

Annual Reporting Guidelines

Connecticut Colleges and Round 3 and 4 Colleges

Due April 30, 2010

Preparing Your Submission

Achieving the Dream Round 3 and 4 colleges and Connecticut colleges, including self-funded sites, must complete the annual report submission. Timely completion of this report is required to remain in good standing and/or to receive the next installment of your Achieving the Dream funding.

The annual report provides an opportunity to reflect on your institution's 2009-2010 Achieving the Dream work and to plan for the coming year. We encourage you to hold a series of team meetings or a retreat (with your coach and data facilitator if possible) to discuss your progress and the challenges you have faced during the past year. Use the tenets of the Achieving the Dream model—committed leadership, use of evidence to improve programs and services, broad engagement, and systemic institutional improvement—to guide your discussions. This report should cover your activities from May 2009 through April 2010.

The information you provide on the annual report helps us identify trends, successes, and challenges that occur across the initiative. In order for us to have accurate information, it is imperative that responses are standardized and complete. When writing your report, please write out acronyms when they are first used and assume the reader does *not* have prior knowledge about your institution's Achieving the Dream work. The report should be in 12-point font, single-spaced, with 1-inch margins and no more than 20 pages long. **Please do not modify the format or questions of the report guidelines.**

As part of the annual reporting process, all ATD institutions are required to upload current descriptions of all Achieving the Dream student success interventions, along with available evaluation data, to the Interventions to Improve Student Outcomes Online Tool. The tool can be accessed through the members-only homepage of the Achieving the Dream Web site. **Data for the Fall 2009 term must be entered by April 30, 2010; data from the Spring 2010 term must be entered by July 31, 2010.**

Leader College Applications:

All institutions submitting an annual report have the option of applying for Leader College status. **There are no fees associated with Leader College designation. Information from questions 11 and 12 of your narrative report will serve *both* as part of your annual report and as your Leader College application.**

Submitting Your Report

Reports are due April 30, 2010 by email to atd@mdcinc.org. Please include the words “ATD Annual Report [College Name]” in the subject line. The report narrative should be submitted in one Word document. Your budget and updated contact list should be submitted as Excel files.

Use the following naming conventions for your report *narrative and budget*:
College Name_2010 Annual Report (Narrative or Budget)_4.30.10

Use the following naming convention for your *updated contact list*:
College Name_Contact List_4.30.10

Annual Reporting Checklist

- ✓ Update *Interventions to Improve Student Outcomes Online Tool*. (Note: This update is separate from and in addition to the student outcome data submitted to JBL Associates for the ATD national database.)
- ✓ Email the following to atd@mdcinc.org by April 30:
 - Report Narrative
 - Annual Financial Report (see Section 2 of these guidelines)
 - Updated Contact List (Attachment 1)

Note to Institutions Receiving Foundation Grants:

Colleges making satisfactory progress will receive 2010-11 annual grant installments this summer. College Spark Washington expects to make payments in August. Other Achieving the Dream funders will make payments by July 1.

Questions?

Email atd@mdcinc.org. Please include the words “ATD Annual Report Question” in the subject line.

Thank you. We look forward to reading your report!
The MDC Achieving the Dream Team

Achieving the Dream

Annual Narrative & Financial Report: April 2010

Name of Institution: Oklahoma City Community College

Submission Date: April 30, 2010

Achieving the Dream Funder (if applicable):

Grant Number (if applicable):

Applying for Leader College Status: ___ Yes ___X___ No

Name and E-mail of Contact Person Regarding this Report: Stu Harvey,
sharvey@occc.edu

Section 1: Implementing the ATD Model of Institutional Improvement

Committed Leadership

1. **Briefly describe how the president, chancellor, and/or campus CEO participated in your ATD work this year.**

President Sechrist was actively involved in the college's Achieving the Dream initiative during FY 2010. He regularly attended both ATD Leadership and Steering Committee meetings (generally two or three meetings a semester) and hosted a meeting for all state-funded community colleges at which OCCC, along with ATD sister institutions Tulsa Community College and Rose State College, made presentations explaining Achieving the Dream, its methodology and results-to-date. He has clearly communicated the initiative's importance in numerous formal and informal gatherings on campus – both in terms of student-centered mission and funding priorities. He also was named to the steering committee on the Lumina and Gates Foundations' voluntary initiative to develop new standards of accountability for community colleges.

2. **Briefly describe how your Board of Trustees was engaged in your ATD work this year.**

Regent Ben Brown has served as a member of ATD Leadership team since its formation in 2007. Additionally, monitoring reports showing longitudinal student success and student preparation data and commentary were presented to the board with performance ratings (see Question 17 for a fuller explanation). Examples of data presented included: 5 year developmental and gateway course completion rates (A,B,C or S); persistence, retention and progression data using the ATD cohort; data related to affordability and financial aid; disaggregated data demonstrating the success of the college's Success in College and Life Class; and data showing demographic information of the student population compared to the surrounding service area.

