

Annual Narrative & Financial Report

Rounds I, II, III & IV Institutions

Due April 30, 2009

Preparing Your Report

The annual report provides an opportunity to reflect on your 2008-09 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. For your reference, an excerpt from the Achieving the Dream Framework for Institutional Improvement has been included with these report guidelines as Attachment A.

In writing your report, you should assume the reader will *not* have prior knowledge about your institution's Achieving the Dream work. Your report will convey your progress most effectively if you briefly describe each intervention referenced and spell out acronyms that are unique to your institution or state. This report should cover your activities from May 2008 through April 2009.

Please note:

- All participating institutions, including self-funded sites, should submit a complete narrative and financial report
- Maximum length of narrative (sections I-V): 12 pages, double-spaced
- Interventions to Improve Student Success Online Tool: To fulfill compliance requirements, all colleges are required to upload current intervention descriptions and available evaluation data to the *Interventions to Improve Student Outcomes Online Tool* on the Achieving the Dream web site in conjunction with annual report submission; data for the Fall 2008 term must be entered by April 30, 2009; data from the Spring 2009 term must be entered by July 31, 2009
- All colleges should submit an updated contact list; see Appendix B

ATTENTION: Round I and Ohio Colleges

- If you are applying for designation as an Achieving the Dream Leader College, “Section IV: Systemic Institutional Improvement. Item 2. Detailed Intervention Description” of the annual report narrative will serve as your application documentation. *You will not need to make a duplicate submission.* For more instructions on completing this section, please see “Process for Identifying Achieving the Dream Leader Colleges Among Round I and Ohio Institutions.”

- If you have more than \$1000 of your grant funds remaining and would like to obtain permission to continue spending these funds through FY 2009-2010, please submit a letter, as a separate PDF file, with your annual report requesting a no-cost extension. If you do not request or receive a no-cost extension, you must remit all remaining funds to the granting institution. See “Section VI: Interim Annual Financial Report” for further instructions.

Submitting Your Report

- Reports are due April 30, 2009 by email to atd@mdcinc.org. Please include the words “ATD Annual Report” in the subject line.
- Please submit the report narrative and any related attachments as a single PDF file. Your budget and updated contact list should be submitted as Excel files.
 - Please use the following naming convention for your *narrative*:

COLLEGE NAME_2009 Annual Report_DATE OF SUBMISSION

- Please use the following naming convention for your *budget*:

COLLEGE NAME_2009 Annual Report Budget_DATE OF SUBMISSION

- **Round 1 and Ohio Colleges:** If you are requesting a no-cost extension, your letter should be submitted as a separate PDF file.
- 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 and to share that information with colleges and other partners, it is imperative that your responses are standardized and complete. **Please do not modify the format or questions of the report guidelines.** Fill in all of the appropriate checkboxes and tables and respond to the questions as written. Colleges that disregard the reporting guidelines will be asked to resubmit their report.

Questions?

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

Colleges making satisfactory progress will receive 2009-10 annual grants this summer. CollegeSpark Washington expects to make grants in August. Other Achieving the Dream funders will make grants by July 1.

Thank you. We look forward to reading your report!

The MDC Achieving the Dream staff

Achieving the Dream

Annual Narrative & Financial Report: April 2009

Name of Institution: *Oklahoma City Community College*

Date: *April 30, 2009*

Achieving the Dream Funder (if applicable): self - funded

Grant Number (if applicable):

Report submitted by:

Name: *Stu Harvey*

Title: *Executive Director of Planning and Research*

Phone: *405.682.7849*

Email: *sharvey@occc.edu*

I. Committed Leadership

a. How have the **president, chancellor, and/or campus CEO** participated in your Achieving the Dream work this year? Check all that apply.

Participated actively on the Achieving the Dream Core Team or equivalent working group

Regularly monitored the college's Achieving the Dream work

Made presentations about Achieving the Dream issues to:

faculty & staff

community groups

trustees

Other. Please describe: *Dr. Sechrist was the head of the leadership team, which met four times. He also attended two steering committee meetings and the annual strategy meeting in San Francisco.*

b. In what other ways has your institution shared information and lessons from your Achieving the Dream work and the student success agenda this year? Check all that apply.

X Web site

X Regular reports to trustees

Regular reports to faculty and staff

Regular reports to students

X Special Achieving the Dream reports

On-campus Achieving the Dream events

x Other. Please describe: *In addition to four AtD leadership team meetings and two steering committee meetings, five implementation teams met on a weekly or bi-weekly basis from October through April developing proposals or implementing action items to improve in five areas: gateway course success; developmental math success; online course success; expanding and improving advisement services; and increasing financial aid. In all, we estimate more than fifty faculty and staff were involved in these efforts.*

II. Use of Evidence to Improve Policies, Programs, and Services

IT and IR Capacity

a. Number of FTEs at your institution devoted to institutional research: Six

b. Has your institution upgraded its *institutional research* capacity this year?

No

x Yes

If yes, briefly describe the changes and their impact on the college: *A new position, Director of Enterprise Business Intelligence was created to develop enhancements and coordinate user requirements for our SAS-based institutional intelligence system. The system – or data warehouse – includes enrollment data on all credit students including demographics, admission status, delivery method and academic courses as well as a separate Persistence, Retention and Success (PRS) data with six years of comprehensive student success and course completion data. The PRS system is still in a “beta” mode.*

c. Number of FTEs at your institution devoted to information technology: 38 FTE

d. Has your institution upgraded its *information technology* capacity this year?

No

X Yes

If yes, briefly describe the changes and their impact on the college: *We added a second tier Datamart server for the SAS project. We added a CommVault Backup Appliance which has significantly reduced backup times. The new VMWare Stack has been installed on a SATA based Storage Area Network. This will provide us with a platform to support additional thin-clients. We have done a load balance on the Angel LMS to significantly improve up time (100% for Spring 09 so far).*

e. How has your institution used data in institutional decision making this year? Check all that apply.

