

## ACHIEVING THE DREAM INTERVENTIONS PLAN – MAY 2011

### **Each of the three Strategy Teams ultimately identified a central priority:**

- A. Touch students in the first three weeks to increase student engagement.
- B. Increase student success in developmental English and Math through acceleration.
- C. Provide improved student support services for first year students and high school dropouts.

*The data review/analysis process each team used to identify these priorities is described below:*

#### **A. High Touch Strategy Team Data Analysis:**

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 were 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.*

#### **B. 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, 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.

**C. 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 AtD 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 placement, 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 2 groups: first year students and high school dropouts, as those that would most benefit from interventions.*

#### **ATD INTERVENTIONS AT OCC:**

**Priority:** Increase completion (C or better) of English developmental level 1 students (ENG 1055)

**1. 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

<b>Target Student Groups:</b> First-time students and academically underprepared students
<b>Estimate Number of Students Enrolled or Otherwise Benefiting:</b> 1600 (Fall 2010 count for Developmental English level one placement) 610 (Winter 2011 count for Developmental English level one placement)
<b>Do students have to satisfy certain criteria to take part in the intervention?</b> Yes - students must place in Developmental English level one placement.
<b>Will special efforts be made to recruit students to take part in the intervention?</b> Yes- Mandatory- A registration will be held until orientation is attended.
<b>Description:</b> 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.
<b>Way(s) the intervention will help close achievement gaps:</b> 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.
<b>Measurable Yearly Goals:</b> 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.
<b>Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable):</b> [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.
<b>Evaluation Plan Description:</b> [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.
<b>Evaluation Results Comparison (choose all applicable):</b> A survey at the end of the orientation event re: orientation helpfulness will be conducted at end of term.
<b>Plan to Scale Up:</b> 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.
<b>Sustainability/Institutionalization Plan:</b> Based on feedback and data regarding the Fall 2011 implementation we will work out the increase in scope and evolution of plans.
<b>Communications Plan:</b> 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.
<b>Internal and/or External Resources Needed:</b> Projected additional resources are minimal, since

costs will be absorbed by OCC's general fund budget.
<b>Institutional Policy Changes Needed:</b> Mandatory Orientation for Developmental students.
<b>Anticipated Challenges:</b> Staffing for tracking student participation, for peak times and/or summer, identifying and training student leaders, standardizing across the college.
<b>Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:</b> 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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<b>Priority:</b> Accelerating qualified students through the Developmental English sequence
<b>2. Intervention Name: ABC—Acceleration Boot Camp (English &amp; Gateway courses)</b>
<b>Direct or Indirect Student Intervention:</b> Direct
<b>Start Date:</b> July 2011—over five days, meeting four hours each day.
<b>Type of Intervention (choose all applicable):</b> Developmental Education, Other (Direct), Student Success Course, Supplemental Instruction, Tutoring
<b>Specific Course Content Area (choose all applicable):</b> English / Reading
<b>Target Student Group (choose all applicable):</b> 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.
<b>Estimate Number of Students Enrolled or Otherwise Benefiting:</b> Pilot group of 40 students (to develop valid program/tools before expansion) at AH & HL campuses.
<b>Do students have to satisfy certain criteria to take part in the intervention?</b> Yes, score 140-149 on the COMPASS placement test (just below non-developmental designation).
<b>Will special efforts be made to recruit students to take part in the intervention?</b> 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.
<b>Description:</b> The boot camp will offer intensive instruction in reading and writing over a period of five days, meeting four hours each day.
<b>Way(s) the intervention will help close achievement gaps:</b> 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 <i>all</i> students who place “in the bubble” in terms of their scores on the COMPASS.
<b>Measurable Yearly Goals:</b> 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.
<b>Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable):</b> 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
<b>Evaluation Plan Description:</b> 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.
<b>Evaluation Results Comparison (choose all applicable):</b> Other: compare boot camp cohort to students who earn more than 150 on COMPASS and directly place into college-level classes.
<b>Plan to Scale Up:</b> 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.”
<b>Sustainability/Institutionalization Plan:</b> Is directly aligned with OCC’s Academic Master Plan.
<b>Communications Plan:</b> 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).
<b>Internal and/or External Resources Needed:</b> IR support; possible funding needs
<b>Institutional Policy Changes Needed:</b> Should/will Boot Camp continue to be offered through our Continuing Education division or through an academic division of the college?
<b>Anticipated Challenges:</b> The English discipline must be persuaded that accelerating students through the developmental English sequence will benefit both the discipline and the students.
<b>Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:</b> 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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<b>Priority:</b> Decrease time for completion of Math Sequence
<b>3. Intervention Name: Math Boost</b>
<b>Direct or Indirect Student Intervention:</b> Direct
<b>Start Date:</b> July 18, 2011
<b>Type of Intervention (choose all applicable):</b> Developmental Education, Equity, K-14 Strategies, Learning Communities, Student Support Services, Supplemental Instruction, Tutoring
<b>Specific Course Content Area (choose all applicable):</b> Math
<b>Target Student Group (choose all applicable):</b> Academically underprepared Math students
<b>Estimate Number of Students Enrolled or Otherwise Benefiting:</b> Year 1: 500 students (AH,RO campuses); 1200 per year in subsequent years 2, 3, 4
<b>Do students have to satisfy certain criteria to take part in the intervention?</b> 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.
<b>Will special efforts be made to recruit students to take part in the intervention?</b> Yes, at Auburn Hills and Royal Oak campuses with scores as above.
<b>Description:</b> 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 Boost; Pre and post Boost 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.