Use of Evidence to Improve Programs and Services

3. **Did you use longitudinal data on student cohorts to identify achievement gaps among groups of students? If so, what achievement gaps did you identify?**

For the purpose of this question, an achievement gap is a disparity in outcomes among student subgroups. Subgroups may be defined by a variety of characteristics, including race/ethnicity, gender, enrollment status, Pell grant eligibility, or other characteristics pertinent to your student population.

The college has been conducting longitudinal analyses of student success measures since before our involvement in ATD. Performance gaps we have identified include:

- **Online course success** has trailed traditional class offerings consistently during the last few years at OCCC. Significant gaps appear at all course levels: Zero – level or developmental courses; 1000-level courses (first year courses, including “gateway”, courses with large enrollments that are required for most degree programs) and 2000-level courses (upper level courses taken as electives or as part of major programs.) This is of particular concern given the growth and increased popularity of the delivery method. Additionally, a recent meta-analysis conducted by the U.S. Department of Education of 1000 empirical studies related to online learning suggests that online and hybrid courses are actually more successful than traditional classroom courses.
[\(<http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>\)](http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf)

(see table next page)

Comparison of Successful Course Completion Rates for Online and Traditional Courses*
*A,B,C or S

	2004	2005	2006	2007	2008	2009
Number of OCCC Students Who Took At Least One Online Course During the Academic Year	3,974	4,251	4,961	5,884	6,583	7,170
Traditional Zero-Level	55.5%	52.4%	53.9%	52.3%	53.0%	52.1%
Online Zero-Level	47.3%	45.1%	53.5%	40.4%	39.3%	39.8%
Zero – Level Success Gap from Overall Average	-8.2%	-7.5%	-.4%	-11.9%	-13.7%	-12.3%
Traditional 1000-Level	71.2%	72.9%	71.3%	71.8%	71.7%	71.3%
Online 1000-Level	61.5%	63.7%	60.2%	60.6%	62.1%	63.4%
1000 – Level Success Gap from Overall Average	-9.7%	-9.2%	- 11.1%	- 11.2%	- 9.6%	- 7.9%
Traditional 2000-Level	75.7%	76.5%	75.2%	75.3%	76.2%	77.6%
Online 2000-Level	64.8%	65.7%	63.8%	65.4%	66.5%	64.8%
2000-Level Success Gap from Overall Average	10.9%	10.8%	- 11.4%	- 9.9%	- 9.7%	- 12.8%

- African American students consistently persist and are retained at lower rates than the overall college average and, in the case of retention, the gap has grown worse. The persistence gap has narrowed, suggesting there is something going on during the spring and summer semesters that widens the gap – one hypothesis (which we will test) is that poor academic performance among some groups is contributing to the loss of financial aid. Interestingly, Hispanics and Asians are consistently retained at higher levels at OCCC with the Non-Hispanic White population at or slightly below the overall average.

African American Persistence and Retention Gaps*
* ATD Cohort

	2005-6	2006-7	2007-8	2008-9	2009-10
African American Persistence	46.0%	45.4%	46.7%	53.5%	52.7%
Overall Persistence	54.4%	54.2%	55.8%	58.3%	60.2%
African American Persistence Gap from Overall Average	-8.4%	-8.8%	-9.1%	-4.8%	-7.5%
African American Retention	24.2%	22.8%	24.3%	25.5%	NA
Overall Retention	34.6%	33.8%	35.7%	37.8%	NA
African American Retention Gap from Overall Average	-10.4%	-11.0%	-11.4%	-12.3%	NA

Progress in Implementing Proposed Interventions.

In addition to this report narrative, the Interventions for Student Success Online Tool on the ATD Web site will be used to determine compliance. Please ensure that ALL Achieving the Dream interventions (including those that have been discontinued) have up-to-date entries in the Online Tool.

For instructions on updating the online tool, see Achieving the Dream Intervention Strategies User Guide v1.3, Attachment 1 of these report guidelines. The guide is also available on the members-only side of the Achieving the Dream Web site, in the Data and Research section under “Interventions Online Tool.”

4. Please list the titles of the interventions posted on the Interventions Online Tool: The entries on the Interventions Online Tool and your list below should be identical.

1. Increasing awareness, availability and amount of financial aid distributed students.
2. Improving developmental math course success through faculty and new curriculum development (Note: curriculum development added this year).
3. Improving course success – specifically gateway course success – through faculty cooperative learning training.
4. Increasing access to and the effectiveness of advisement.

Note: Please make one entry for each type of intervention. Grouping several interventions of the same type is acceptable. For example, your institution may offer 3 developmental math learning communities; these should constitute one entry, not three separate entries. You may attach separate evaluation data files to the general entry online.

Responses to Questions 5-10 should refer to the interventions posted on the Interventions for Student Success Online Tool listed above.