X Program review and evaluation

X Strategic planning

X Budget preparation

Briefly describe your practices and their impact to date: *Detailed course success and persistence data were communicated and discussed at ATD leadership team meetings once a semester. In addition, detailed monitoring reports tracking the college's progress in achieving its operational and strategic targets were presented to the Board of Regents throughout the year. These data included market share and enrollment data; the ethnic and racial composition of the college compared to its service area; multi-year course completion, persistence and retention data; the results of graduate and employer surveys; and community participation in college sponsored events. Each report included a set of improvement strategies for addressing gaps. ATD cohort data and interventions were an integral part of these reports. Additionally, ATD course completion and persistence measures were incorporated in the annual plan.*

f. What institutional research challenges has the college faced this year? Check all that apply.

None

Too few IR staff positions

Unfilled staff positions

IR staff skill deficits

Difficulty retrieving useful, timely data

x Other. Please describe: *Developing the specialized skills to create reports in our new data warehouse has been a challenge.*

g. Has the institution analyzed longitudinal/student cohort data this year?

No

X Yes, and this use of data pre-dates Achieving the Dream

Yes, and we began this use of data after joining Achieving the Dream

If yes, what data did you use and how did you use it?

If no, please explain why:

h. Did the institution use data from the Achieving the Dream database to conduct these analyses?

No

x Yes

If no, please explain why:

Process for Identifying Achievement Gaps

i. Have you looked at any data this year to diagnose achievement gaps among groups of students?

No

x Yes

If yes, what data did you use? How did you use this analysis to develop and refine your intervention strategies? *Persistence and retention data for the ATD cohort; course completion data for developmental math courses; course completion data for five high enrollment, high failure gateway courses; the percentage of students who apply and receive financial aid; and retention/persistence data disaggregated by race/ethnicity and expected family contribution.*

If no, please explain why:

Process for Formulating and Evaluating Solutions

- j. What is the current status of your evaluation?
- Evaluation is still being designed
 - We have collected some early data
 - We have collected and analyzed 1-2 semesters of data
 - x We have collected and analyzed 3 or more semesters of data
- k. What obstacles (if any) have you faced in designing or conducting the evaluation?
How are you addressing these obstacles? *Although we had an abundance of data, we struggled with root cause analysis during our first year. We then heard about Dr. Kenneth Gonzales's focus group methodology, which was employed by a sister institution and brought in Dr. Gonzales to train five individuals at the college. These individuals then conducted focus groups for four of our implementation teams, which yielded some actionable information about underlying causes.*

III. Broad Engagement

Faculty and Staff

- a. In what ways have *full-time faculty* been actively engaged in your Achieving the Dream efforts this year?
- x Provided oversight or coordination of Achieving the Dream interventions
 - x Designed new student success initiatives
 - x Participated in focus groups related to Achieving the Dream interventions
 - x Participated in regular discussions related to Achieving the Dream interventions
 - Participated in professional development to further student success
 - x Participated in data collection and/or analysis
 - Other. Please describe: *Faculty professional development in collaborative learning is being organized for the summer of 2009.*
- b. In what ways have *part-time or adjunct faculty* been actively engaged in your Achieving the Dream efforts this year?
- Provided oversight or coordination of Achieving the Dream interventions
 - Designed new student success initiatives
 - x Participated in focus groups related to Achieving the Dream interventions
 - x Participated in regular discussions related to Achieving the Dream interventions

- Participated in professional development to further student success
- Participated in data collection and/or analysis
- Other. Please describe:

c. In what ways has staff been actively engaged in your Achieving the Dream efforts this year?

- x Provided oversight or coordination of Achieving the Dream interventions
- x Designed new student success interventions
- x Participated in focus groups related to Achieving the Dream interventions
- x Participated in regular discussions related to Achieving the Dream interventions
- x Participated in professional development to further student success
- x Participated in data collection and/or analysis
- Other. Please describe:

Students and External Stakeholders

d. How have you involved *students* in your work this year?

- x Surveys

Please list surveys conducted: *Four surveys – with faculty and students – were conducted by the Online implementation team. The college also conducted the ACT student opinion survey last year and will be administering CCSSE for the second time this spring.*

- Focus groups

Please describe: *Three faculty and four student focus groups were held for the Online implementation team and three student focus groups were done for the Developmental math team. Three additional groups for Gateway and three for Advisement are also scheduled.*

- x Students participated on planning or advisory committees

Please describe: *The leadership team has a student member.*

- x Other. Please describe: *Interviews were conducted by the Gateway implementation team members with faculty who had high success rates in selected gateway courses.*

e. How have you involved the *external community* this year?

- x K-14 collaboration

Please describe: *Discussions were held with the Oklahoma City Public Schools regarding potential developmental education partnerships. Additionally, OCCC's successful OKC-Go program offering free tuition to graduates in OKCPS was extended to the Western Heights school district. Subsequently, more than half the graduating class at Western Heights enrolled at the college.*

- Community Conversations, following Public Agenda model
- Community forums or meetings

Please describe: *President Sechrist gave several presentations to local and national groups during which he cited the college's involvement in ATD.*

- Other. Please describe:

- f. How have you shared information and lessons with external audiences?

- Conference presentations

Please list conferences:

- x Presentations to community groups: *Representatives from the college gave a presentation on ATD to the summer conference of the Career Technology centers.*

- Press releases
- Scholarly articles disseminated statewide or nationally
- Other. Please describe:

- g. Was your institution's Achieving the Dream work mentioned or featured in a local or nation print or electronic media story?

