling in an accelerated math "camp." It is posited that by shortening the sequence, students will have more incentive to complete the sequence.

Student Attitude Survey: To investigate withdrawals, the a Student Attitude Survey is being created to evaluate students' experience in Developmental Education. Specific questions are aimed at eliciting more detail about barriers to success and personal challenges. Results of the survey will be reviewed by the Data team to determine core themes that create potential barriers for students in three key areas: institutional, situational and dispositional. Survey results will also help the Special Populations team identify additional support structures to supplement the work and development of Learning Communities through paired course offerings. Findings will also be used by the High Touch team for focus areas in scaled-up mandatory orientation sessions for all students as outlined below.

Chart 4. Flow from Student Attitude Survey to Analysis to Use of Results in ATD Strategies

Developmental Education Team Priority: Increase student success in developmental English and math by shortening/accelerating the sequence.

3. Special Populations Team Data Analysis: Using data collected from OCC departments and programs including Accessibility Compliance Center and Education Support Services, the Academic Intervention Program, Financial Aid, Michigan Works, and the Veterans program, team leaders identified the special population student groups for intervention consideration. These populations were considered for intervention given that members of these populations have additional needs and are generally academically underprepared groups, according to the research.   The specific groups chosen for comparison and prioritization were first year students, adult learners, high school students, high school dropouts (i.e. students with a general equivalency degree (GED)), non-native speakers of English, refugees, Hispanic students, and International Students.

The Team requested and reviewed data regarding Achieving the Dream outcome measures (i.e. gatekeeper and developmental course completion) by the special population groups identified above. The A TD Special Populations Six Semester Trend Analysis Report was developed. Figure 1 (Appendix 3) illustrates the data used in the first round of data analysis. The percentage of

students in the special population groups who performed below C or did not complete either of the college level or developmental Math and English courses for Fall 2007, Winter 2008, Fall 2008, Winter 2009, Fall 2009, and Winter 2010 was ranked in comparison to the other groups. A higher ranking indicates a lower percentage of successful students for the special population group. Figure 1 shows that across the board high school dropouts ranked highest in unsuccessful performance or completion in developmental or college level Math or English. First year students ranked second followed by high school students and adult learners aged 25 years or older. From this analysis, the Team determined that the groups to target for intervention would be high school dropouts, first year students, and adult learners (in lieu of high school students).

As the next step the Team requested and reviewed a demographic analysis (i.e. age group, gender, and race/ethnicity) of the ATD outcome measures as related to first year students, adult learners, and high school dropouts. The "ATD Special Populations Demographic Profile and Analysis Report" was created.

The data revealed that, regardless of race, age, or gender, high school dropouts were more likely to perform below C or not complete developmental or college level Math or English courses followed by first year students and adult learners. These results led the Team to focus on high school dropouts as the primary target group for intervention, followed by first year students. Also, the team decided that the intervention should include developmental Math and English, based on institutional data indicating a high level of placement into these courses.

The Special Populations Strategy Team requested and reviewed data for student performance in developmental Math or developmental English courses paired with ASC 1070 (College Success Skills). The ATD Special Populations ASC 1070 and Developmental Paired Course Report was prepared in response. The data analysis covered Winter 2010 and Fall 2010.

Results revealed that students who performed C or better in ASC 1070 also were more likely to perform C or better in any of the developmental English or Math courses. These results were sustained from the Winter 2010 semester to the Fall 2010 semester.

Information and/or research from other ATD colleges has indicated that learning communities are useful in promoting peer support and greater engagement with faculty. Additionally, information from the Washington Center for Improving the Quality of Undergraduate Education has found that students involved in learning communities develop intellectual maturity and become more responsible and engaged in their own learning; faculty who are involved in learning communities expand their range of teaching strategies and methodologies as well as their engagement with the student body; and the ultimate benefactor of greater student and faculty engagement and responsibility is the college. Additionally, given that first year students and high school dropouts are characteristically at-risk student groups as it relates to academic preparedness, learning communities will provide the support and motivation these groups need to increase their likelihood of success and retention in college.

Results from the ATD Special Populations Six Semester Trend Analysis Report, ATD Special Populations Demographic Profile and Analysis Report, and the ATD Special Populations ASC 1070 and Developmental Paired Course Report reinforced the need to target high school dropouts as

well as first year students for intervention. Based on review of literature regarding learning communities, as well as findings from student guided interviews and focus groups at OCC, the team decided that the learning community intervention should be provided to students from the select populations who placed into developmental English or Math. Along with the developmental English or Math course (or both courses), the student would be required to take an orientation to college course (CNS 1100) paired with the ASC 1070 course (college success skills) to increase the likelihood of success for each special population targeted for intervention.

Special Populations Team Priority: The team identified 3 groups: first year students, adult learners, and high school dropouts as those that would most benefit from interventions.

Interventions:

Priority: Increase completion (C or better) of English developmental level 1 students (ENG 1055)
Intervention Name: **Mandatory orientation for first level placement in Developmental English**
Direct or Indirect Student Intervention: Direct
Start Date: June 21, 2011
Type of Intervention: Engagement, Developmental Education, Institutional Effectiveness, Internal Policy Review & Update; Mandatory orientation
Specific Course Content Area: English / Reading / Writing
Target Student Groups: First-time students and academically underprepared students
Estimate Number of Students Enrolled or Otherwise Benefiting: 1600 (Fall 2010 count for Developmental English level one placement)   610 (Winter 2011 count for Developmental English level one placement)
Do students have to satisfy certain criteria to take part in the intervention?   Yes - students must place in Developmental English level one placement.
Will special efforts be made to recruit students to take part in the intervention?   Yes- Mandatory- A registration will be held until orientation is attended.
Description: College-wide mandatory orientation for ENG1055 will include an overview of OCC and its support services, academic strategies guidance, with breakout sessions on Counseling, Academic Support Center, Student Life, English, and specific strategies for target audiences. The Student Attitude Survey will be administered at orientation to collect potential barriers data.
Way(s) the intervention will help close achievement gaps: Awareness will be raised regarding support services and academic strategies. Activities to facilitate student to student and student to faculty relationships will be paired with mini study skills seminars and early introduction to specific course content. 20 sessions across 5 campuses for 2,000 students are planned. This will aid us in closing the achievement gap between Eng 1055 & 1060 completers.
Measurable Yearly Goals: Based on Fall 2007 cohort 54% of those who place in Eng 1055 did not complete and of the 46% that successfully completed 1055 only 25.2% successfully completed 1060 with a C or better. Goals: In one year increase number of students successfully completing 1055 by 5%. Additionally, increase Eng 1060 completers (C or better) by 5% each year, for a total of 20% by the end of year 4.
Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by

This Intervention (choose all applicable): [1] Percent of students who successfully complete developmental courses and progress to credit-bearing courses. [2] Percent of students who enroll and successfully complete gateway courses. [3] Percent of students who complete all the courses they take, with a grade of C or higher.
Evaluation Plan Description: [1] A survey of ENG 1055 students that attended orientation at the end of their course to determine what extent the orientation was helpful. [2] Track student progression of student success (Eng 1055 to 1060, and completion of 1060 with C or better). [3] Evaluation of the strategy to increase the scope of the project or consider other strategies which will be discussed in the Core Team, Academic Senate and Administration including Board of Trustees and if successful, increase scope to mandatory orientation for all students.
Evaluation Results Comparison (choose all applicable): A survey at the end of the orientation event re: orientation helpfulness will be conducted at end of term.
Plan to Scale Up: As ENG 1055 students showed the highest risk of non-completion, we will first focus on ENG1055 students. Scaling up would include mandatory orientation for second level developmental English (1060), and would also include developmental Math.
Sustainability/Institutionalization Plan: Based on feedback and data regarding the Fall 2011 implementation we will work out the increase in scope and evolution of plans.
Communications Plan: Campus and college-wide senate meetings as well as various administrative cabinet and committee meetings will be utilized. Communication with students regarding registration, orientation and required counseling requirements will be at the time they receive their COMPASS English placement.
Internal and/or External Resources Needed: Projected additional resources are minimal, since costs will be absorbed by OCC's general fund budget.
Institutional Policy Changes Needed: Mandatory Orientation for Developmental students.
Anticipated Challenges: Staffing for tracking student participation, for peak times and/or summer, identifying and training student leaders, standardizing across the college.
Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful: A policy to mandate developmental course sequences in the first year; Increase faculty in developmental areas; Technology and developmental hybrid classes to assist job placements.