5. **How do these interventions address achievement gaps or equity concerns on your campus? (Please use the definition of achievement gaps given in Question 3.)**

An ATD initiative to significantly increase the percentage, number of recipients and amount of financial aid disbursed to students has addressed equity concerns over the last several years. During this period students with the lowest Expected Family Contribution (EFC) for computing financial aid eligibility, a good proxy for significant socio-economic challenges, increased from 23.4% of the cohort to 33%. (see the answer to Question 11 for more detail)

6. **Have you used the evaluation data to improve any of your student success interventions? If so, what specific improvements were made based on analysis of data?**

A major component of the new College Prep Math (see 10a for fuller explanation), which will take the place of the college's developmental math sequence in fall 2010, will be an increased number of eight week sections. Analysis provided by the ATD data team demonstrated increased success rates for eight-week developmental sections which were incorporated into the design of the new curriculum.

7. **What obstacles (if any) have you faced evaluating these interventions?**

The college has decided on a far-ranging five part ATD student success agenda. In retrospect, specific process and outcome measurements for each of the five initiatives should have been built in during the design phase of the interventions. However, this has been corrected and a new comprehensive evaluation plan to assess specific interventions has been completed and will be regularly reported to the ATD Leadership team as these initiatives are implemented.

8. **Did you use the data sets submitted to JBL Associates for inclusion in the national database to conduct analyses of the interventions described above? If not, why not?**

Yes

No: We were unable to reconcile several discrepancies.

9. **Did you use ATD's eSTATS to conduct analyses of the interventions described above? If not, why not?**

Yes

No: We use IPEDs and OSRHE data for benchmarking

10a. Briefly describe any substantial changes you propose to make to the interventions listed above.

As noted in the online submission tool, the OCCC Math Department was involved in several professional developmental activities during FY 2010, including a seminar conducted by Alan Bass, a nationally-recognized expert on math study skills; an all day symposium on course design, study skills and other topics organized in-house by the Math Department for full-time instructors and adjuncts; and attendance at T3, Teachers Teaching with Technology Conference, held at OCCC at which more than 30 OCCC math instructors attended.

As a result of these activities, as well as examination of the college's ATD data and best practices of other institutions, the OCCC Mathematics Department decided to expand the scope of their intervention in FY 2010. In an effort to improve the success of students, the department completely redesigned the developmental mathematics curriculum and received approval from the OCCC Curriculum Committee for more than 300 course prerequisite modifications. All courses in the new sequence (called College Prep Math) incorporate multiple learning styles and study skills strategies. The first course is designed to enhance students' number sense. The remaining three courses integrate arithmetic with algebra and incorporate key concepts (such as graphing and equation solving) at increasing levels of difficulty throughout the sequence. Placement testing has also been redesigned to increase the accuracy of placement into the sequence. All new students will be placed into this new sequence (College Prep Math I – Math 0103, College Prep Math II – Math 0203, College Prep Math III – Math 0303, and College Prep Math IV – Math 0403) beginning Fall 2010. Courses from the previous sequence (Basic Math – Math 0033, Elementary Algebra – Math 0113, and Intermediate Algebra – Math 0123) will be phased out as students finish the sequence (Math 0033 – Spring 2010, Math 0113 – Fall 2010, Math 0123 – Spring 2011)

10b. List any interventions you have chosen to discontinue. Please indicate why you chose to discontinue them.

A pilot of two course pairings linking developmental math classes with the college's Success in College and Life course was discontinued after one semester; however, insights gained from the pilot, especially components emphasizing the importance of study skills, were incorporated into the new curriculum.

10c. Briefly, describe any new interventions you plan to implement. (These should be entered into the Interventions Online Tool once implementation has begun.)

In addition to the four initiatives mentioned in the online submission tool, the college will implement an online course orientation pilot in fall 2010.

Evidence of Improvement in Student Achievement

11. Please provide a graph or chart presenting evidence of improvement in student achievement on one of the following measures¹ over three or more years².

- Course completion
- Advancement from remedial to credit-bearing courses
- Completion of college-level “gatekeeper” math and English courses
- Term-to-term and year-to-year retention
- Completion of certificates or degrees

The chart or graph should include baseline performance data and track the performance of at least one cohort over three years. Outcome data should include both the number of students served and that number as a percentage of total enrollment and of the target population. Data should be disaggregated, if applicable. The intervention described should be of a sufficient scale to benefit a substantial proportion of the target population.

12. Briefly describe at least one intervention you have implemented to achieve the improvement in student outcomes documented in Question 11, including how you believe the intervention helped to improve student outcomes.

Please include:

- the number of students served
- the number students served as a percentage of total enrollment and of the target population.

Was this intervention developed as part of your college’s ATD work?