- No

- x Yes

If yes, please provide the reference. This may include web site links or URLs, the dates and pages on which stories were published in specific magazines, newspapers, or other publications and/or the dates stories were aired on specific radio or television stations. Please include items published periodically, monthly, or weekly as well as daily and community, neighborhood, city/town, regional, and state media outlets.

A television interview was conducted with the President and ATD project coordinator regarding the college's involvement with ATD.

V. Systemic Institutional Improvement

Institutional Management

Item 1. Progress in Implementing Proposed Interventions. Consult the most current version of your work plan to complete the following table. For each proposed intervention, indicate whether the intervention has been:

- **I:** Implemented as planned
- **D:** Delayed
- **M:** Modified
- **C:** Cancelled
- **S:** Taken to scale
- **OT:** Uploaded, with evaluative data, to the *Interventions to Improve Student Outcomes Online Tool*

You may add cells as necessary.

Interventions	I	D	M	C	S	OT
Implement developmental math course success initiatives including, ongoing professional development, refined placement procedures, and pilots of alternative delivery requirements (Dev. Math)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct study with recommendations on online course success focusing on student learning, faculty instruction, technology and student services (Online)			x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct study with recommendations on Gateway Course success focusing on collaborative learning and other instructional best practices (Gateway)			x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct study with recommendations on Advisement focusing on early alert, probation outreach, progress reports, withdraw alerts, distance advising, developing an online academic plan, a new advisement model and workflow. (Advisement)			x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convene a committee to study admissions process. Advisement				x		
Implement initiatives to increase the number of students who receive financial aid and the amount awarded including increasing awareness of financial aid among high school students, improving web-based marketing of financial aid, using student financial aid recruiters, increasing faculty and staff awareness of financial aid, creating a comment line on student fee statement and increasing awareness of financial aid among existing students. (Fin. Aid)	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Implement schedule adjustment for academic division tuition waiver program. (Fin. Aid)				x		
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- a. For those interventions that have been delayed, modified, or cancelled, please provide a more detailed explanation: *As indicated earlier, the college felt it necessary to gather more information – especially root or underlying cause data – in three areas: advisement, online course success and gateway course success. Significant time and energy have been devoted to this during 2008-9 and we are now confident we will have a set of actionable interventions for Year 3. The committee to study student admissions process was discontinued because it duplicated the work of other initiatives. The tuition schedule adjustment for the academic division waiver program was cancelled after consultation with those divisions.*
- b. What obstacles have you faced this year in implementing planned strategies and interventions? How have you addressed these challenges? *None.*
- c. What changes do you propose for next year? Why do you believe the proposed changes will produce better results? *Note: For the purposes of brevity, the items below are high-level summaries of the action items anticipated for the next two years (more than forty were identified). We have included 2011 because several initiatives are multi-year in nature.*

Summary of Action Items for FY 2010 - 11	Rationale
The developmental math group will realign the curriculum (using a “spiral” methodology) and customize placement procedures.	To ensure students are placed in the proper developmental level and to improve individual student outcomes through increasingly complex repetition of key concepts.
The college will provide a variety of orientation and training opportunities for students and faculty; improved technical	Abundant data from focus groups and surveys indicate the need (and desire) for more

<p>support; and better communication tools to facilitate online course success.</p>	<p>faculty and student training and orientation for our online courses.</p>
<p>Training opportunities in proven instructional techniques (collaborative learning) will be provided to faculty of selected Gateway courses and evaluated for efficacy in the classroom.</p>	<p>CCSSE data and student focus groups indicate that the need for improved classroom engagement at the college. The collaborative learning methodology we will be using was discovered and recommended at AtD's most recent strategy institute.</p>
<p>Full implementation of an automated early alert model; efforts to expand outreach to students on probation; withdraw alerts; and pilot implementation of a new advisement model will improve the delivery and effectiveness of advisement services.</p>	<p>Survey data and focus groups highlight the need for early interventions and improved communications with at-risk students.</p>
<p>A variety of techniques to communicate to students the availability of financial aid and to streamline processes for applying and awarding assistance have already yielded impressive results and will continue. New efforts to focus on aid to existing students and veterans will be added in 2010.</p>	<p>Students who have not applied for financial aid has emerged as one of the most powerful predictors for persistence at the college.</p>

See Appendix B for more detail

Item 2. Detailed Intervention Description.

- *ALL colleges are required to complete this section.*
- **Note to Round I and Ohio colleges:** If you are applying for designation as an ATD Leader College, please check the box below. The detailed intervention description will serve as your application documentation. For more information about this process, please see “Process for Identifying Achieving the Dream Leader Colleges Among Round I and Ohio Institutions.”

Our institution is applying for designation as an ATD Leader College.

a. Present credible evidence of increases in student achievement on at least one of the central Achieving the Dream measures during three or more years¹:

❖ Course completion

Successful completion in two of our three developmental math courses increased from Fall 2007 to Fall 2008.

- Math 0113, Beginning Algebra, increased 6.1 percentage points: from 39.3% (210 of 535 students) to 45.4% (201 of 443 students)
- Math 0123, Intermediate Algebra, increased 2.7 percentage points: from 44.9% (399 of 888 students) to 47.6% (453 of 951 students)

❖ Term-to-term and year-to-year retention

- The persistence rate (term-to-term) for Fall 2008 AtD cohort increased 2.5 percentage points from the Fall 2007 AtD Cohort: from 55.8% (1,801 of 3,230 students) to 58.3% (1,816 of 3,116 students)
- An ever- increasing gap in persistence can be seen over the previous four falls in our African American students. Starting in Fall 2004 with a 3.8 percentage point difference between overall AtD cohort persistence and that of African American students to a 9.1 percentage point difference in Fall 2007 AtD Cohort. In our Fall 2008 AtD cohort we saw this trend change. Fall 2008

¹ While at least three years of data are required for Round I and Ohio institutions' applications for ATD Leader College designation, all other institutions should base their documentation on Achieving the Dream work completed thus far.

