



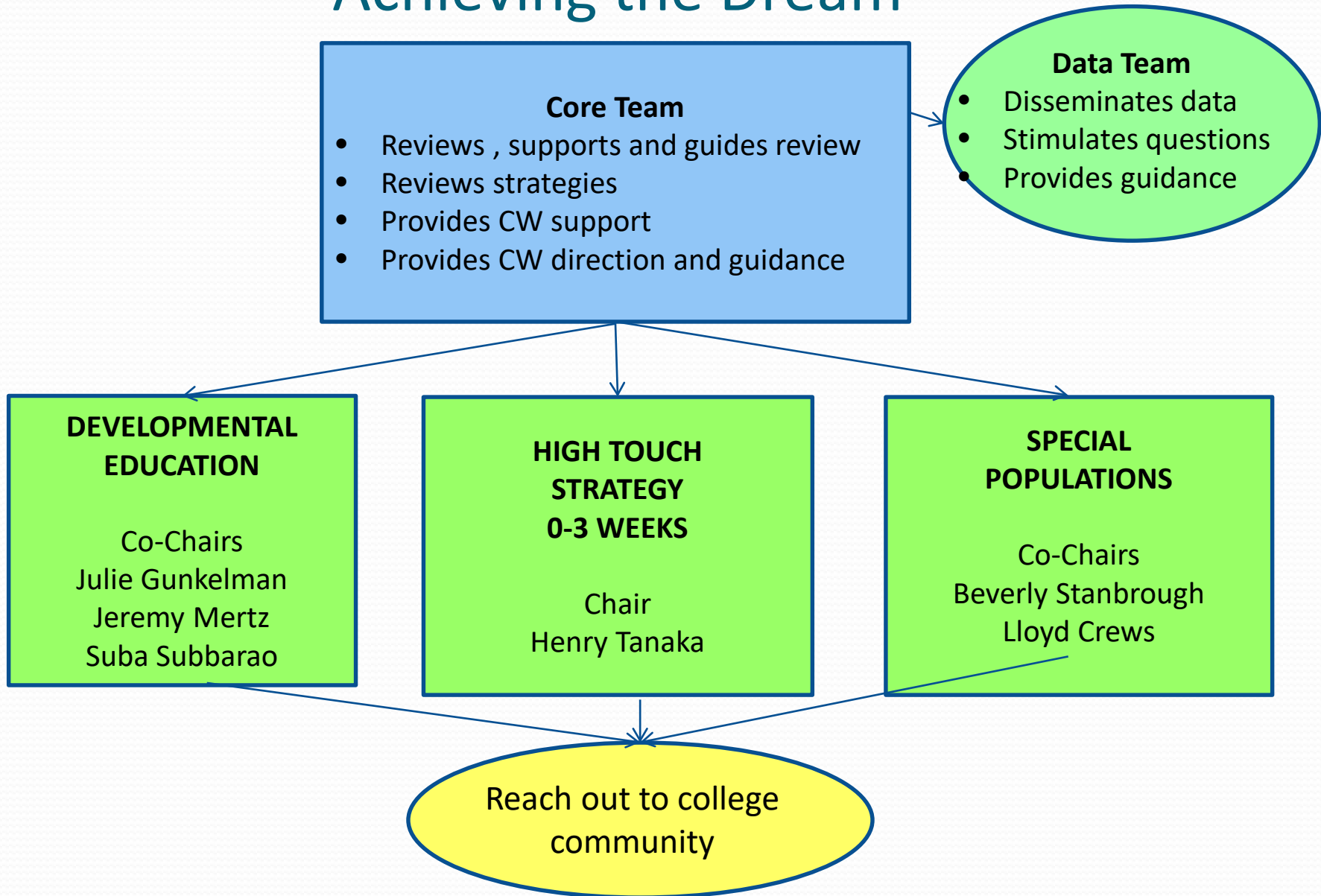
Achieving
the Dream™

Achieving the Dream Oakland Community College 2010 - 2012

Improve student outcomes and reduce achievement gaps based on five indicators:

- ✓ Completion of developmental courses and progression to credit-bearing courses
- ✓ Completion of gatekeeper courses, particularly first college-level or degree-credit courses in math and English
- ✓ Completion of attempted courses with a “C” or better
- ✓ Persistence from term to term and year to year
- ✓ Attainment of credentials

Achieving the Dream



OCC Interventions

- “ABC-Acceleration Boot-Camp”(English)
- “Math Boost”
- Mandatory Orientation for Developmental English
- “Learning Communities” for academic readiness
- Measuring Student Attitudes

Developmental Education - English

Suba Subbarao, ENG/AH, Chair

Linda Boynton, ENG/HL

Bonnie Derisley, ASC Adjunct/SF

Lori Linden, ENG/SF

Bonita Myrand, ENG/AH


Mark Ott, ENG Adjunct/AH

Camille Ziolek, ENG/OR

Mark Woods, IR (Non-voting member)



Why ABC- Acceleration English Boot Camp?