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Priority: Accelerating qualified students through the Developmental English sequence
Intervention Name: ABC—Acceleration Boot Camp (English & Gateway courses)
Direct or Indirect Student Intervention: Direct
Start Date: July 2011—over five days, meeting four hours each day.
Type of Intervention (choose all applicable): Developmental Education, Other (Direct), Student Success Course, Supplemental Instruction, Tutoring
Specific Course Content Area (choose all applicable): English / Reading
Target Student Group (choose all applicable): Gender: Male/Female; Race: All; First-time students; Student enrollment status: Part Time/Full Time; Academically underprepared students; ESL/ESOL/ELL; First Generation; Other: any student qualifying for the boot camp.
Estimate Number of Students Enrolled or Otherwise Benefiting: Pilot group of 40 students (to develop valid program/tools before expansion) at AH & HL campuses.

Do students have to satisfy certain criteria to take part in the intervention? Yes, score 140-149 on the COMPASS placement test (just below non-developmental designation).
Will special efforts be made to recruit students to take part in the intervention? Yes – Testing center will inform student immediately after COMPASS testing if he/she qualifies for boot camp. Counselors will be advised to refer students who qualify to sign up for the boot camp.
Description: The boot camp will offer intensive instruction in reading and writing over a period of five days, meeting four hours each day.
Way(s) the intervention will help close achievement gaps: Cut-off scores create ordinal categories where an interval measure exists. Students scoring at the lower end of the category are not necessarily at the same aptitude as students scoring higher yet remain in the same category (English Placement = 2, or ENG 1060 placement). Students scoring higher and closer to college-level English may only need a small segment of developmental English to move into non-Developmental English. It has been noted that attrition rates among developmental students will likely decrease if the students are not forced to languish in non-college level courses. The goal of the boot camp is to accelerate to college level classes *all* students who place "in the bubble" in terms of their scores on the COMPASS.
Measurable Yearly Goals: Re-tested boot camp students expected to re-test at higher level on English COMPASS test. Students completing Composition I with a grade of C or better.
Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable): Percent of students who: successfully complete developmental courses and progress to credit-bearing courses, who enroll and successfully complete gateway courses, who complete the courses they take, with a grade of C or higher
Evaluation Plan Description: The Fall 2011 pilot cohort will be tracked through Winter 2013 to see how successful they are in completing Composition I (and, if applicable, II) and also in the "gateway courses" of POL 1510, SOC 2510, SOC 2510, and HIS 2510.
Evaluation Results Comparison (choose all applicable): Other: compare boot camp cohort to students who earn more than 150 on COMPASS and directly place into college-level classes.
Plan to Scale Up: Once the boot camp established as a successful intervention, we will routinely offer them every semester, and then at all campuses. We will scale up by creating similar boot camps to accelerate students "in the bubble" between our first and second-level developmental English courses, and then to expand the scope of the Developmental English plan. Possible ideas include extending the boot camp to include ENG 1055 at or near the ENG 1060 cut-off point, consider ENG 1510 and ENG 1060 students who are just above the cut-off points as "at-risk" students and offer boot camp or parallel "booster camp."
Sustainability/Institutionalization Plan: Is directly aligned with OCC's Academic Master Plan.
Communications Plan: Boot Camp flier/brochure given to each student when he/she takes the COMPASS at any OCC campus; the English discipline will be apprised of the boot camp efforts in October 2011, at the Discipline Day meeting (college-wide).
Internal and/or External Resources Needed: IR support; possible funding needs
Institutional Policy Changes Needed: Should/will Boot Camp continue to be offered through our Continuing Education division or through an academic division of the college?
Anticipated Challenges: The English discipline must be persuaded that accelerating students through the developmental English sequence will benefit both the discipline and the students.

Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful: Re-formatting the developmental English sequence, if the results of the boot camp warrant it; procuring and sustaining necessary funding for the program.

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Priority: Decrease time for completion of Math Sequence
Intervention Name: Math Boost
Direct or Indirect Student Intervention: Direct
Start Date: July 25, 2011
Type of Intervention (choose all applicable): Developmental Education, Equity, K-14 Strategies, Learning Communities, Student Support Services, Supplemental Instruction, Tutoring
Specific Course Content Area (choose all applicable): Math
Target Student Group (choose all applicable): Academically underprepared Math students
Estimate Number of Students Enrolled or Otherwise Benefiting: Year 1: 500 students (AH,RO campuses); 1200 per year in subsequent years 2, 3, 4
Do students have to satisfy certain criteria to take part in the intervention? Must place within 5 points of COMPASS placement for MTH 1045, 1050, and 1100. Scores of 16-25 pre-algebra, 31-41 pre-algebra and 35-39 algebra will be required to take Math Boost.
Will special efforts be made to recruit students to take part in the intervention? Yes, at Auburn Hills and Royal Oak campuses with scores as above.
Description: Math Boost will consist of a self-paced computer program ALEKS with the intention of helping students fill the gaps in their math skills. ALEKS will help identify student weaknesses and help strengthen these areas with guided practice.   Auburn Hills and Royal Oak campus students will be required to participate in Math Boost with support from the ASC tutoring center. The program is designed to be a maximum of six weeks long and is dependent upon the individual students pace. Students placing within five points of the cutoff scores (Pre-algebra 16-25, Pre-algebra 31-41, and Algebra 35-39) will be required to participate in Math Boost. Therefore, Math Boost will impact students slightly above and slightly below the cutoff scores of the developmental math courses. Our research has shown that the longer a student's path through the math sequence, the less chance for that student to succeed.   For students just below the cutoff score, Math Boost is intended to improve math skills with a goal of the student retesting and placing into the next level. This will accelerate the students through the math sequence by eliminating one step with intentions of positively affecting student success. For students just above the cutoff score, Math Boost is intended to improve math skills with intentions of helping the student enter the course more prepared and positively affect their chances of success. Math Boost will be held in the ASC tutoring centers of the Auburn Hills and Royal Oak campuses. The program will consist of the following offerings: late summer, mid-fall, mid-winter, and early summer semesters. Between each of the offerings, an assessment of Math Boost's effectiveness will be conducted and feedback will be used to adjust and improve the program. A more detailed calendar can be found in the appendix.
Way(s) the intervention will help close achievement gaps: The expectation is that after Math Boost, students will reach their math goal within in one less semester.
Measurable Yearly Goals: Students participating in Math Boost will have the same success rates as students who placed into the course (10-40% estimated; will be verified and a more narrowly

defined range determined after the first year). Decrease the time it takes students placing below the cutoff score to complete their math goal (potential to reduce number of courses by at least one). Increase the success rate of students placing above but close to the cutoff score (expectation that C or better grades rate will be increased by 2% and retention by 5%)

Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable): Percent of students who: successfully complete developmental courses and progress to credit-bearing courses; enroll and successfully complete gateway courses; complete the courses they take, with a grade of C or higher; re-enroll from one semester to the next; earn certificates and/or degrees.

Evaluation Plan Description: Collect and summarize survey results of students who participated in Boot Camp; Pre and post Boot Camp COMPASS scores; Success rates and comparisons of time taken to reach math goals of students that took Math Boost versus those who didn't.

Evaluation Results Comparison (choose all applicable): Compare all Math course success rates of former cohort years and the success rates of those that took part in the Math Boost.

Plan to Scale Up: If data shows success we will offer Math Boost to more students.