AtD African-American students' persistence increased 6.8 percentage points from Fall 2007: from 46.7% (175 of 375 students) to 53.5% (201 of 376 students), which reduced the 2008 gap to 4.8 percentage points.

Alternatively, you may provide student success data on other measures relevant to the specific student success interventions undertaken. The documentation of increases in student achievement should be in an area where your institution has sought to improve overall student success or close gaps in achievement among student groups.

You are encouraged to present data on increases in the *rates* of student success as well as the *absolute numbers* of students succeeding, since the latter can be affected by changes in enrollment rather than in student performance.

b. Provide a brief description of at least one intervention you have implemented to achieve the documented improvement in student outcomes. The intervention(s) described should be of a sufficient scale to benefit a substantial proportion of the target population. *Low expected family aid contribution and the absence of financial aid are two significant predictors for low persistence and retention at the college. In 2007-8, the financial aid office embarked on series of outreach efforts to communicate the availability financial aid to prospective and existing students, and to make it simpler to apply. These included:*

- ❖ *Increased number or joint recruitment/ FA presentations to schools and agencies serving adult populations.*
- ❖ *Expanded marketing of FA on College homepage.*
- ❖ *Utilized currently enrolled students in the FA recruitment process.*
- ❖ *Created comment on student fee statement encouraging student to seek FA for help with tuition and fees.*
- ❖ *Used high school senior lists to inform prospective students to file the FAFSA.*
- ❖ *Increased number of FA presentations to Success in College & Life classes.*

- ❖ *Increased OCCC faculty and staff awareness of FA resources through distribution of Dept. of Education Counselor and Mentor Handbook and staff development sessions.*
- ❖ *Established a books and supplies program for late filing applicants for financial*

Item 3. Uploading data to the *Interventions to Improve Student Outcomes Online*

Tool. To fulfill compliance requirements, all colleges are required to upload current intervention descriptions and available evaluation data to the *Interventions to Improve Student Outcomes Online Tool* in conjunction with annual report submission.

Data for the Fall 2008 term must be entered by April 30, 2009. Data from the Spring 2009 term must be entered by July 31, 2009.

- x We certify that intervention descriptions and evaluation data for the Fall 2008 term are uploaded and up-to-date in the *Interventions to Improve Student Outcomes Online Tool*.

Item 4. Institutional Policies, Planning, and Funding.

- a. Have you aligned and integrated your Achieving the Dream work with core activities, processes, and policies of the institution this year?

No

x Yes

If yes, please describe: *Achieving the dream measures for developmental course completion, gateway course completion, overall course completion and persistence/retention with targeted improvement levels have been incorporated in the institution's Annual Operating Plan.*

- b. Have you aligned and integrated your Achieving the Dream work with campus-wide strategic planning processes?

No

x Yes

If yes, please describe: *Achieving the Dream is one of ten strategic initiatives listed in the college's 2007-2017 strategic plan. In addition, the ATD Project Coordinator is also chief planning officer of the college.*

- c. Have you aligned and integrated your Achieving the Dream work with on-going accreditation activities?

No

Yes

If yes, please describe: *Data compiled for ATD activities will be analyzed and used by the Committees who are responsible for the self-study in anticipation of the Higher Learning Commission's accreditation site visit in 2011.*

- d. Have additional *institutional* financial resources been committed toward Achieving the Dream interventions this year?

No

Yes

If yes, please complete the following table. You may add additional cells as necessary.

Source of funds	Approx. \$ amount	Which interventions are these resources supporting?
College E&G budget	\$24,000	Developmental math professional development and computers.
College E&G budget	\$30,000*	Gateway course success professional development.
College E&G budget	\$5,000	Online course success professional development
College E&G budget	\$11,000	Financial Aid record scanning system.
College E&G budget	\$9,000	Advisement software.
College E&G budget	\$1,800	Survey software, office supplies and focus group mailings.
College Auxiliary budget	\$2,300	Meetings and incentives for focus groups.

*Planned

- e. Have additional *external* financial resources been committed toward Achieving the Dream interventions this year?

No

Yes

If yes, please complete the following table. You may add additional cells as necessary.

Source of funds	Approx. \$ amount	Which interventions are these resources supporting?

Organization

a. Which standing committees or committees at your institution are responsible for guiding and monitoring Achieving the Dream and other efforts to improve student outcomes?

Achieving the Dream Core Team

Achieving the Dream Data Team

X Other. Please describe: *The ATD Leadership team composed of nearly 50 faculty, staff, a student, a Vice Chancellor from the State Board of Regents and a member of the OCCC Board of Regents is the policymaking body for our ATD efforts. As we move into the implementation phase of our initiatives, we will be reviewing the organization and making appropriate changes.*

Professional Development

a. What kinds of professional development opportunities did you provide for faculty and staff to reinforce student success efforts?

On-campus training on using data and research to improve programs and services

Off-site training on using data and research to improve programs and services

Induction and orientation activities for new faculty and staff that include an introduction to the student success agenda

x Other. Please describe: *In the summer of 2009, we are planning to host a training session for volunteer faculty members on proven collaborative learning methodologies. The project coordinator and head of the data team will also be hosting a couple FYI or in-service sessions for all interested employees in FY 2010.*

V. Summary of Accomplishments and Disappointments

a. Briefly describe your greatest accomplishment this year:

In tangible terms, our greatest accomplishments were the significant increases in completion rates in two of our largest developmental math courses (more than 4 percentage points). We also increased our fall to spring persistence rate from 55.8% to 58.1%. Finally, we have increased the amount of financial aid disbursed to students by 40% in the last couple years. More qualitatively, we have involved an increasing number of faculty and staff in analyzing student success data and making concrete recommendations for improvement. We are confident that if we maintain our momentum and rigor in evaluating our performance three, four or five years from now substantially more students will meet their educational goals at the college.