Students scoring below 150 on COMPASS have no other means of demonstrating their readiness for Comp I.

(ESL allows students to appeal their MTELP scores by writing an essay to be evaluated by ENG faculty).




Who is the
audience?

- 
- Students scoring just under Comp I placement on COMPASS (within 10 pts)
 - Boot camp participants will be tracked through Comp I to measure the success of the program.




What is ABS-
Acceleration English
Boot Camp?



An intensive, 20-hour, one-week immersive experience in reading and writing activities for students scoring “in the bubble” (140-149) on COMPASS, preparing them to succeed in Comp I.



How will it be
offered?

- 
- The boot camp will be offered through Continuing Education.
 - Each session of the boot camp will be limited to 20 students.



When?

Starting this
Summer!

Developmental Education – “Math Boost”

Julie Gunkelman, Math/OR

Jeremy Mertz, Math/AH

Mark Woods, IR

Mary Basile, Math Adjunct/OR

Linda Britton, Math/AH

Wendy Conway, Math/HL

Dave Nosanchuk, Math/HL

Janet Peart, Math/AH



Why?
Alarming
Success Rates

PROGRESSION OF FALL 2007 ENTERING STUDENTS PLACING INTO MATH 1040/1045

Total Students	2007-08	2008-09	2009-10	Total, Within three years	2007-08	2008-09	2009-10	Total, With in three years	2007-08	2008-09	2009-10	Total, With in three years
	Attempted Math 1040/45				Attempted Math 1050				Attempted Math 1100			
109	42	11	-	53	7	10	8	25	-	2	4	6
	Completed Math 1040/45 C or Better				Completed Math 1050 C or Better				Completed Math 1100 C or Better			
	17	5	-	22	1	5	8	14	-	2	2	4

PROGRESSION OF FALL 2007 ENTERING STUDENTS PLACING INTO MATH 1050

Total Students	2007-08	2008-09	2009-10	Total, Within three years	2007-08	2008-09	2009-10	Total, With in three years
	Attempted Math 1050				Attempted Math 1100			
765	109	19	8	136	87	88	46	221
	Completed Math 1050 C or Better				Completed Math 1100 C or Better			
	69	11	6	86	44	48	29	121

PROGRESSION OF FALL 2007 ENTERING STUDENTS PLACING INTO MATH 1100

Total Students	2007-08	2008-09	2009-10	Total, Within three years
	Attempted Math 1100			
1,072	626	147	32	805
	Completed Math 1100 C or Better			
	340	81	27	448

Achieving the Dream Learning Institute

- Insight as to what other AtD schools were doing about the same problems we have at OCC.
- Alternate Pathways to STEM (Science, Technology, Engineering and Mathematics)
- Holistic Approach
- Individualized Modular Programs

Acceleration





Who needs
“Math Boost”?

Students scoring within 5 points of the COMPASS cut scores

Within 5 points of
placing into

MAT 1050

MAT 1100

and


MAT1150

Scoring just above the
cut score for


MAT 1050

and

MAT 1100



What is
“Math Boost”?

- 
- 6 weeks/approximately 4 hours per week
 - ALEKS
 - Students will check in with a facilitator to monitor progress.
 - Tutors will be available to help students in the program through the ASC.



How will it work?


Students will be required to work on the program on campus for 2 hours per week.

When?

“Math Boost” will run as a pilot program at AH & RO during 2011 – 2012

From our data on how many students fall into our “bubble” around the cut scores, we predict that 500 students will participate in the pilot program.





“If the only tool you have is a hammer, you tend to see every problem as a nail.”

Abraham Maslow



Mandatory Orientation for Developmental English

High Touch 0 – 3 Weeks

Kirstine Evans, CNS/HL

Eleanor Fox, IR

Steve Linden, DSS/AH

Jahquan Hawkins, SL/OR


Rosalind Reaves, ASC/RO

Henry Tanaka, Chair/AH

Zheng Wang, IR



Why Mandatory Orientation?

- 
- Students don't do optional!
 - Based on CCSSE respondents, 70.2% of students did not plan to attend orientation.
 - A core recommendation from SSSRT



Responses from AtD Student Focus Groups:

What students know now that they wish they knew at the beginning of their OCC experience:

- Time management
- Ask the right questions to the right person
- All the assets available at OCC
- How to register classes online
- Qualifications for exemption from placement tests



Who is the
target audience?