Sustainability/Institutionalization Plan: Based on the feedback and data we will decide on increasing and evolving our plans using the data that emerges.

Communications Plan: Presenting to department chairs, math discipline, campus and college-wide senate as well as various administrative cabinets and committees. Students will be informed of the Math Boost when they receive their Math COMPASS score.

Internal and/or External Resources Needed: Facilitators, software, training.

Institutional Policy Changes Needed: Mandate Math COMPASS placement test prior to initial registration and that any Developmental Math courses be taken during the first year.

Anticipated Challenges: Finding staff to facilitate Math Boost; counselor and faculty buy-in; space constraints.

Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful: A policy to mandate developmental course sequences in the first year.

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Priority: Develop Learning Communities College-wide focusing on FTIAC and High School Dropouts with ENG 1055 or MAT 1050 placement.

Intervention Name: Learning Communities for Academic Readiness Students*

Direct or Indirect Student Intervention: Direct (*First Time In Any College & H.S. Dropouts)

Start Date: Fall 2011

Type of Intervention (choose all applicable): Developmental Education, Faculty Professional Development, First-Year Experience, Gateway Courses, Improved Use of Data, Institutional Research, , K-14 Strategies, Learning Communities, Student Success Course, Student Support Services

Specific Course Content Area (choose all applicable): Math / English / Reading

Target Student Group (choose all applicable): First-time students (FTIACs); Academically underprepared students; Other: High School Dropouts (indicated by GED)

Estimate Number of Students Enrolled or Otherwise Benefiting: 500+ Pilot (after that, estimated 4,000+ per year based on FTIACs)

Do students have to satisfy certain criteria to take part in the intervention? May be high school dropouts only, FTIAC only, or high school dropouts who are FTIACs (both).
Will special efforts be made to recruit students to take part in the intervention? *Yes,* mandatory counseling sessions (scheduled via phone/mail) will make them aware of this intervention (learning community) when meeting with them after placing in these two courses.
Description: Mandatory, automatic student registration for combined ASC 1070, CNS 1100 and ENG 1055 and/or MAT 1050 course offering. Learning communities will have themes based on common data regarding barriers to success collected from the Student Attitude Survey.
Way(s) the intervention will help close achievement gaps: The intervention is designed to decrease the proportion of unsuccessful students in developmental courses (ENG 1055 and MAT 1050). ASC and CNS courses connect students with student support services in a more systematic way to help them be successful.
Measurable Yearly Goals: Grade distribution for FTIACs and high school dropouts enrolled in MAT 1050 and/or ENG 1055; increased Fall to Winter retention for this population. Increase in retention Fall 2013 to Winter 2014, retention for all FTIACs.
Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable): Percent of students who successfully complete developmental courses and progress to credit-bearing courses; percent of students who enroll and successfully complete gateway courses; percent of students who complete the courses they take, with a grade of C or higher; percent of students who re-enroll from one semester to the next; percent of students who earn certificates and/or degrees.
Evaluation Plan Description: The main purpose of this intervention is to increase the success (C or better) of high school dropouts and first-time in any college students who place into ENG 1055 or MAT 1050 and improve their Fall to Winter retention rates.
Evaluation Results Comparison (choose all applicable): Data from the ATD Special Populations Six Semester Trend Analysis Report, ATD Special Populations Demographic Profile and Analysis Report, and the ATD Special Populations ASC 1070 and Developmental Paired Course Report (i.e. Figures 1-3 respectively) will be used as baseline data by which the success of the intervention will be compared.
Plan to Scale Up: If these strategies prove to increase student success, the number of course offerings will be incrementally increased over time.
Sustainability/Institutionalization Plan: Once the processes for implementation of these learning communities have been created and refined, the goal is to make the learning communities standard practices through creation of a transferrable model for other disciplines. In addition, alignment of this initiative with other college priorities and outcomes (e.g., Academic Master and Strategic Plans) as well as professional development will support the likelihood of sustainability and college-wide institutionalization.
Communications Plan: Work with Marketing to develop an informational brochure with course and contact information. Ensure that Counselors are aware of and understand the details of this intervention.
Internal and/or External Resources Needed: Marketing, training, facilities resources & management, administrative and academic leadership support.
Institutional Policy Changes Needed: Policies related to student testing into all developmental

coursework will require students to enroll in final paired course offerings based on this work.

Anticipated Challenges: Difficulties in separating process from need; implementing policies college-wide (time involved in process changes). Hiring faculty to support these initiatives.

Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:
Core team evaluation of data regarding barriers to success will help the team refine strategies for orientations, student services and/or other interventions.

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Priority: Relates to all Achieving the Dream priorities

Intervention Name: MEASURING STUDENT ATTITUDES SURVEY

Direct or Indirect Student Intervention: Indirect

Start Date: Fall 2011

Type of Intervention (choose all applicable): Engagement, Institutional Effectiveness, Internal Policy Review & Update, Developmental Education

Specific Course Content Area (choose all applicable): NA

Target Group (choose all applicable): New ENG 1055 students (Mandatory Orientation)

Estimate Number of Students Enrolled or Otherwise Benefiting: 1600 (Fall 2010 count for Developmental English level one placement); 610 (Winter 2011 count for Developmental English level one placement); that is, those attending Fall 2011 Mandatory Orientation

Do students have to satisfy certain criteria to take part in the intervention? Target students include all new English first-level developmental students to OCC.

Will special efforts be made to recruit students to take part in the intervention? These students will already be recruited to attend Mandatory Orientation as cited in the related intervention (Mandatory orientation for first level placement into Developmental English).

Description: New students to OCC attending Mandatory Orientation sessions will be asked complete the Student Attitude Survey to provide relevant data regarding their attitudes toward a number of items. Particular focus will include information leading to the development of learning communities and the enhancement of the efficacy of the mandatory student orientation.

Way(s) the intervention will help close achievement gaps: This survey/process will help identify inexperienced student barriers, particularly those who have been tested as developmental for English. Understanding the needs and apprehensions surrounding the new student will aid OCC in developing services and processes to facilitate the administrative process of education for the student. OCC will be better able to help developmental students understand and plan for college-level study. These findings will be incorporated into future orientation session content, and learning community themes (special student populations). These will be reviewed by the Core Team. Innovative success strategies will be introduced in the mandatory orientation. All of this information will help the institution understand and address new students' perceived barriers (institutional, situational and/or dispositional).

Measurable Yearly Goals: Increased satisfaction/understanding/usage of implemented policies/procedures/services resulting from student attitude survey.

Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable): Percent of students that complete courses and progress to credit-bearing courses, who complete the courses they take with C or better, or

who re-enroll from one semester to the next.
Evaluation Plan Description: First, student attitudes will be assessed. Assessment of attitudes will drive potential changes in policy/procedures/services. Satisfaction could also be measured in subsequent semesters.
Evaluation Results Comparison (choose all applicable): *Baseline data*
Plan to Scale Up: The administration of this survey will be scaled up according to those plans to scale up identified in the Mandatory Orientation strategy.
Sustainability/Institutionalization Plan: Resources needed include: research analyst overseeing project (long term), data collection staff entering data into database. This process repeats at the beginning of each new orientation session. Further, cohorts can be tracked over time to measure progress and efficacy of implemented programs per cohort suggestion.
Communications Plan: This information and use of the findings will be communicated in the overall Achieving the Dream implementation plan rollout. Students will be made aware of the survey itself at the Orientation Sessions.
Internal and/or External Resources Needed: Existing Institutional Research staff will develop the database and measures.
Institutional Policy Changes Needed: To be determined
Anticipated Challenges: Obtaining open, honest feedback regarding individual attitudes and perceptions regarding their participation in Achieving the Dream.
Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful: Addressing services and strategies related to these findings could have a broad effect on OCC student services and policies. These findings will be integrated where possible to assure that incoming developmental student needs are addressed.