b. Briefly describe your greatest disappointment or setback (if any) this year? *We need to communicate more proactively with the college community and other stakeholders about the initiative. To that end, we will be devising a communications plan to discuss our involvement with key stakeholders.*

c. Is there anything else you would like MDC or your funder (if applicable) to know about your work this year? *A suggestion: The report for the budgeting process needs to be overhauled. The periods in the form that was sent to me were out-of-sync (you need to use the actual years i.e. 2007-8, 2008-9 etc. rather than the designation Year 1, Year 2 etc.). Also, a variance analysis is probably not the format I would suggest for reporting out the data: of much greater use would be the size of the annual expenditures by category (investments) and unit (i.e. collaborative training cost per faculty member etc.) in student success.*

VI. 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 Elizabeth Muller Busta at ebusta@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 a budget modification. If you need to request a budget modification, contact Elizabeth Muller Busta at ebusta@mdcinc.org.

Note to Round 1 and Ohio Colleges: If you have more than \$1000 of your grant funds remaining and would like to obtain permission to continue spending these funds through FY 2009-2010, please submit a letter, as a separate PDF file, along with your annual report requesting a no-cost extension. If you do not request or receive a no-cost extension, you must remit all remaining funds to the granting institution. If you have questions regarding this process please contact Elizabeth Muller Busta at ebusta@mdcinc.org.



Appendix A: Excerpt from “A Framework for Improving Student Outcomes and Institutional Performance”

VERSION 2.3
REVISED NOVEMBER 2007

Acknowledgements: This document is based on the Achieving the Dream *Framing Paper* and *Integrated Action Plan*, which present the conceptual foundations for the initiative, as well as on numerous discussions among the national partners to the initiative and with participating colleges. It also draws from the *Community College Inventory: Focus on Student Persistence, Learning and Attainment* by Byron and Kay McClenney. It was developed by the Community College Research Center and was reviewed by the Achieving the Dream partners, coaches, data coaches and colleges. Funding was generously provided by Lumina Foundation for Education. For more information on Achieving the Dream, see www.achievingthedream.org. For questions or comments on this framework, contact Davis Jenkins, senior research associate, Community College Research Center, Teachers College, Columbia University, at djenkins@tc.columbia.edu.

Achieving the Dream *Principles of Institutional Improvement*

The Achieving the Dream model of institutional performance improvement has four principles:

Committed leadership. The *Framing Paper* for the initiative states that presidential leadership “is essential to bring about institutional change that will improve student outcomes. The president or chancellor must have a vision for student success and equity and must be able to mobilize broad support for that vision throughout the college and community” (p. 11). The college’s board and faculty leadership also need to support an agenda for improving student outcomes.

Use of evidence to improve programs and services. The *Integrated Action Plan* (IAP) states that: “Achieving the Dream is data-driven and outcomes-driven. Colleges will cultivate the practice of using data to drive their decision-making, program evaluation and resource allocation” (p. 12). Decisions about how to organize, manage and fund instruction and student support services should be made based on evidence of what works to facilitate student success.

Broad engagement. While strong leadership from the top is necessary to change an organization, it is not sufficient. “To tackle an issue as important and complex as improving student success, a college must engage faculty, staff and administrators throughout the institution. Colleges should also seek input from students and the larger community” (*Framing Paper*, p. 9). Achieving the Dream recognizes that to bring about lasting change, “the behavior of people across the institution must change” (*Ibid*). Yet, simply securing input from faculty and staff is not enough. Institutions should encourage faculty and staff to take responsibility for student success and invite them to take the lead in efforts to improve the effectiveness of their programs and services. Working collaboratively to enhance student success can be a powerful form of professional development for faculty and staff.

Systemic institutional improvement. Achieving the Dream seeks to help colleges bring about changes that go beyond specific programmatic interventions and affect the culture and strategic operation of the institution. According to the IAP, participating institutions “will make significant and continuing changes in policies, budgetary and organizational structures, programs, and services to improve student outcomes” (p. 6). Institutionalizing a process of continuous, systemic improvement requires a commitment to reallocating resources (financial, human, etc.) in support of policies and practices found to be effective in improving student success.

Achieving the Dream believes that by following these principles, colleges will be able to build a “culture of inquiry and evidence” that will support continuous improvements in student success.

Achieving the Dream *Process* of Institutional Improvement

The initiative recommends that colleges implement the principles of institutional improvement through a five-step process.

Step 1: Commit to improving student outcomes. The college's senior leadership, with support from the board of trustees and faculty leaders, commits to making the changes in policy and resource allocation necessary to improve student outcomes, and organizes a team to oversee the process.

Step 2: Identify and prioritize problems. The college uses longitudinal student cohort data and other evidence to identify gaps in student achievement. A key premise of this approach is that once faculty and staff see that certain groups of students are not doing as well as others, they will be motivated to address barriers to student success. To ensure that they focus their resources to greatest effect, colleges are encouraged to prioritize the student achievement problems they plan to address.

Step 3: Engage stakeholders in developing strategies for addressing priority problems. The college engages faculty, staff and other internal and external stakeholders in developing strategies for remedying priority problems with student achievement based on a diagnosis of the causes and an evaluation of the effectiveness of previous attempts by the institution and others to address such problems.

Step 4: Implement, evaluate and improve strategies. The college then implements the strategies for addressing priority problems, being sure to evaluate the outcomes and using the results to make further improvements.

Step 5: Institutionalize effective policies and practices. The college takes steps to institutionalize effective policies and practices. Particular attention is placed on how resources are allocated to bring to scale and sustain proven strategies, and on how program review, planning, and budgeting are driven by evidence of what works best for students.

Colleges should continually repeat this process to bring about on-going improvements in student success over time.