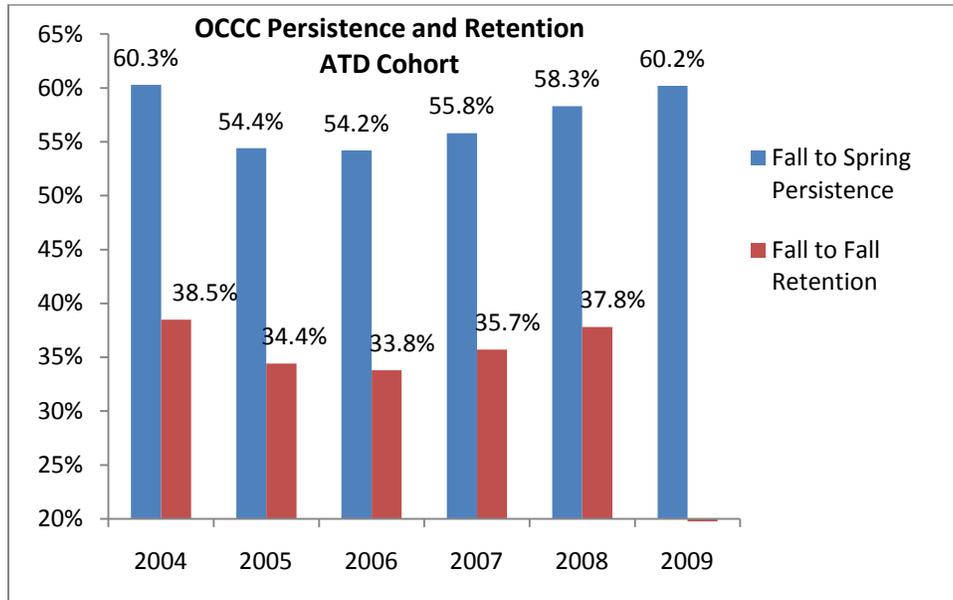
If you are unable to document improvement in outcomes on one of the measures listed in Question 11, please identify one of the measures you have targeted for improvement, providing the same cohort data requested above. Then describe an intervention you are implementing that is aimed at improving outcomes on the identified measure.

Note: Questions 11 and 12 will be considered in the ATD Leader College determination process. *All colleges must answer questions 11 and 12 regardless of whether or not they are applying for Leader College status. For more information about the process please see “ATD Leader College Information” circulated via the ATD Core Team and Presidents listservs.*

¹Colleges can present student sub-group data related to the five measures. Though it is preferred, measures do not have to apply to the entire student population. For example, colleges can submit course completion data for minority male students in developmental education.

² If your institution has not collected three years of data, please submit as many terms as are available.

Measures: Persistence and Retention of the OCCC Achieving the Dream Cohort.



In 2009-10 persistence of the ATD cohort at OCCC increased for the third year in a row. The college attributes this increase primarily to two initiatives: an ATD initiative to increase the awareness, availability, amounts and number of recipients of financial aid at the college; and another initiative, which began about the same time and is not a formal ATD initiative (though data regarding its impact is regularly reviewed at ATD Leadership Team meetings and the Board of Regents), the college’s Success in College and Life course.

Financial Aid

In a workshop during the college’s ATD planning year, the members of the ATD Leadership Team, ranked increasing the amount of financial aid as one of the college’s top five initiatives based on data similar to those listed in the table below. These data showed that applying for financial aid was one of the most powerful predictors of future student persistence and retention. Analysis of 2004-6 data (the 3 years immediately prior to the college’s ATD involvement) showed that students in the ATD cohort who applied for financial aid were on average 19.3% more likely to persist and 9.9% more likely to be retained than their counterparts who didn’t apply for aid, a pattern that has persisted since the college began its interventions.

(see table below)