Principles for Increasing Student Success through Institutional Improvement
1. Committed Leadership: OCC's leadership team supports the ATD initiative consistently and collaboratively. Engagement occurs at Board meetings and internal College committees such as the College Planning Council (CPC), Academic Senate and Chancellor's Cabinet. ATD is aligned with Strategic Planning outcomes and Key Performance Indicators. Leadership continues to look for opportunities to integrate this work into operations, processes and community ventures.

As previously mentioned, the four major keystones of planning for the future of OCC and its students are: Achieving the Dream, *ReDesign* OCC, Strategic Planning and the Budget. These four strongholds are intricately linked and aligned as College leadership moves forward. As such, the principles of Achieving the Dream and student achievement, retention, and completion are uppermost in the collective minds and review processes of all teams.

2 Use of Evidence to Improve Policies, Programs, and Services: OCC began strengthening its internal culture of inquiry prior to and during the ATD application process. The ATD Readiness Assessment was used to identify opportunities for improvement in areas that support evidence-based decision making and potential gaps in College policies. Efforts to enrich the culture of evidence include broad based, college-wide reviews by cross-functional teams, and investigation of specific policies regarding English Placement levels required for college-level courses (as well as for Liberal Arts degree requirements). Inefficiencies are being discarded as

efficiencies are being increased, while paying heed to what works in building student success. Below are some notable examples:

Academic ReDesign Teams: The College has undertaken a large-scale evaluation of all academic programs offered at OCC. Administration and Faculty representatives designed a template and redesign process to review all programs offered by the college.   Teams consisting of faculty and administration worked with Institutional Research staff to review quantitative and qualitative data including student completions and transfer data. Programs were organized into priority areas ranging from cornerstone programs, to needing assistance, to not functional for OCC at this time. Entering the Achieving the Dream implementation year, recommendations are being consolidated and forwarded to appropriate councils and committees for incorporation into the College's procedures and policies. Alignment, efficiencies and improvements are the predominant themes for OCC.

English Placement Policy for College Level Courses: Faculty members and staff raised concerns through the Academic Senate that developmental English students were not succeeding in college level courses, and suggested the college implement a policy requiring a minimum English placement level as a prerequisite for enrollment in college level courses. Based on data provided by IR, outcomes regarding course retention and course success (earning a C or better) were collected. Results indicated that student course success rates (being retained in the course, and earning a C or better grade) tended to be higher for those who at least placed into college-level English. Campus Academic Senates convened forums to review the quantitative data, and began addressing potential ramifications such as impact on overall student success, and impact on student access to college work. The College Academic Senate adopted the policy during Spring 2011, and began fostering the implementation through the required administrative processes to ensure that the policy will be in place for Fall 2012. This particular example reflects OCC's commitment to evaluating current policies and practices affecting student success, stimulating broad levels of feedback, and making the necessary changes in policy and procedures.

Evaluation of Math Placement Policies: When basic demographic profiles for 2007, 2008, and 2009 were reviewed, various teams noted that 27.7%, 36.7%, and 23.6% of each cohort respectively did not seek Math Placement. Of those who did, less than one-fifth placed into College Level Math (17.3%, 17%, and 15.5% respectively). Reviews of course-taking patterns show that low numbers of those placing into lower than College Level Math attempted Developmental Math. A new proposed statewide measure is successful completion of college level math, as research demonstrates that such completion is a "strong predictor of ultimate success in college." This proposed measure, OCC's effort to define a prepared person via the expectations of the OCC Liberal Arts degree, and the quantitative data regarding OCC students' Math Placement, roused questions regarding OCC policies and procedures for Math Placement. The Developmental Math team will spearhead the assessment of OCC's Developmental Math Placement policy and practices in addition to addressing the way the initial level of Developmental Math is delivered. Currently, students must complete assessment to determine English Placement upon enrollment at OCC, but

may delay Math Placement until the time they take a course with a Math prerequisite. The Team will assess potential impact of limited Math Placement standards on student success, and recommendations regarding necessary policy and process changes.

3 Broad Engagement: The OCC Core Team defines engagement as being committed, occupied with, and obligated to the cause of student success, and open to the necessary personal and institutional transformations to achieve student success.

To assess the extent to which OCC fosters engagement, a new tool will be developed by IR to be called *Measuring the Culture of Engagement*.   Relevant groups of OCC's internal and external community will be identified, and their sizes estimated.   Target groups will include OCC's internal community (Trustees, Administration, Faculty, Staff, Students) and supporting community (K12 districts, K12 students and families, OCC students' families, employers, taxpayers, state and local government units, education partners, business partners).

Activities geared at engagement (e.g., informational forums, focus groups, interviews, surveys, web pages, interventions) will be identified. Key contacts for the activities will be asked to report the number of participants by relevant community.

To assess the extent of engagement, a series of measures will be developed. These measures will identify the various elements of the community, identify the proportion of representatives from the various segments who have participated in a select range of activities, and survey those who participate regarding their level of commitment. Additionally, the ATD Strategy teams will identify efforts made to include and recruit members of OCC's internal and external communities not formally listed on teams or committees. Teams will identify subgroups for which additional effort must be made to generate engagement, and will identify any engagement activities which impacted the direct student interventions in the pilot year.

4 Systemic Institutional Improvement: OCC's adoption of the use of data to develop strategies and to drive decision-making continues to grow as evidenced in many of the examples cited previously in this report. In addition, the College Strategic Planning efforts and use of Key Performance Indicators to understand and interpret institutional performance and resulting strategic actions drives the framework for institutional improvement. Our culture of evidence-based decision making continues to develop as success-aligned strategies enhance decision-making at every level.

OCC's ***leadership is committed*** to continuously assessing, improving and aligning processes and systems across the College. Cross-functional teams review internal research and look outside of OCC for best practices at peer institutions, ***engaging stakeholders*** at several levels. This ***evidence*** from both internal and external resources is being used to redesign programs for student success and in planning ***across the college system*** for efficient use of resources.

Is there any additional information you would like Achieving the Dream to know about the college or about the implementation proposal?
Yes, please see appendix following the work plan for detailed data etc.

Mandatory Orientation Implementation Work Plan

Priority Area: Increasing successful completion of English developmental (ENG 1055) students earning a grade "C" or higher

Measurable Yearly Goals:
- Increase successful course retention rates of ENG 1055 by 5%.
- Increase completion success rate of ENG sequence from ENG1055 through ENG 1510 by 5%.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Design and oversee mandatory orientation pilot for first level placement in Developmental English.	x				Henry Tanaka
Work with support service areas to create content areas for individual sessions.	x	x	x	x	Henry Tanaka
Work with Business office and administration to confirm appropriate staff involvement and funding for student leaders.	x	x	x	x	Henry Tanaka
Design evaluation team with data tea, Informational Technology area and Institutional Research office.	x	x			Henry Tanaka
Develop communication plan to the college community which will include evaluation plan.	x				Henry Tanaka
Communicate and implement evaluation plan to the college community via website and presentations.	x	x			Sharon Miller
Hold forums with faculty and staff about efficacy.		x	x	x	Henry Tanaka
Revise orientation using input form forums held with faculty and staff.	x	x	x	x	Henry Tanaka
Lead discussions with core team about efficacy, evaluation of strategy and possibilities of increasing scope to all developmental English and Math.		x	x	x	Henry Tanaka

Math Boost Implementation Plan

Priority Area: Increase Student Success in Developmental Math through acceleration
Measurable Yearly Goals: Math Boost students will have the same success rates as students who placed into courses (10-40% estimated; will be verified and a more narrowly defined range determined after the first year). Decrease the time it takes students placing below the cutoff score to complete their math goal (potential to reduce number of courses by at least one). Increase the success rate of students placing above but close to the cutoff score (expectation that C or better grades rate will be increased by 2% and retention by 5%)