<b>Anticipated Challenges:</b> Finding staff to facilitate Math Boost; counselor and faculty buy-in; space constraints.
<b>Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:</b> A policy to mandate developmental course sequences in the first year.

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<b>Priority:</b> Develop Learning Communities College-wide focusing on FTIAC and High School Dropouts with ENG 1055 or MAT 1050 placement.
<b>4. Intervention Name: Learning Communities for Academic Readiness Students*</b>
<b>Direct or Indirect Student Intervention:</b> Direct (*First Time In Any College & H.S. Dropouts)
<b>Start Date:</b> Fall 2011
<b>Type of Intervention (choose all applicable):</b> 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
<b>Specific Course Content Area (choose all applicable):</b> Math / English / Reading
<b>Target Student Group (choose all applicable):</b> First-time students (FTIACs); Academically underprepared students; Other: High School Dropouts (indicated by GED)
<b>Estimate Number of Students Enrolled or Otherwise Benefiting:</b> 500+ Pilot (after that, estimated 4,000+ per year based on FTIACs)
<b>Do students have to satisfy certain criteria to take part in the intervention?</b> Must be first time in any college students with high school diploma, general equivalency degree (GED) or neither.
<b>Will special efforts be made to recruit students to take part in the intervention?</b> 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.
<b>Description:</b> Mandatory, automatic student registration for combined ASC 1070, CNS 1100 and ENG 1055 or MAT 1050 course offering. Learning communities will have themes based on common data regarding barriers to success collected from the Student Attitude Survey.
<b>Way(s) the intervention will help close achievement gaps:</b> 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.
<b>Measurable Yearly Goals:</b> Grade distribution for FTIACs and high school dropouts enrolled in MAT 1050 or ENG 1055; increased Fall to Winter retention for this population. Increase in retention Fall 2013 to Winter 2014, retention for all FTIACs.
<b>Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable):</b> 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.
<b>Evaluation Plan Description:</b> 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.
<b>Evaluation Results Comparison (choose all applicable):</b> 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.
<b>Plan to Scale Up:</b> If these strategies prove to increase student success, the number of course offerings will be incrementally increased over time.
<b>Sustainability/Institutionalization Plan:</b> 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.
<b>Communications Plan:</b> 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.
<b>Internal and/or External Resources Needed:</b> Marketing, training, facilities resources & management, administrative and academic leadership support.
<b>Institutional Policy Changes Needed:</b> Policies related to student testing into all developmental coursework will require students to enroll in final paired course offerings based on this work.
<b>Anticipated Challenges:</b> Difficulties in separating process from need; implementing policies college-wide (time involved in process changes). Hiring faculty to support these initiatives.
<b>Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:</b> 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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<b>Priority:</b> Relates to all Achieving the Dream priorities
<b>5. Intervention Name: MEASURING STUDENT ATTITUDES SURVEY</b>
<b>Direct or Indirect Student Intervention:</b> Indirect
<b>Start Date:</b> Fall 2011
<b>Type of Intervention (choose all applicable):</b> Engagement, Institutional Effectiveness, Internal Policy Review & Update, Developmental Education
<b>Specific Course Content Area (choose all applicable):</b> NA
<b>Target Group (choose all applicable):</b> New ENG 1055 students (Mandatory Orientation)
<b>Estimate Number of Students Enrolled or Otherwise Benefiting:</b> 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
<b>Do students have to satisfy certain criteria to take part in the intervention?</b> Target students include all new English first-level developmental students to OCC.
<b>Will special efforts be made to recruit students to take part in the intervention?</b> 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).

<p><b>Description:</b> 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.</p>
<p><b>Way(s) the intervention will help close achievement gaps:</b> 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).</p>
<p><b>Measurable Yearly Goals:</b> Increased satisfaction/understanding/usage of implemented policies/procedures/services resulting from student attitude survey.</p>
<p><b>Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable):</b> 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.</p>
<p><b>Evaluation Plan Description:</b> 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.</p>
<p><b>Evaluation Results Comparison (choose all applicable):</b> <i>Baseline data</i></p>
<p><b>Plan to Scale Up:</b> The administration of this survey will be scaled up according to those plans to scale up identified in the Mandatory Orientation strategy.</p>
<p><b>Sustainability/Institutionalization Plan:</b> 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.</p>
<p><b>Communications Plan:</b> 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.</p>
<p><b>Internal and/or External Resources Needed:</b> Existing Institutional Research staff will develop the database and measures.</p>
<p><b>Institutional Policy Changes Needed:</b> To be determined</p>
<p><b>Anticipated Challenges:</b> Obtaining open, honest feedback regarding individual attitudes and perceptions regarding their participation in Achieving the Dream.</p>
<p><b>Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:</b> 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.</p>