Achieving the Dream *Indicators of Institutional Improvement*

The institutions participating in Achieving the Dream are required to submit to a common database longitudinal unit record data on cohorts of students that will be used to measure progress on five indicators over at least four years. The five indicators are the rates at which an institution's students:

- 1) Complete college remedial or "developmental" courses;
- 2) Complete "gatekeeper" courses, particularly the first college-level or degree-credit courses in math and English;
- 3) Successfully complete the courses they attempt;
- 4) Persist from term to term and year to year; and
- 5) Complete credentials.

Achieving the Dream expects that by the following its model of institutional improvement, participating institutions will be able to increase the rates at which their students succeed on the five indicators and close any substantial gaps in performance on the indicators among different groups of students by race and ethnicity, income or other characteristics.

The following table presents specific measures for each indicator. All of these measures are based on outcomes over a given time period (for example, three years) for cohorts of first-time, degree-seeking students who enter a given institution at the same time (for example, the fall term of a given year).

Measures for Achieving the Dream Institutional Performance Indicators	
Performance Indicator	Measure
1. Remedial course completion ^a	<ol style="list-style-type: none"> a. Math: % of cohort referred to developmental math that successfully completed highest level developmental math course. b. Reading: % of cohort referred to developmental reading that successfully completed highest level developmental reading course. c. English: % of cohort referred to developmental English that successfully completed highest level developmental English course.
2. Gatekeeper ^b course completion	<ol style="list-style-type: none"> a. Math: % of cohort that successfully completed "gatekeeper math" course. b. English: % of cohort that successfully completed "gatekeeper English" course.
3. Course completion	<ol style="list-style-type: none"> a. Ratio of successfully completed credits to attempted credits.
4. Persistence	<ol style="list-style-type: none"> a. Term-to-term: % of cohort that enrolled in the term following initial term of enrollment. b. Year-to-year A: % of cohort that enrolled in at least one term in the second year. c. Year-to-year B: % of cohort that enrolled in at least one term per year for a given number of years.
5. Credential completion	<ol style="list-style-type: none"> a. Associate degree: % of cohort that earned an associate degree. b. Certificate or diploma: % of cohort that earned a certificate or diploma. c. Still enrolled: % of cohort that enrolled in at least one term in the final year of the time period being examined.

Notes:

^a A student must earn a grade of C or better to successfully complete a course.

^b A "gatekeeper course" is the first college-level or degree-credit (non-remedial) course in a given subject area at an institution.

Appendix B

Achieving the Dream Action Plan FY 2009-10 and FY 2010-11

Developmental Math				
Description	Evaluation of Action Item	Completed in FY 2010 or FY 2011?	Budget Impact (Yes or No)	Lead Division
1. Complete proposed realignment of developmental math curriculum using "spiral" methodology and receive approval from the curriculum committee.	Proposal submitted and approved.	FY 2010	Yes, for reassigned time.	Academic Affairs
2. Develop supplemental materials for new curriculum and test (with portions of the plan).	Develop materials and test.	FY 2010	Yes, for reassigned time.	Academic Affairs
3. Full implementation of new curriculum.	Implementation of curriculum.	FY 2011	Yes for extended class time and for computer lab.	Academic Affairs
4. Class test new placement tests and compare with student success in class. Class test curricular modifications for new learning styles.	<ul style="list-style-type: none"> • Class test new placement tests • Test new learning style modifications. 	FY 2010	Yes, pay for additional tests.	Academic Affairs

Developmental Math Cont'd.				
Description	Evaluation of Action Item	Completed in FY 2010 or FY 2011?	Budget Impact (Yes or No)	Lead Division
5. Pair Math 0113 with SCL 1001 and Math 0123 with SCL 1001. Incorporate math study skills into some classes.	<ul style="list-style-type: none"> At least one section each of class pairings. Number of sections or courses incorporating math study skills. 	FY 2010	No	Academic Affairs
6. Professional development: conduct mini-conferences at all faculty meetings; hold Saturday conferences; and use video-taped presentations.	Number of mini-conferences, Saturday conferences and videotaped presentations.	FY 2010 and ongoing	Yes, we plan to pay stipends to presenters and for the participants.	Academic Affairs
7. Ongoing communication of changes.	Method and number of communications.	Ongoing.	Yes, small amounts for PR posters.	Academic Affairs
8. Add "P" (pilot) in Section Number.	Add "P" to Section Number.	Summer 2009	No	Academic Affairs

Online Course Success				
Description	Evaluation of Action Item	Completed in FY 2010 or FY 2011?	Budget Impact (Yes or No)	Lead Division
1. Implement a required orientation for students who are considering enrolling in an online course including: Angel training, computer literacy fundamentals, technology requirements, time management skills, online learning skills and course expectations.	<ul style="list-style-type: none"> • Creation of an online orientation in both online and on campus formats. • Number of students who take online orientation. 	Design 2010 and Implement in 2011.	Yes	Academic Affairs (IITS support)
2. Provide additional training as deemed necessary by the orientation experience (this could include 1103, online tutorials or workshops)	<ul style="list-style-type: none"> • Develop a process to identify needs and creation of appropriate training. • Number of students who complete preparatory training. 	2011	Yes	Academic Affairs (IITS support)