Math Boost Session	Start Date	End Date	Date Classes Begin after Boost Program	# days between Boost Program and Class
late summer	Monday, July 18, 2011	Friday, August 26, 2011	Thursday, September 01, 2011	6
mid-fall	Monday, October 31, 2011	Friday, December 09, 2011	Monday, January 09, 2012	31
mid-winter	Monday, March 12, 2012	Friday, April 20, 2012	Monday, May 07, 2012	17
early summer	Monday, May 14, 2012	Friday, June 22, 2012	Monday, July 02, 2012	10

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Finalize design of Acceleration Math Boost	X				Mertz/ Gunkelman
Evaluate and secure physical requirements (facilities, e.g. learning center space)	X	X	X	X	Mertz & Gunkelman
Allocate budget ($15K) for pilot software ($30 x 500 students)*	X				Dolly
Schedule parapros, tutors, et al (pre-semester)	X	X	X	X	TBD (campus specific)
Purchase the ALEKS program (self-paced study program)	X				Mertz & Gunkelman
Train faculty/tutors et al in ALEKS	X				" "
Pilot Math Boost (July 2011)					" "
Track pilot Math Boost cohorts	X	X	X	X	Brennan/Woods
Survey students that attended orientation to compare completion and retention rates data		X	X	X	Eleanor Fox
Assess Math Boost after every 6 weeks; utilize data to adjust as necessary	X				Mertz & Gunkelman
Design model(s) and detailed timelines for scaled up programs.		X	X	X	Mertz & Gunkelman
Seek external funding	X	X	X	X	Dolly/Tanner
Progressive scaling up of programs		X	X	X	Mertz /Gunkelman

*Note: after Year 1 (data collection/evaluation) students will purchase their own ALEKS

English Acceleration Boot Camp Implementation (Work) Plan

Priority Area: Increase Student Success in Developmental English through acceleration
Measurable Yearly Goals: ABC students will have the same success rates as students who placed into courses (10-40% estimated; will be verified and a more narrowly defined range determined after the first year). Decrease the time it takes students placing below the cutoff score to complete goals (potential to reduce number of courses by at least one). Increase the success rate of students placing above but close to the cutoff score (expectation that C or better grades rate will be increased by 2% and retention by 5%)

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Finalize design	X				Subbarao
Evaluate and secure physical requirements (facilities, e.g. learning center space)	X	X	X	X	Dolly/May
Schedule faculty, learning center tutors, et al (pre-semester and concurrent within semesters)	X	X	X	X	Subbarao/ Lamphear
Determine/allocate budget	X	X	X	X	Brantley
Pilot ABC (July 2011)					Faculty Team
Track pilot cohorts	X	X	X	X	Brennan/ Woods
Survey students that attended orientation to compare completion and retention rates data		X	X	X	Eleanor Fox
Assess pre- and post- data; utilize data to adjust as necessary	X	X	X	X	IR/Fox
Design model(s) and detailed timelines for scaled up programs.		X	X	X	English Discipline
Seek external funding	X				Dolly/Tanner
Progressive scaling up of programs		X	X	X	English Discipline

Student Attitude Survey Work Plan

Priority Area: This intervention covers all priority areas.
Measurable Yearly Goals: This intervention will indirectly support measurable outcomes/goals for all plans.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Administer Student Attitude Survey to all students attending Mandatory Orientation in Summer 2011.	X				Henry Tanaka
Analyze results of survey for themes in barriers.	X				Mark Woods
Share results of themes with Data Team and Strategy Team leaders	X				Mark Woods
Recalibrate strategies based on findings for Year 2 implementation	X				Data Team and Strategy Team Leaders
Administer Student Attitude Survey to all students attending Mandatory Orientation in Summer 2012, 2013 and 2014.		X	X	X	Henry Tanaka
Review survey instrument and findings for potential improvements/enhancements.		X	X	X	Data Team
Analyze results of survey for themes in barriers.		X	X	X	Mark Woods
Share results of themes with Data Team and Strategy Team leaders		X	X	X	Mark Woods
Recalibrate strategies based on findings for implementation		X	X	X	Data Team and Strategy Team Leaders

Achieving the Dream Learning Communities Work Implementation Plan
<u>**Special Populations Team**</u>

Priority Area: Learning Communities for Academic Readiness

Measurable Yearly Goals: Completion of MAT 1050 with a C or better 63%
Completion of ENG 1055 with a C or better 65%
Completion of ENG 1060 with a C or better 75%

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Design and implement the learning community	x	x			Crews, Schuster, Jackson
Develop a process map for how students will enter into the learning community	x				Mays, Stanbrough, Wren
Develop marketing plan to promote the Learning Communities	x				Crews, Dawson
Work with faculty and enrollment services to enter paired courses	x	x	X	X	Crews, Schuster, Jackson
Offer professional development workshops for faculty interested in Learning Communities		x	x	x	Mays, Crews
Develop a list of courses for students in learning community to take for 12 credits	x				Mays, Schuster
Develop co-curricular activities for students in learning communities	x	X	X	X	Jackson, Frank, Pernell-Harris
Communicate results of the learning community to college/campus groups	X	X	X	X	Crews, Stanbrough, Wren
Meet with counseling faculty to assist with recruitment	X				Mays, Schuster
Design an orientation for students participating in the learning community	X				Crews, Stanbrough, Mays, Schuster
Hold forums with faculty/staff on how they can participate/support the learning community		X	X	X	Special Populations Sub-Group
Develop a yearly assessment plan to be shared with the College and ATD	X	X	X	X	Wren

APPENDICES

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APPENDIX 1

Glossary of Course References

- ASC 1070: Academic Support Center 1070, College Success Skills.
- CNS 1100: Counseling 1100, Orientation to College.
- ENG 1055: English 1055, Academic Literacy I. Developmental English course two levels below college level English.
- ENG 1060: English 1060, Academic Literacy II. Developmental English course one level below college level English.
- ENG 1510: English 1510, Composition I. First college level English course.
- HIS 2510: History 2510, United States History to 1877.
- MAT 1045: Math 1045, Fundamentals of Arithmetic. Developmental Math course three levels below college level Math.
- MAT 1050: Math 1050, Preparation for Algebra. Developmental Math course two levels below college level Math.
- MAT 1100: Math 1100, Elementary Algebra. Developmental Math course one level below college level Math.
- MAT 1150: Math 1150, Intermediate Algebra. First college level Math course.
- POL 1510: Political Science 1510, American Government.
- PSY 2510: Psychology 2510, Introduction to Psychology.
- SOC 2510: Sociology 2510, Sociology.