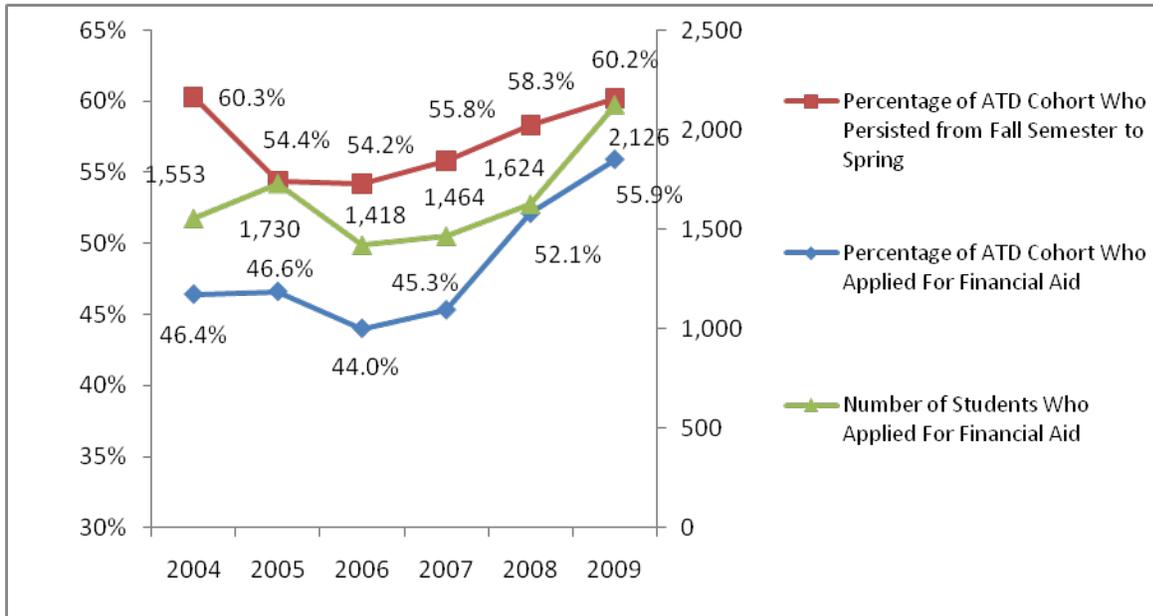
Persistence and Retention of Students Who Applied/Didn't Apply for Financial Aid* ATD Cohort		1st Yr. # /% of Cohort	Persistence Rate	2nd Yr. #/% of Cohort	Retention Rate	3rd Yr. #/% of Cohort	Third Year Rate
2007-8 Cohort N=3,230	Applied for Financial Aid	1,469/46.3%	65.1%	600/18.5%	41.0%	410/12.7%	28.0%
	Didn't Apply for Financial Aid	1,766/54.7%	48.0%	554/17.1%	31.4%	367/11.4%	20.8%
2008-9 Cohort N=3,116	Applied for Financial Aid	1,624/52.1%	68.2%	675/20.8%	41.5%	NA	NA
	Didn't Apply for Financial Aid	1,492/47.9%	47.5%	503/16.1%	33.7%	NA	NA
2009-10 Cohort N=3,803	Applied for Financial Aid	2,126/55.9%	68.8%	NA	NA	NA	NA
	Didn't Apply for Financial Aid	1,677/44.1%	49.3%	NA	NA	NA	NA

After financial aid became a priority of the college's ATD effort, a cross-functional team led by the Dean of Financial Aid Services was put together (formally called the Financial Aid Implementation Team) to find and implement interventions to increase awareness about financial aid and improve customer service. Examples of initiatives to reach more students included more than 50 presentations in the first year to groups of prospective students and their parents at high schools and community organizations; redesigning the Financial Aid website to make it more prominent; presentations to students in the college's Success in College and Life (SCL) course; and the use of communications management software to contact prospects through the college's online enrollment application process.

There were also efforts to streamline and improve workflows within the Financial Aid Department including the automation of numerous processes and assignment of experienced professionals (rather than student workers) at the front desk to assist students who were inquiring about financial aid.

As a result of these interventions, the percentage and number of students receiving financial aid increased significantly with a concomitant increase in persistence.

(see chart below)



Moreover, the dollar amount of aid disbursed increased more than 78% between FY 2006 and FY 2009 – from \$18.8 million to \$33.4 million in 2009.

Students Who Applied for Financial Aid as % of Target Population and Total Enrollment (ATD Cohort)

	Total Enrollment	Total Target Pop (ATD Cohort)	Applied for Financial Aid as % of Total Enrollment	Applied for Financial Aid as % of Target Pop
Fall 2007-8	12,638	3,230	39.6%	45.3%
Fall 2008-9	12,583	3,116	45.5%	52.1%
Fall 2009-10	14,114	3,803	49.4%	55.9%

Success in College and Life Course

In fall 2007, the college implemented an eight week, one credit hour Success in College and Life course for new students. The course was designed to familiarize students with key support services, give them early exposure to the expectations for college level

work, and provide concrete study and life skills assistance to help them achieve academic success. The course significantly increased the likelihood that students would persist and be retained in following semesters. There was also a pronounced difference in developmental course success between students who completed the course and those who did not enroll. In fall 2008, students who completed the course had a 48.2% developmental course success rate compared to 38.9% for those who didn't enroll; the effect was more pronounced in 2009 where 51.1% of SCL students and 31.1% of non-SCL students were successful in the developmental coursework.