The committee chose ENG 1055 as the population that could benefit the most from mandatory orientation.

- Academically-at-risk population
- Population is identified before initial registration.
- Manageable-sized group for pilot (1,599 prospective students placed in ENG 1055 for Fall 2010)



What are the
components of
Mandatory Orientation?

- 
- Main Session will be a student-led Overview of Student Support Services (60 min.)
 - Break out sessions:
 - Student Life activity to increase engagement- 3 concurrent sessions (30 min.)
 - Counseling (30 min.)
 - Academic Support Center (30 min.)
 - English Developmental (30 min.)




How will it be
implemented?



- The facility will need a main session room and breakout rooms for 3 different area presentations.
- Limited to 100 students per orientation.
- Post-orientation promissory notes will be offered for those students who want to register after the last orientation has been held.



When will we
evaluate?

- 
- Pilot timeline will be June through August.
 - Surveys will be given at the end of the orientation event to assess the orientation
 - Surveys will be given at the end of ENG 1055 course to determine Orientation helpfulness for academic success
 - Success rates of the English sequence completion rate as well as all AtD outcomes for each year's cohort that participates.

Special Populations

Lloyd Crews, Chair/RO

Beverly Stanbrough, Chair/RO

Niko Dawson, EWD

Arlene Frank, Womencenter/OR

Mary Jo Schuster, CNS/OR

Stacey Jackson, SL/RO

Gail Mays, CNS/AH

Anthony Thomas, CNS/OR

Stephanie Wren, IR

Letyna Roberts, State/Fed Programs/AH


Wanda Pernell-Harris, ASC/SF

Why?

To identify a special population and create a strategy that would improve their success (C or better) in developmental coursework to assist them in achieving their academic goals.



Who will be
our target
population?



Our target populations will be first-time in any college (FTIAC) students with a high school diploma or a general equivalency degree (GED).

Target Groups:

- Ethnicity
- Economic (based on Pell Grant needs)
- Developmental Education



What is our
intervention?

Learning
Communities!

- Information and/or research from other AtD colleges indicates that Learning Communities (LC's) are useful in promoting peer support and greater engagement with faculty.
- The Washington Center for Improving the Quality of Undergraduate Education found that students involved in LC's develop intellectual maturity and become more responsible and engaged in their own learning; faculty involved in LC's expand their teaching strategies, methodologies, and engagement with the student body; and the ultimate benefactor of greater student/faculty engagement and responsibility is the college.
- FTIACs and high school dropouts are characteristically at-risk groups related to academic preparedness. LC's provide the support and motivation these groups need to increase their likelihood of success and retention in college.



How will we
implement our
intervention?

- The learning communities will be a combination of: CNS 1100 and ASC 1070 paired with either ENG 1055, or ENG 1060, or MAT 1050. (One of the developmental courses, not all three.)
- The LC's will take place on the Orchard Ridge, Royal Oak, and Southfield Campuses.
- The first round of learning communities will take place in Fall of 2011, the second round in Winter of 2012.

How Will We Implement Our Strategy?

ENG-1055		ENG-1060		ENG-1055		ENG-1060		MAT-1055	
ASC-1070	RO	ASC-1070	RO	ASC-1070	RO	ASC-1070	RO	ASC-1070	RO
CNS-1100		CNS-1100		CNS-1100		CNS-1100		CNS-1100	

ENG-1055		ENG-1060		ENG-1055		ENG-1060		MAT-1055	
ASC-1070	SF	ASC-1070	SF	ASC-1070	SF	ASC-1070	SF	ASC-1070	SF
CNS-1100		CNS-1100		CNS-1100		CNS-1100		CNS-1100	

ENG-1055		ENG-1060		ENG-1055		ENG-1060		MAT-1055	
ASC-1070	AH	ASC-1070	AH	ASC-1070	AH	ASC-1070	AH	ASC-1070	AH
CNS-1100		CNS-1100		CNS-1100		CNS-1100		CNS-1100	



When will our
interventions
be evaluated?

Our learning communities intervention will be evaluated based on the following AtD outcomes:

At the end of Fall 2011

- C or better performance in ENG 1055 and ENG 1060

At the beginning of Winter 2012

- Retention of Fall 2011 cohort

At the end of Winter 2012

- C or better performance in ENG 1055, ENG 1060, MAT 1050

At the beginning of Fall 2012

- Retention of Winter 2012 cohort




The link between all the
intervention categories?