Charts 1-3 Completion Data

Chart 1: Gateway Course Completion by Gender and Pell Status (Fall 2008 cohort)
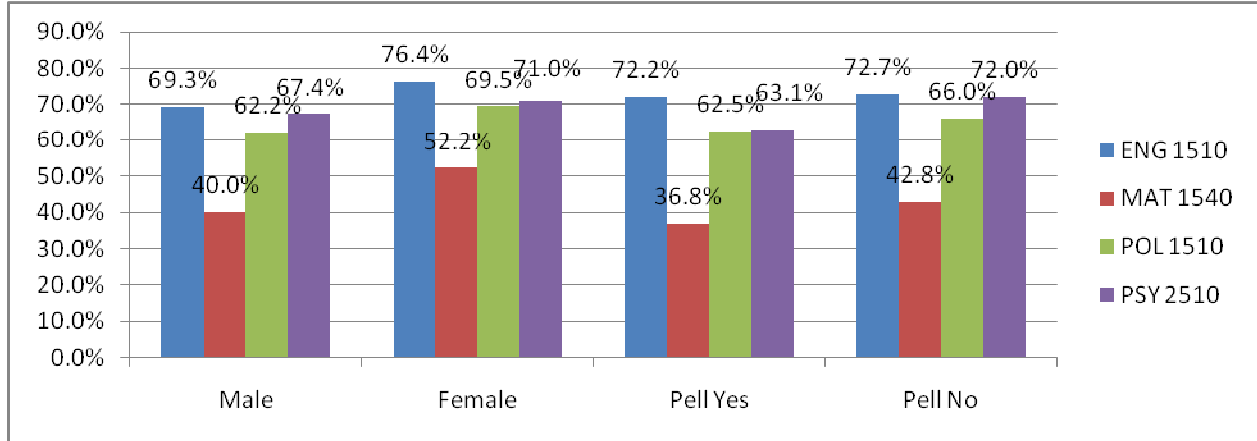
Chart 2: Completion of Developmental Courses by Age (Fall 2008 cohort)
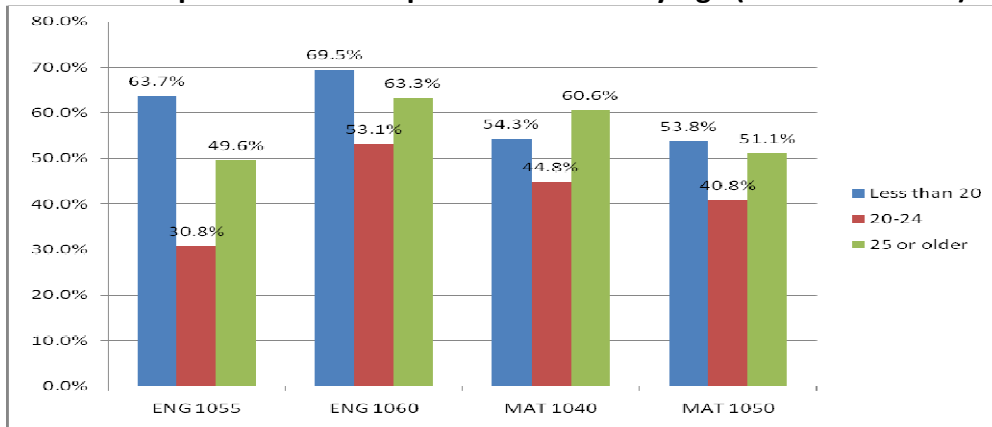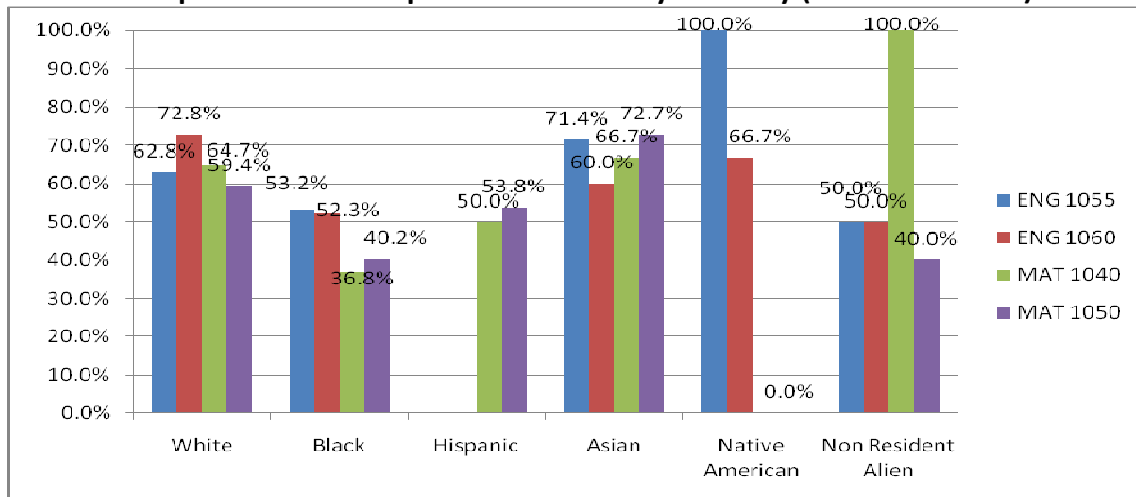

Chart 3: Completion of Developmental Courses by Ethnicity (Fall 2008 cohort)

Student Attitude Survey
Oakland Community College - Achieving the Dream

For each item, please check the box that best describes how you feel in response to the statement provided.

My high school experience makes me nervous about taking a college class.   **DISPOSITIONAL BARRIERS**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Please explain:

I know how to get help at the college.   **INSTITUTIONAL BARRIERS**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Support services available at the college are:

Family responsibilities might interfere with my ability to succeed in my classes.   **SITUATIONAL BARRIERS**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Please explain:

My job(s) might interfere with my ability to succeed in my classes.   **SITUATIONAL BARRIERS**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Please explain:

My health issues might interfere with my ability to succeed in my classes.   **SITUATIONAL BARRIERS**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Please explain:

Source: OCC, Office of Institutional Research   5/10/2011

Achieving the Dream 2011 Implementation Proposal

Student Attitude Survey

Oakland Community College - Achieving the Dream

Child care issues might interfere with my ability to succeed in my classes.   *SITUATIONAL/INSTITUTIONAL BARRIERS*

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Please explain:

If circumstances were different, attending college would not be my first choice at this time.   *SITUATIONAL BARRIERS*

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Please explain:

I have a clear career path in mind as I begin my college studies.   *INSTITUTIONAL BARRIERS*

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

What is your career path?

Money issues might interfere with my ability to succeed in my classes.   *SITUATIONAL/INSTITUTIONAL BARRIERS*

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Please explain:

Transportation issues might interfere with my ability to succeed in my classes.   *SITUATIONAL/INSTITUTIONAL BARRIERS*

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Please explain:

Thank you for your participation!

Source: OCC, Office of Institutional Research   5/10/2011
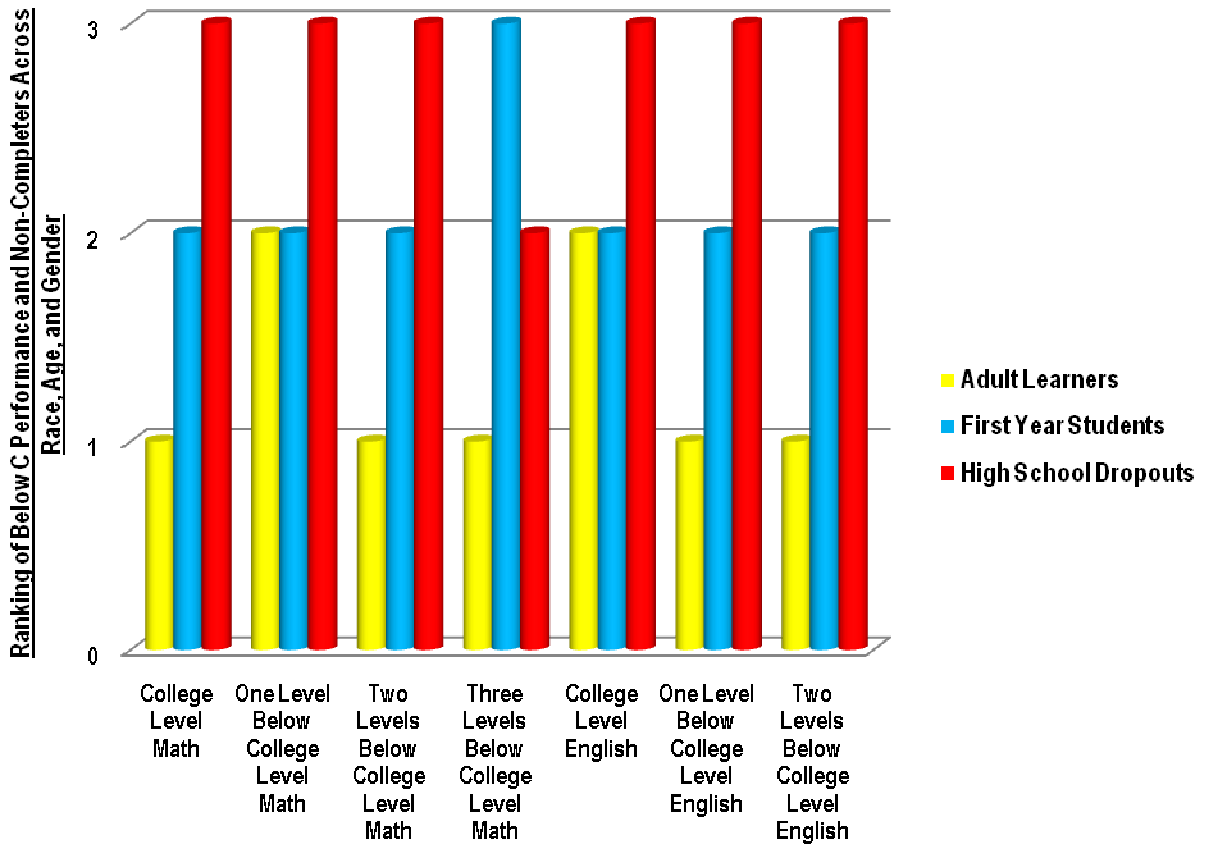
SPECIAL POPULATIONS DATA