		1st Yr #/% of Cohort	Persistence Rate	2nd Yr. #/% of Cohort	Retention Rate	3rd Yr. #/% of Cohort	Third Year Rate
Fall 2007 Cohort N=3230	Successfully Completed SCL	786/24.3%	81.8%	450/13.9%	58.6%	323/10.0%	42.1%
	Did Not Successfully Complete SCL	390/12.1%	37.7%	80/2.5%	20.5%	66/2.0%	16.9%
	Did Not Enroll in SCL	2054/63.6%	49.2%	624/20.7%	30.4%	388/12.0%	18.9%
Fall 2008 Cohort N=3116	Successfully Completed SCL	743/23.8%	85.1%	450/14.4%	60.6%		
	Did Not Successfully Complete SCL	444/14.2%	45.9%	103/3.3%	23.2%		
	Did Not Enroll in SCL	1929/61.9%	50.8%	625/20.1%	32.4%		
Fall 2009 Cohort N=3803	Successfully Completed SCL	772/20.3%	86.4%				
	Did Not Successfully Complete SCL	608/16.0%	46.2%				
	Did Not Enroll in SCL	2423/63.7%	55.4%				

Students Who Successfully Completed SCL Course as a % of Target Population and Total Enrollment (ATD Cohort)

	Total Enrollment	Total Target Pop (ATD Cohort)	Successfully Completed SCL as % of Total Enrollment	Successfully Completed SCL as % of Target Pop
Fall 2007-8	12,638	3,230	8.1%	24.3%
Fall 2008-9	12,583	3,116	9.5%	23.8%
Fall 2009-10	14,114	3,803	9.9%	20.3%

Institutional Research and Information Technology Capacity

13. Number of FTEs at your institution devoted to institutional research: 4

14. **Number of FTEs at your institution devoted to information technology:** 21

15. **What institutional research challenges has the college faced this year?**

Check all that apply.

- None
- Too few IR staff positions
- Too few IT staff positions
- Unfilled staff positions
- Inadequate IR staff training in needed skills
- Difficulty retrieving useful, timely data
- Other. Please describe:

16. **Please describe any increases in institutional research capacity at your institution this year. Include staff increases as well as new hardware or software acquisitions.**

Automated course completion reports were developed for the college's business intelligence solution. These reports have been very helpful in developing and reporting ATD course completion information.

17. **Briefly describe how your institution has used data on student progression and outcomes in:**

Program review and evaluation

The college currently does not use ATD data in the program review or assessment process.

Strategic planning

OCCC's strategic commitment to student success is summarized in three, related documents. The **college's ENDS** (ENDs is a term of use in the Policy Governance model to indicate a high level objective) which were adopted by the OCCC Board of Regents in 2007 emphasize five key areas: student access, student preparation, student success, graduate success and community development. **The Way Forward and Why it Matters**, the college's strategic plan, was also adopted in 2007. It includes ten initiatives to be accomplished over the next ten years with Achieving the Dream listed as the most prominent. Finally, the college's **Annual Plan** establishes measurements of success or **core indicators** for the ENDS and some Way Forward Initiatives. Each core indicator is defined with a target level for that fiscal year (usually an improvement over prior year performance). Performance - including ratings of on-target, slightly below target or below target- is then reported to the board through five monitoring reports during the year. The relevant ATD measures (for FY 2010) with their latest ratings are (see table below):

END	CORE INDICATOR	TARGET	RATING*
Student Preparation	Developmental Course Success	At or above prior year	On Target
Student Preparation	Gateway Course Success	At or above prior year	Slightly Below Target
Student Success	Persistence and Retention	At or above prior year	On Target
Student Success	Overall Course Success	At or above prior year	On Target

* Green indicates on target, yellow indicates slightly below target and red indicates below target.

Budget allocation

Each year the OCCC President's Cabinet reviews (in an open meeting) projects and initiatives to comply with laws and regulations, meet capacity needs and improve mission accomplishment. Most initiatives are mapped to one or more core indicators (see above) and rated by the cabinet members. Then the top rated initiatives are reviewed by the President and the Board for possible funding. In OCCC's first year of ATD participation, the initiative received the highest rating of more than 200 listed. The amount (approximately \$150,000) was then incorporated in the college's base budget with amounts going to five different ATD initiatives. Next year, despite anticipated lower state appropriations, the college plans to spend more than \$170,000 as several big initiatives are implemented or brought to scale.

Broad Engagement

Faculty and Staff

18. Please complete the following table based on current course and team/committee assignments.

	FT Faculty	PT Faculty	Staff	Newly engaged this year
# serving on ATD core, data, or other ATD teams	52	2	36	20
# involved in ATD intervention delivery	60	10	20	20

19. Please estimate the percentage of *full-time faculty* involved in each of the following activities:

- 10% Participated in data collection and/or analysis
- 30% Participated in focus groups or surveys related to Achieving the Dream
- 35% Participated in professional development to further student success

30% Other. Please provide the name of the activity: Design of interventions.