Online Course Success Cont.'d				
Description	Evaluation of Action Item	Completed in FY 2010 or FY 2011?	Budget Impact (Yes or No)	Lead Division
3. Improve tutoring and lab assistance services in existing labs and other areas of campus for online students. These interventions would include but not be limited to: adding tutors, lab staff, and supplemental instructors to Angel and other sections and giving them Angel or other appropriate training; and broadening access to these services for online students by including communications channels such as phone, email, chat, and other emerging technologies.	<ul style="list-style-type: none"> • Number of online sections with an assigned and trained course mentor (tutors, lab staff, supplemental instructors, etc.) • Number of labs using communication channels and other emerging technologies to assist online students. • Number of students accessing tutor assistance. 	<p>2010 for current staff</p> <p>2011 to increase TAP tutors and Sl's.</p> <p>Ongoing for Communication and emerging technologies.</p>	Yes	Academic Affairs (IITS support)
4. Monitor and analyze the reason for online student withdrawals. Implementation could be an online survey triggered by student withdrawal from the class.	Develop survey triggered by student withdrawal. Results will be analyzed each semester and presented to the Online Learning Committee for recommendations.	2011	Yes (note: Advisement initiatives)	Academic Affairs

Online Course Success Cont.'d				
Description	Evaluation of Action Item	Completed in FY 2010 or FY 2011?	Budget Impact (Yes or No)	Lead Division
5. Faculty/staff training. Provide initial and continuous training in the use of technology, Angel, and online instruction that is scheduled on a regular basis for faculty, lab staff, tutors, supplemental instructors, and others who help students. Topics for the online instruction portion would include, but not be limited to, course expectations, communication techniques, learning styles, OCCC online course standards, and response time for assignments and grading.	<ul style="list-style-type: none"> • Number of new adjunct and full-time faculty who participate in the initial training. • Number of adjunct and full-time faculty who participate in continuous training. • Number of staff who participate in training. • Participant satisfaction with training content and schedule. 	Create materials, develop schedules and begin training in 2010. Fully functional in 2011.	Yes	Academic Affairs (IITS support)

Online Course Success Cont.'d				
Description	Evaluation of Action Item	Completed in FY 2010 or FY 2011?	Budget Impact (Yes or No)	Lead Division
6. Online portal. Create a portal web page for online learning, including, but not limited to, links to Angel, the online bookstore, Mine Online, tech support, Financial Aid, Online Orientation, ECHO, Smarthinking, student testimonials, lab centers, library and Bursar. (Consider providing the portal link as online.occc.edu and the Angel link as angel.occc.edu.)	<ul style="list-style-type: none"> • Creation of online portal page. • Number of hits, including hits for each link on the page. • Quick feedback survey link on the web page (one or two questions). 	2010 ongoing.	No	Academic Affairs (Institutional Advancement and IITS support)
7. Tech support. Provide seamless, timely and effective tech support for online students and faculty. (Eventually tech support should be 24x7.) This support should resolve issues involving Angel, log-in, Datatel and other issues. Tech support should be a one-stop shop where users make contact and receivers work with OCCC staff to resolve problems, and users are not passed from office to office.	<ul style="list-style-type: none"> • Creation of a "one-stop" shop tech support team. • Faculty, staff and student satisfaction with problem resolution. • Number of tech support requests. 	2011 and beyond	Yes	IITS (Academic Affairs Support)
8. Improve Angel server performance to reduce downtime and problems at peak usage. Provide adequate Angel server capacity to support online components in all classes.	<ul style="list-style-type: none"> • Added server capacity. • Diminishing Angel server downtime and problems at peak usage. • User survey. 	2010	TBD	IITS (Academic Affairs and Student Services)

Online Course Success Cont'd.

Description	Evaluation of Action Item	Completed in FY 2010 or FY 2011?	Budget Impact (Yes or No)	Lead Division
<p>9. Datatel integration. Integrate Datatel with Angel to handle issues including, but not limited to, the following: grade book integration between Angel and MineOnline, registration, deregistration of students not completing pre-requisites, and delayed Angel log-in for late enrolling students.</p>	<ul style="list-style-type: none"> • Implementation of deregistration before the beginning of the semester of students who do not complete prerequisites. • Integration of Angel's grade book with Datatel • Decreased log-in wait times after late enrollment from 24-48 hours to 12 hours. 	2010	TBD	Co-leads: IITS, Academic Affairs and Student Services.
<p>10 The Online Faculty Task Force should become an official standing committee that meets monthly. Members would include representatives from each division, an academic dean and representatives from the Online learning office. Issues that currently need to be addressed include: establishing official OCCC online course standards, orientation, online portal, faculty/staff training, and Angel administrative practices. (Examples: Master courses, Learning Object Repositories, Angel components, and use of Angel in on-campus sections) and course development/design compensation.</p>	<ul style="list-style-type: none"> • Creation of an Online Standing Committee as an official college committee. • Electronic minutes from monthly meetings, which include progress on AtD recommendations. • Online faculty surveys/focus groups. 	Committee created.	Yes	Academic Affairs (IITS support)

Online Course Success Cont.'d

Description	Evaluation of Action Item	Completed in FY 2010 or FY 2011?	Budget Impact (Yes or No)	Lead Division
11. Periodic review and updating of recommendations should be in consultation with the Online Learning Committee.	<ul style="list-style-type: none"> • Reports to AtD meetings. • Electronic minutes from monthly meeting of the Online Learning Committee, which will include progress on AtD recommendations. 	Ongoing	Yes	Academic Affairs.

Gateway Course Success

Description	Evaluation of Action Item	Completed in FY 2010 or FY 2011?	Budget Impact (Yes or No)	Lead Division
1. Complete study with recommendations and associated measurement.	Complete study.	FY 2010	Yes	Academic Affairs
2. Develop sections using collaborative learning design for five selected gateway courses.	<ul style="list-style-type: none"> • Number of sections taught. • Student success rates in collaborative sections vs. comparison group. 	FY 2010	Yes	Academic Affairs

Gateway Course Success

Description	Evaluation of Action Item	Completed in FY 2010 or FY 2011?	Budget Impact (Yes or No)	Lead Division
3. Conduct a follow-up or second session of collaborative learning training.	Number of faculty participating.	FY 2010	Yes	Academic Affairs.