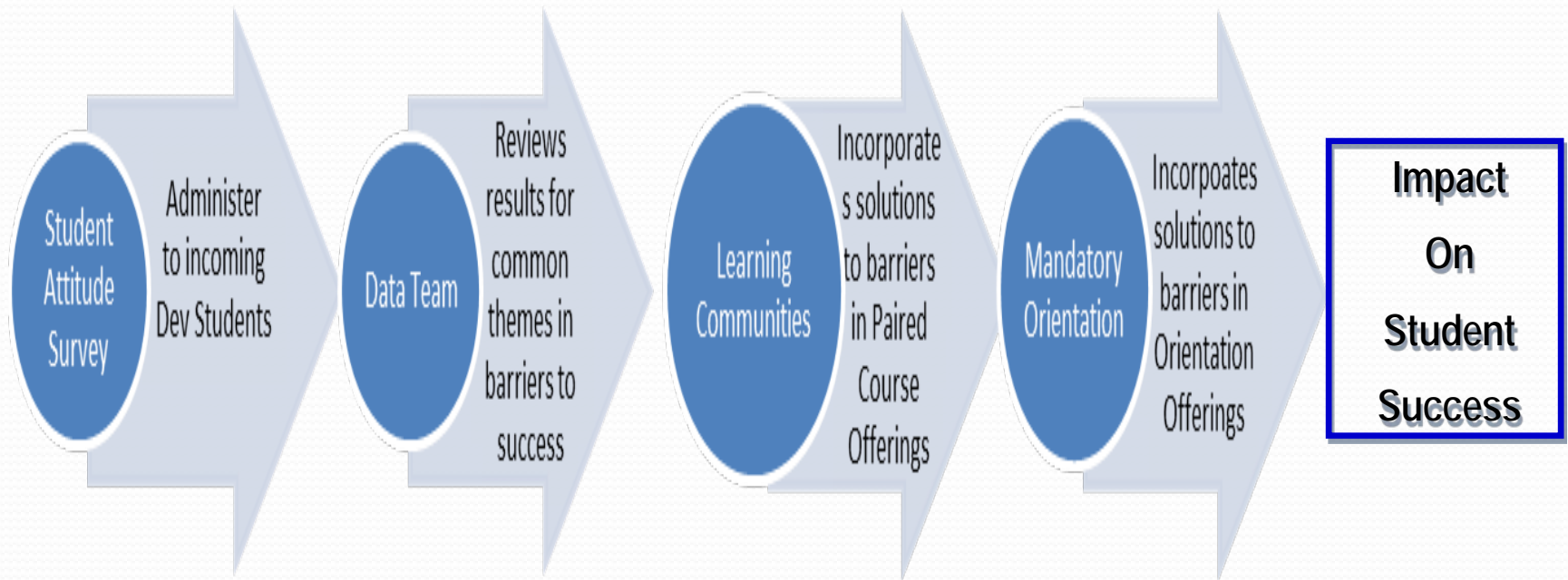
Student

Attitude

Surveys

- 
- Developed to help identify incoming student attitudes:
 - Dispositional
 - Situational
 - Institutional
 - Will help identify areas of focus for student services and coursework, and ultimately, **success!**
 - Results will be integrated into all strategy teams' future work plans

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



Alignment of Achieving the Dream to College-wide Outcomes, Priorities and Key Performance Indicators "Learning is Our Only Priority"

HOW DO WE ACHIEVE STUDENT SUCCESS?

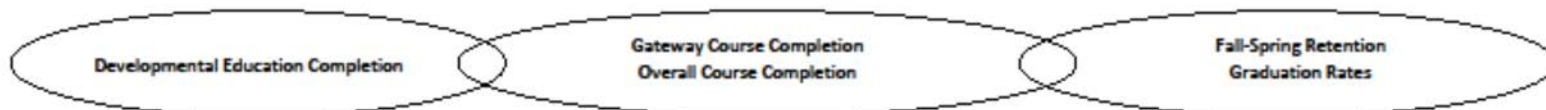
COLLEGE STRATEGIC PRIORITIES

College Readiness • Literacy - Basic Skills	Transfer Readiness • Continued Studies	Employment Readiness • Applied Skills	Resources Focused on Student Learning • Support Services
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COLLEGE KEY PERFORMANCE INDICATORS (KPIs)

INTERNAL KPIs (OCC Measures) - Performance
EXTERNAL KPIs (Benchmarking) - National Comparisons

ACHIEVING THE DREAM OUTCOMES (Action Layer)



COLLEGE-WIDE PRACTICES



CAMPUS AND DISTRICT OFFICE STRATEGIES

Academic Initiatives, Curriculum Design, Program Review, Student Service Initiatives, etc.	Human, Physical/Facilities, Financial, Social
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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
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Thank You!