20. **Please estimate the percentage of *part-time faculty* involved in each of the following activities:**

___ Participated in data collection and/or analysis

10% Participated in focus groups or surveys related to Achieving the Dream

10% Participated in professional development to further student success

___ Other. Please provide the name of the activity:

21. **Please estimate the percentage of *staff* involved in each of the following activities:**

10% Participated in data collection and/or analysis

5% Participated in focus groups or surveys related to Achieving the Dream

2% Participated in professional development to further student success

10% Other. Please provide the name of the activity:

22. **Please describe a particularly successful faculty or staff engagement activity that is helping or has helped to improve student outcomes. Please include an estimate of the number of faculty and staff involved.**

In May 2009, at the recommendation of the ATD Gateway team, 19 OCCC full-time faculty members attended a three day long session on cooperative learning techniques taught by Drs. David and Roger Johnson of the University of Minnesota Cooperative Learning Center. Cooperative learning is designed to create a cooperative rather than competitive learning atmosphere in the classroom, thereby improving student outcomes by encouraging students to interact and learn from each other in small groups.

Initial feedback from the faculty was positive and in fall 2009, 17 faculty members designed and conducted 33 pilot sections using variations from the technique. Results from the pilot:

- In a comparison of 14 courses that had cooperative instruction with their traditionally taught counterparts, ten showed success rates that were five percentage points or higher than the traditional courses, three were slightly lower and one was five percentage points lower.
- Comparing cooperative sections taught by an instructor in fall 2009 with sections by the same instructor in 2008, we found ten showed an improvement over 2008 with nine of these increasing by more than five percentage points. Seven showed no improvement or slight declines, with two showing decreases of more than five percentage points.

- In eight of the fourteen courses, students persisted at a higher rate in the cooperative learning sections; of those eight courses, students persisted five percentage points or higher in seven. In six of the fourteen courses, students persisted at a lower rate in the cooperative learning sections; of those six courses, student persistence rates were five percentage points or more lower in two courses.
- Surveys were given to faculty and students using modified versions of instruments given to us by the Johnson brothers. Some highlights:
 - The top three responses from students on a scale of 5 (with 5 the highest) were: Students have an equal chance to succeed at 4.75; My teacher wants me to do my best at 4.74; and Hard work leads to success at 4.71. The three lowest were: Students learn what others know at 3.15; Students know each other well at 3.19; and Students share materials at 3.31.
 - 94.5% of the instructors were either satisfied or very satisfied with the experience of teaching in a cooperative format.
 - 55% of the instructors spent 52-75% of their class time on cooperative learning groups.
 - The majority of the respondents used two to three students per group.
- Plans are to send four faculty members to the Johnson's Academy this summer. Working in teams of two, these trainers will then teach one session of 15-20 faculty members in the technique a year. One will be a session with full-time faculty with the second session for adjuncts and new faculty members. Evaluation of outcomes will be ongoing.

No discussion of OCCC's cooperative learning training would be complete without recognizing that the college learned about the Johnson brothers' approach through a cross-talk with Patrick Henry Community College arranged by one of our coaches at the 2009 ATD Strategy Institute. After listening to the testimony of faculty members from Patrick Henry on the effectiveness of instructing in a cooperative setting, faculty and administrators from the OCCC were enthusiastic about importing the approach to the college. It's a great example of knowledge transfer that is one of the cornerstones of the ATD initiative.

Students

23. Please estimate the percentage of *students* involved in each of the following activities:

- _10% (CCSSE and ACT)_ Surveys
- _2% (implementation teams) - Focus groups
- _1 member (ATD Leadership Team) Student participation on planning or advisory committees
- __Other. Please provide the name of the activity:

24. **Please describe a particularly successful student engagement activity that is helping or has helped to improve student outcomes. Please include an estimate of the number of students involved.**

Though the college has had a manual process for early identification of at-risk students for some time, the program took a significant leap forward in fall 2009 with implementation of Datatel Early Alert software as part of OCCC's ATD Advisement initiative (we changed the name of OCCC's implementation to Retention Alert to more accurately reflect the scope of the program) The new system resulted in about the same number of referrals (569 in fall 2009 compared to 561 referrals in 2008), but significantly increased the number of student contacts – from 55 in 2008 to 148 in 2009.

A similar program, Probation Outreach, which was targeted at students on academic probation and enrolled in one or more developmental classes, showed some promising results. Of the target population of 693 students, the 60 students who had follow-up conversations with counselors persisted to the following spring semester at a 94% rate compared to 49% for the students who didn't participate. Efforts are underway to expand the program.

Finally, Academic Affairs and Student Services partnered to implement a new Faculty Advisor summer pilot. Fourteen faculty advisors were located in Student Development to assist with the academic advising workload. More than 266 students were served. Surveys indicated that more than two thirds of the students who participated had never seen an academic advisor, but nearly 80% now think it is important to meet each semester with a faculty advisor. Eighty percent also indicated they felt the interaction with the advisor helped them to be more successful in college.

Additional success, persistence and retention and participation data for all three interventions have been incorporated into the college's evaluation plan and will be reported next year.