Figure 1:

Figure 1: Ranking of Below C Performance and Non-Completers for Developmental and College Level Math and English Courses Over Six Semesters and By Special Populations Group
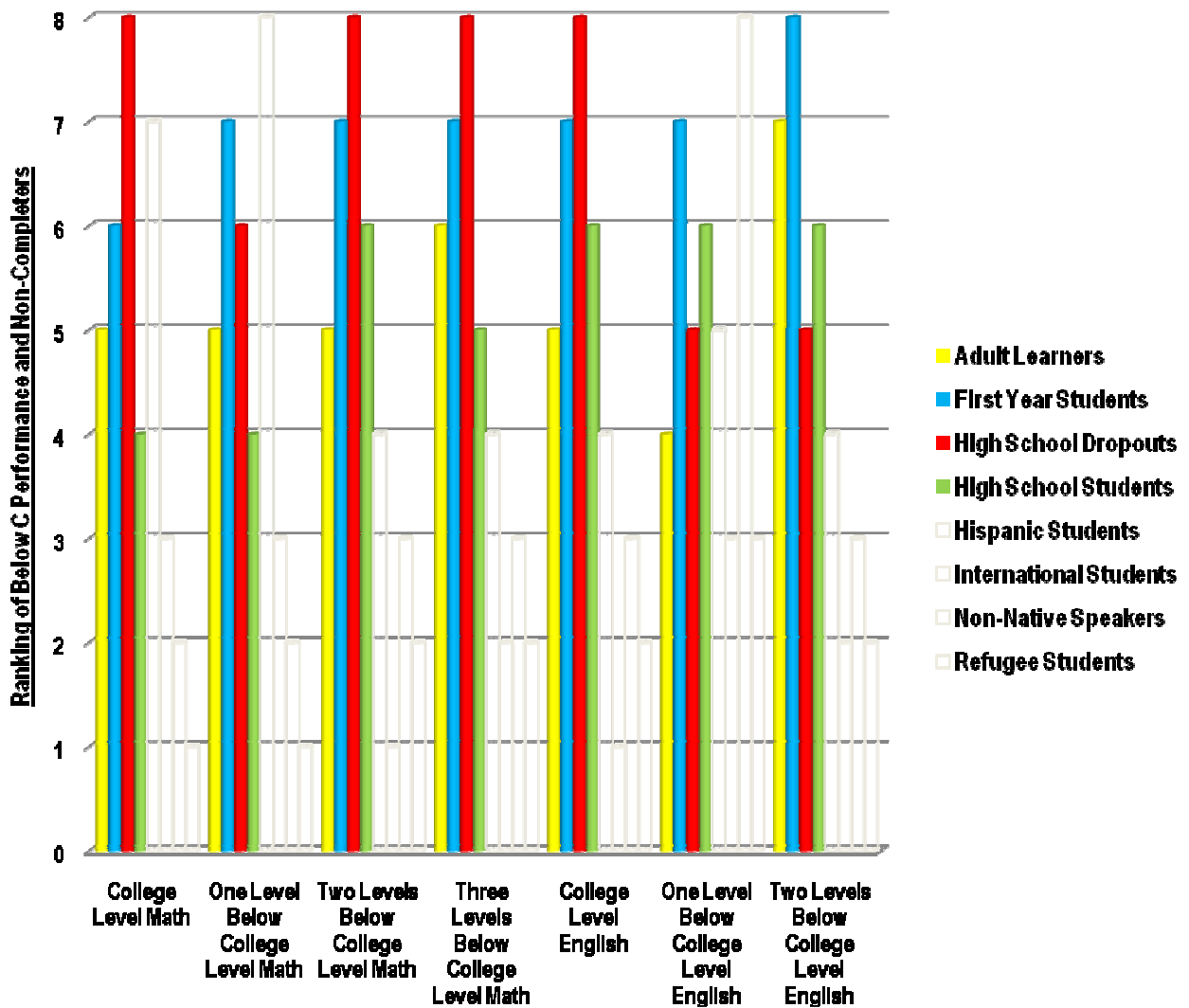
[Note, data reflecting the higher ranking, or less successful, groups are in colors, while the lower ranking, or more successful, groups are not].

Figure 2: Ranking of Below C Performance and Non-Completers for Developmental and College Level Math and English Courses Over Six Semesters, Across Race, Age, and Gender, and By Special Populations Group

APPENDIX 5: INTERVENTION TO SCALING AT OCC

Intervention to Scaling at OCC				
Intervention Name	**Intervention Course(s) For Pilot Project**	**Number of Students Impacted by Pilot Project**	**How Findings Will Be used – Scaling at OCC**	**Projected Yearly Number of Students Impacted through Scaling**
Mandatory Orientation	English 1055 (two levels below College English)	1600+	Expand mandatory orientation to all FTIAC students.	4500+
ACC – Acceleration Boot Camp (English)	English 1060 (one level below College English)	40	Develop a policy establishing test cut-off score and placement option for Accelerated Developmental English. Develop modular curriculum content based on students' academic needs.	150+
ABC – Acceleration Boot Camp (Math)	Math 1050 (two levels below College Math)	500	Develop a policy establishing test cut-off score and placement option for Accelerated Developmental Math. Develop modular curriculum content based on students' academic needs. Change OCC policies and procedures regarding Math Placement requirements.	1000+
Learning Communities	Students must enroll in both English 1055 (two levels below College English) and Math 1050 (two levels below College Math)	500	Develop a policy offering paired courses with college success skills content to students who place below College level in both English and Math. Better establish early connections for all students to identify and address their support needs.	1000+ (Paired Courses) 4000+ (Early Support Connections and Engagement)
Student Attitudes Survey	New students attending mandatory orientation (for first level placement into Developmental English)	1600+	Students attending mandatory orientations	4000+ (Early Support Connections and Engagement)

HOW DO WE ACHIEVE STUDENT SUCCESS?