Improving Advisement

Description	Evaluation of Action Item	Completed in FY 2010 or FY 2011?	Budget Impact (Yes or No)	Lead Division
1. Full implementation of Datatel's Early Alert product.	<ul style="list-style-type: none"> • Usage by faculty and students. • Faculty and student satisfaction with product and process. 	FY 2010 (Fall)	Yes	Student Services (Academic Affairs and IITS support)
2. Probation outreach. Expand and modify pilot outreach efforts based on Appreciative Advising theory.	<ul style="list-style-type: none"> • Number of students participating. • Student satisfaction surveys. 	FY 2010	Yes	Student Services

Improving Advisement Cont.'d

Description	Evaluation of Action Item	Completed in FY 2010 or FY 2011?	Budget Impact (Yes or No)	Lead Division
<p>3. Progress reports. Note: there is a current pilot using the Angel gradebook function to aid students in tracking progress in the course (17 faculty members are now participating.) The team recommends the project be expanded as deemed necessary by the data collected. Additional training for faculty in the use of the gradebook is planned for Fall 2009.</p>	<ul style="list-style-type: none"> • Student satisfaction surveys. • Student success, persistence and retention data. 	FY 2010	Yes	Student Services (IITS and Academic Affairs in support)
<p>4. Withdraw alerts. After Datatel Retention Alert product is implemented, explore expansion to use program for reaching out to students who withdraw for "exit survey" data.</p>	TBD based on the nature of the withdraw alert program's specific structure.	FY 2011	Yes	Student Services
<p>5. Distance advising. Select distance advising product and implement.</p>	TBD based on the nature of the final plan.	FY 2011	Yes	Student Services (Academic Affairs and IITS in support)
<p>6. Online academic plan. Implement Student Course Planning and Smart Registration component of the e-advising suite offered through Datatel.</p>	<ul style="list-style-type: none"> • Student usage. • Student satisfaction surveys. • Academic advisor feedback. 	FY 2010	Yes	Student Services (Academic Affairs and IITS in support)

Improving Advisement Cont.'d

Description	Evaluation of Action Item	Completed in FY 2010 or FY 2011?	Budget Impact (Yes or No)	Lead Division
7. Advisement model. Pilot use of 1 to 4 faculty advisors from each division on an adjunct contract to provide four hours of academic advising capability in the central office each week.	<ul style="list-style-type: none"> • Student satisfaction surveys. • Student usage. • Academic advisor feedback 	Pilot begins in Fall 2009.	Yes	Student Services (Academic Affairs in support)
8. Workflow. Between 2009 and 2011 review the processes and forms listed below. Adjust processes and implement electronic forms as appropriate: <ul style="list-style-type: none"> • Diversified studies contracts • Overrides • Declaration of major • Updating student data • Faculty approved electives • Registration forms 	Ongoing feedback from academic and faculty advisors, and others as appropriate.	FY 2011	Yes	Student Services (Academic Affairs in support.)

Increasing Financial Aid

Description	Evaluation of Action Item	Completed in FY 2010 or FY 2011?	Budget Impact (Yes or No)	Lead Division
1. Increase number of joint recruitment and financial aid presentations to schools	Number of presentations.	FY 2010 and FY 2011	No	Student Services
2. Financial aid presentations at all new student orientation sessions.	Number of presentations.	FY 2010 and FY 2011	No	

Increasing Financial Aid Cont'd.

Description	Evaluation of Action Item	Completed in FY 2010 or FY 2011?	Budget Impact (Yes or No)	Lead Division
3. Enhance features and marketing on web page.	New enhancements.	FY 2010	No	Student Services
4. Use students in recruitment process.	Number of students participating in financial aid recruitment process.	FY 2010 and FY 2011	No	Student Services
5. Use high school senior lists to inform prospective students to file FAFSA.	Number of students informed.	FY 2010 and FY 2011	No	Student Services
6. Increase the number of financial aid presentations to SCL classes.	Number of presentations	FY 2010 and FY 2011	No	Student Services
7. Complete Counselor and Mentor's handbook.	Complete handbook	FY 2010	No	Student Services
8. Conduct outreach activities focused on community-based agencies serving adults and families.	Number of meetings.	FY 2010 and FY 2011	No	Student Services
9. Conduct a financial aid event for current students to encourage early filing of FAFSA and provide financial aid information.	Conduct event.	FY 2010	Yes	Student Services
10. Enhance financial aid and veteran's services website to update for 2009-2010 academic year and for changes in HEOA and new G.I. Bill.	Complete changes.	FY 2010	No	Student Services

Increasing Financial Aid Cont'd.

Description	Evaluation of Action Item	Completed in FY 2010 or FY 2011?	Budget Impact (Yes or No)	Lead Division
11. Organize financial aid department to expand the number of full-time staff working on the front counter.	Complete reorganization.	FY 2010	No	Student Services
12. Develop a professionally oriented student loan and financial literacy service to accommodate increase d volume.	Implement service.	FY 2010	Yes	Student Services
13. Use early contact with May 2009 High School graduates who are eligible for the Oklahoma Promise program to encourage completion of FAFSA for the 2009-10 academic year.	Contact graduates.	FY 2010	Yes	Student Services
14. Contact concurrently enrolled high school seniors to encourage early FAFSA filing and enrollment at OCCC after graduation.	Contact graduates.	FY 2010	Yes	Student Services
15. Insure Financial Aid and Veteran's Services is prominently displayed on college website.	Enhance website.	FY 2010	No	Student Services
15. Continue to improve financial aid processes such as work flow and online forms in collaboration with Enrollment and the Director of E-Services.	Improve processes	FY 2010	Yes (E-Services)	Student Services
16. Insure financial aid information is available on the department's website and key college documents i.e. clearly explain the cost of attendance and impact of financial aid to reduce cost to families: "net cost."	Make information available	FY 2010 and FY 2011	No	Student Services