External Community

25. In what ways have you engaged the *external community* in your ATD efforts this year? Check all that apply.
- Collaborative activities with K-12 schools to improve student preparation for college
 - Data sharing with local high schools
 - Collaborative activities with four-year institutions to improve student success
 - Collaborative activities with community organizations
 - Collaborative activities with employers.
 - Other. Please provide the name of the activity:

26. **Please describe a particularly successful *community* engagement activity that is helping or has helped improve student readiness and/or success. Please include an estimate of the number of community members involved.**

A prime example of a successful community engagement strategy has been OCCC's student-scheduled childcare initiative. In 2007, when the college was developing its strategic plan, community feedback stressed the availability of affordable childcare for students. As a result, a pilot program for evening students was initiated in 2008 with 9 student parents served (duplicated). In 2009, the program grew to include a daytime session with a total of 45 student parents served. Capacity of the program will be significantly increased later this year when the Child Development Center moves into a new facility, The OCCC Family and Community Education Center. *Success and persistence data of participating parents will be analyzed next year.*

Systemic Institutional Improvement

27. **Briefly describe how you have aligned your Achieving the Dream work with your institution's goals for improving student outcomes, other major initiatives designed to improve student success, and the institution's core activities, processes, and policies this year.**

The college views its ATD work as the umbrella for its major student success initiatives. In particular, the amount of cross-functional cooperation required to design and implement these institution-wide initiatives has strengthened and reinforced ties between the college's two main divisions, Academic Affairs and Enrollment and Student Services. Examples include the new faculty advisor pilot and the Retention Alert program.

28. **Briefly describe how you have aligned your Achieving the Dream work with the institution's ongoing accreditation activities.**

The college will be hosting a site evaluation team from the Higher Learning Committee for its self-study in 2011. Data and information about the college's ATD initiatives have been referenced in the draft reports for four out of the five Criteria Committees in the self-study: Criterion One, Mission and Integrity; Criterion Three, Student Learning and Effective Teaching; Criterion Four, Acquisition, Discovery and Application of Knowledge; and Criterion Five, Engagement and Service.

29. **Briefly describe your greatest Achieving the Dream accomplishment this year.**

The cooperative learning training referenced in Question 22 was a significant breakthrough, offering potentially big improvements in student outcomes.

30. **Briefly describe your greatest disappointment or setback (if any) with ATD this year.**

As we mentioned last year, we would have liked have been further along with several initiatives. The delay will have been worth it, however, if they prove to be as transformative as we are anticipating.

31. **In the summer of 2009, you received feedback on your 2009 annual report from MDC and your coach/data facilitator team. Have you incorporated that feedback into your practices and programs this year? If so, how? If not, why not?**

We found the feedback very useful, particularly on the need for cross-functional cooperation and developing an evaluation plan, and believe we have made progress on both suggestions. We are also on track to implement large portions of all five initiatives next year.

32. **Is there anything else you would like MDC or your funder (if applicable) to know about your work this year? Are there tools or technical assistance that the ATD partnership can provide to support Achieving the Dream on your campus?**

The college continues to place a high priority on its ATD initiatives and believes the model is fundamentally sound. We look forward to our final two years in the initiative and eventually earning leadership status. Our coaches and MDC contacts have been helpful and flexible.

Looking ahead, the data team will be analyzing results of disaggregated course completion data for selected developmental and gateway courses. The college will also be investigating P-20 initiatives designed to reduce the number of developmental students and increase the likelihood of student success through collaboration and information sharing with K-12 schools, though actual implementation of any programs will probably not take place for a couple years. Also, we will be reviewing different strategies for improving the outcomes African American students, including current programs offered by the college.

Section 2: Annual Interim Financial Report

Please use your *most recent budget approved by MDC* as the basis for your annual interim financial report. If you need help identifying your institution's most recently approved budget or in preparing your 2009 submission, contact Matthew Farmer at mfarmer@mdcinc.org early in your preparations.

On the most recently approved budget, add a column for expenses through March 31st to the right of this year's column. List this year's expenses through March 31st in this new column. **Unused funds from this year may be carried forward to next year without requesting approval, if they remain in the same line items.**

If you need to reallocate carryover funds and/or future funds, MDC must approve any budget modification. If you need to request a budget modification, please do so by emailing Matthew Farmer at mfarmer@mdcinc.org early in your preparations.

Connecticut Colleges Only:

- If you have expended all grant funds by March 31, 2010, this financial report will be your final one. It will be shared with the funder who can then close out your grant file.
- If you anticipate expending all remaining funds between March 31 and June 30, 2010, you will also need to submit an updated and final the financial report by **August 31, 2010** to mfarmer@mdcinc.org, showing that all funds have been expended.
- If you do not expect to expend all grant funds by the end of the grant term, June 30, 2010, please follow the instructions at the top of this page *and* include a brief (one page or less) no-cost extension request in Word with your report submission due April 30, 2010. If the financial report and no-cost extension are submitted properly and on time, we will contact you before June 30th regarding your no-cost extension.