LEARNING IS OUR ONLY PRIORITY

COLLEGE STRATEGIC PRIORITIES			
College Readiness • Literacy - Basic Skills	Transfer Readiness • Continued Studies	Employment Readiness • Applied Skills	Resources Focused on Student Learning • Support Services

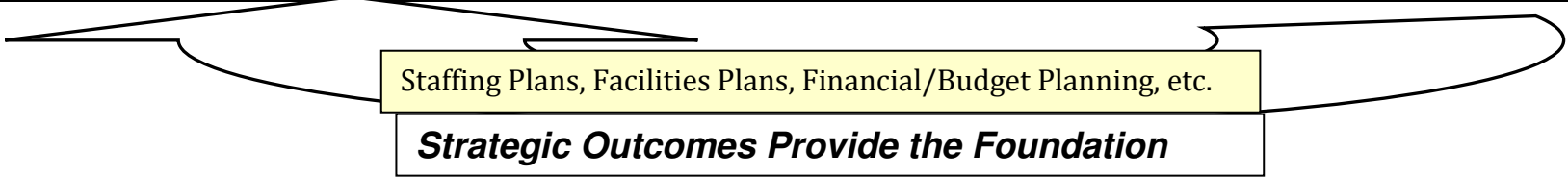| COLLEGE KEY PERFORMANCE INDICATORS (KPIs) |
|---|
| INTERNAL KPIs (OCC Measures) - Performance
EXTERNAL KPIs (Benchmarking) – National Comparisons |

ACHIEVING THE DREAM OUTCOMES (Action Layer)

- Developmental Education Completion
- Gateway Course Completion / Overall Course Completion
- Fall-Spring Retention / Graduation Rates

COLLEGE-WIDE PRACTICES

AUBURN HILLS   HIGHLAND LAKES   ORCHARD RIDGE   ROYAL OAK/SOUTHFIELD   DISTRICT OFFICE
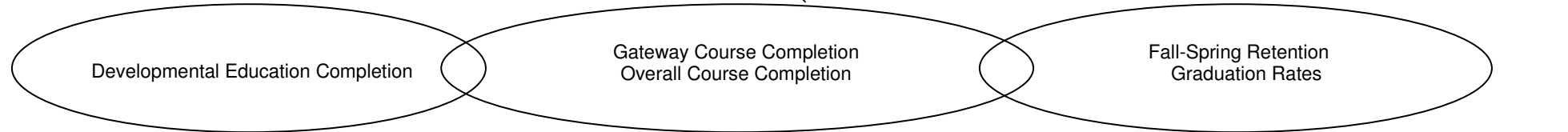
CAMPUS AND DISTRICT OFFICE STRATEGIES	
Academic Initiatives, Curriculum Design, Program Review, Student Service Initiatives, etc.	Human, Physical/Facilities, Financial, Social

Staffing Plans, Facilities Plans, Financial/Budget Planning, etc.

Strategic Outcomes Provide the Foundation

COLLEGE STRATEGIC OUTCOMES				
CURRICULUM	STUDENT SUCCESS SKILLS	STUDENT ENGAGEMENT	EXTERNAL COMMUNITIES	HUMAN, PHYSICAL, FINANCIAL AND SOCIAL CAPITAL

Appendix 7: Intranet ATD Overview

Achieving the Dream

Oakland Community College is among 17 of the 28 community colleges in Michigan now participating in *Achieving the Dream*, a nationwide student success program. By taking part in this national initiative, OCC joins an elite network of 130 institutions in 24 states that are adopting rigorous new data-driven measures to significantly improve student success rates, particularly among students of color and low-income students.

Relevance to OCC

The focus of *Achieving the Dream* is on student success and completion, which is also a priority in the Oakland Community College 2009-1013 Strategic Plan. *Achieving the Dream* is built on the belief that broad institutional change, informed by student achievement data, is critical to significantly improving student success rates. This aligns perfectly with the vision of relevance for OCC put forth by Dr. Timothy Meyer, Chancellor of Oakland Community College – the belief that, to be a great college, OCC must remain relevant in a rapidly changing world to both the evolving needs of its students and the larger community.

Plan of success

Implementation of *Achieving the Dream* will target systemic increases in student success and completion while helping to establish a "culture of evidence" at OCC to fuel continual improvements. OCC's "culture of evidence" will include measurement tools such as student surveys and focus groups, and monitoring of key student success outcomes such as:

- Completion of developmental courses
- Completion of gateway courses (now being identified by OCC)
- Completion of all courses with a "C" grade or better
- Course retention rates
- Fall to spring retention rates
- Completion rates
- Graduation rates

This "culture of evidence" will also establish baseline measures and track movement in student profiles, student satisfaction scores, student engagement, and learning outcomes. It's truly a significant and vital undertaking—one with enormous potential to improve success for our students.

Launching *Achieving the Dream* and sustaining its principles, processes, and measures--is a top leadership priority at OCC. *Achieving the Dream* pilot programs will begin on each campus this spring. In addition, the national organization has equipped OCC with a data facilitator and a program coach who provide consultative support services.

Patricia Dolly, Ed.D., Auburn Hills Campus President, and initiator of OCC's participation in *Achieving the Dream*, is chairing the College's project core team, which has representation from all four campuses as well as Institutional Research.

Richard E. Holcomb, PhD., Vice Chancellor of Academic and Student Success Services, is overseeing three college-wide *Achieving the Dream* sub-teams responsible for developing strategies to support student success:

- High-Touch
- Special Populations
- Developmental Education

The effort is also supported by a college-wide data team. Once in place, OCC will begin using *Achieving the Dream* data to influence decisions on matters pertaining to curriculum, programs, policies, and services. In this respect, *Achieving the Dream* will become an integral component of other key College initiatives such as Redesign, the OCC Strategic Plan and accreditation efforts.

The future

In the months ahead, OCC's *Achieving the Dream* project team, will further refine and prioritize student success measures for data collection and analysis. The team will then develop initial strategies to address areas where student success has strong potential for improvement. Implementation will occur and will be followed by evaluation and refinements to each approach. Successful strategies will be identified and applied to other areas to help improve student success.

As we move forward this year with implementing *Achieving the Dream* strategies, the College welcomes and encourages healthy, open discussion about how OCC can improve its efforts toward desired student outcomes. You can learn more about *Achieving the Dream* at OCC by contacting Dr. Holcomb at 248.341.2050, or by emailing him at: reholcom@oaklandcc.edu. In addition, check InfoMart for timely updates to the program beginning in March.

To learn more about the national *Achieving the Dream* program, visit: www.achievingthedream.org.

Four-Step Process

1. **Commit:** From the College administration to all staff, everyone at OCC is a leader in identifying and making the changes necessary to continually improve student success.

2. **Use Data:** *Achieving the Dream* will follow groups of students to track their success and decisions will be based on student performance outcomes. Using hard data and measurement-based evidence, OCC will drive change to visibly and tangibly improve student success, leading to a college-wide "culture of evidence" to support ongoing improvement.

3. **Engage All Stakeholders:** Everyone at OCC is involved, everyone has a voice, and everyone has a role and responsibility to help ensure student success.

4. **Implement, Evaluate, Improve:** OCC will do what it has committed to do through *Achieving the Dream* and evaluate the results of every phase.
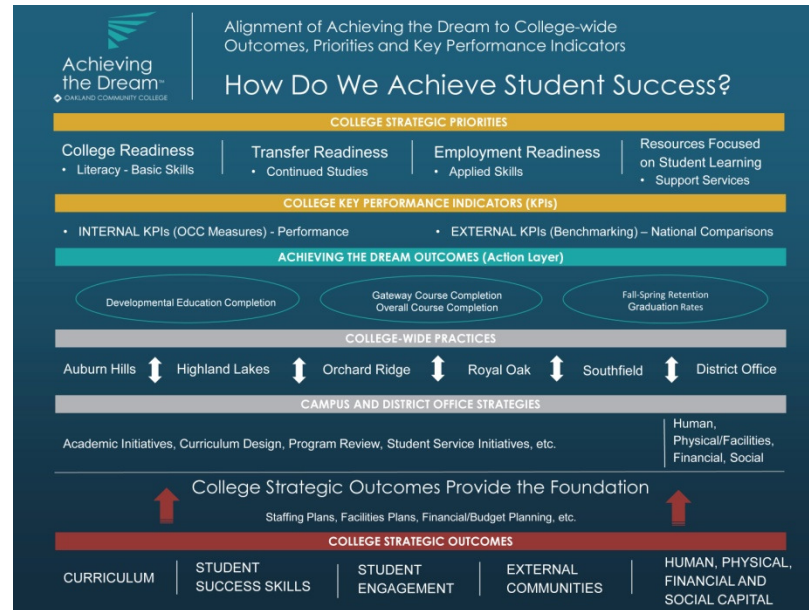
Achieving the Dream components connect with OCC efforts to improve student success.

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