

## **Annual Reporting Guidelines** ***Due April 30, 2011***

All Achieving the Dream institutions including self-funded sites and continuing colleges must complete the annual report submission. Timely completion of this report is required to remain in good standing.

The annual report provides an opportunity to reflect on your institution's 2010-2011 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 2010 through April 2011.

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.

In the past, colleges have been required to upload information on their ATD interventions to the Interventions to Improve Student Outcomes Online Tool twice a year. Based on feedback from ATD stakeholders, including colleges, we are working to improve the Online Tool. In the interim, updating your entries on the Online Tool is optional and information on each college's interventions will be collected on the chart in question 10. This information will then be compiled into a searchable spreadsheet and made available to all ATD colleges and founding partners.

### Leader College Applications:

All institutions submitting an annual report have the option of applying for Leader College status. Colleges can apply for Leader College status through this report submitted by April 30<sup>th</sup> *OR* choose to apply by July 1<sup>st</sup> in a separate submission. The later option is available to those colleges needing spring 2011 data to meet the Leader College requirements. No Leader College applications will be accepted after July 1, 2011.

### NOTES:

- **There are no fees associated with Leader College designation.**
- **Your answers to question 11 of the report will serve *both* as part of your annual report and as your Leader College application (if applicable).**



### Submitting Your Report

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.

Email the following to [info@achievingthedream.org](mailto:info@achievingthedream.org) by April 30:

- Report Narrative
- Annual Financial Report (Not applicable for Round 1 & 2 colleges)
- Updated Contact List (Use template provided)

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\_2011 Annual Report (Narrative or Budget)\_4.30.11*

Use the following naming convention for your *updated contact list*:

*College Name\_Contact List\_4.30.11*

### Note to Institutions Receiving Foundation Grants:

Colleges making satisfactory progress will receive 2011-12 annual grant installments this summer.

Questions?

Email [info@achievingthedream.org](mailto:info@achievingthedream.org). Please include the words "ATD Annual Report Question" in the subject line.

Thank you. We look forward to reading your report!

*Achieving the Dream and MDC*

## Achieving the Dream Annual Narrative & Financial Report: Due April 30, 2011

Name of Institution: Oklahoma City Community College

Submission Date: April 30, 2011

Achieving the Dream Funder (if applicable): NA

Grant Number (if applicable): NA

Applying for Leader College Status:  Yes, in this report  Yes, by July 1  No

Name and e-mail of contact person regarding this report: Stuart Harvey,

[sharvey@occc.edu](mailto:sharvey@occc.edu)

Begin report narrative:

**Answer Questions 1-3 For Each of the Four Principles of Institutional Improvement** (for a description of the four principles please see page 8 of the Field Guide for Improving Student Success for a description of Committed Leadership):

1. **Briefly describe your greatest accomplishment in each principle since joining ATD.**

**1. Committed Leadership**

*In fall 2010, OCCC implemented a complete redesign of its developmental math curriculum which is now called College Prep Math (CPM) (The improved results will be discussed in a later section of the report.) This achievement would not have been possible without the leadership of the Department Director, the entire faculty as well as countless others from across the college community. After trying various limited interventions, such as accelerated courses, none were deemed significant enough by the department and an entirely new course curriculum, using a blend of delivery methods, was implemented in less than two years.*

**2. Use of Evidence**

*The College Prep Math sequence mentioned above incorporated a large increase in the number of 8 week sections based on ATD data showing higher success rates in 8 week courses. Additionally, because of persistently wide discrepancies in the success rates of online and traditional developmental math courses (online were much lower), it was decided that almost all CPM sections would be taught in the classroom. Also, data showing reduced success from our lowest level developmental reading students has prompted the college to examine the cut scores for those courses. Serious discussions are underway about the feasibility of providing non-credit literacy training to those students who do not qualify for college-level work.*

### **3. Broad Engagement**

*In 2009, the first cadre of 19 OCCC faculty and staff received training on cooperative learning from nationally recognized experts, David and Roger Johnson. An additional 37 faculty will have received the training by the end of FY 2011 from two sources: another session by the Johnson's and additional sessions taught by 6 faculty and staff who participated in "train the trainer" workshop last summer. Because of this additional capacity, the college has a goal of training more than 50-60 faculty members in FY 2012, which will bring the cumulative total to 120 faculty members who have been trained, designed and have taught at least one cooperative course.*

### **4. Systemic Institutional Improvement**

*Between FY 2007-FY 2010 financial aid disbursed to students increased by 254% from \$17.6 million to \$44.7 million. The unduplicated number of students who received financial aid also increased more than 25%. This is important because data at the college has consistently shown that the persistence of students who applied for financial aid is 15-20 percentage points higher than students who don't. The college's ATD Financial Aid initiative, which has been led by the Financial Aid Department, accomplished this increase through targeted outreach activities to inform students and their parents about the availability of financial aid and process redesign to streamline and improve services.*

## **2. What resources, internal and external, helped you make those accomplishments described above?**

### **1. Committed Leadership**

*The Math faculty participated in numerous professional development activities ranging from the use of manipulatives to seminars by nationally- recognized experts on math study skills. Insights gleaned from these sessions were used in the development of the new curriculum. Most of the funds used for this professional development were provided through the college's Achieving the Dream initiative. Additionally, the new curriculum could not have been implemented without the strong support of the college's curriculum committee that approved hundreds of prerequisites and course pathways; the Financial Aid Department, which made significant changes in its processes to accommodate the increased number of eight week students; and advisors in student development who had to be familiar with the new courses and their requirements.*

### **2. Use of Evidence**

*The ATD Data Team and the college's Institutional Effectiveness Department developed much of the longitudinal and disaggregated data used in the Math redesign.*

### **3. Broad Engagement**

*The college's Achieving the Dream initiative has supported the diffusion of cooperative learning in several ways. First, a portion of the college's ATD budget paid for Roger and David Johnson, who head up the University of Minnesota's Center for Cooperative Learning, to train the first two cadres of instructors. Second, each instructor is provided a stipend from the ATD budget to attend the training and to design at least one cooperative section in the following semester. Third, to ramp up the effort, the ATD initiative paid for six faculty and staff to receive "train-the-trainer" training at the Center for Cooperative Learning in Minnesota. Finally, the ATD initiative supports periodic "brown bag" lunches for trained faculty to discuss challenges and ideas they have had in implementing cooperative learning in the classroom.*

### **4. Systemic Institutional Improvement**

*ATD provided funding for materials used in the Financial Aid outreach initiatives.*

## **3. Briefly describe the greatest challenges impeding your progress on each principle.**

### **1. Committed Leadership**

*Early on, there was some confusion about how analysis and implementation of the initiatives should be carried out cross-functionally. However, this was resolved by designing implementation teams that included representatives from our two "line" divisions – Academic Affairs and Enrollment and Student Services. We believe that this has been a major benefit of our ATD involvement – learning how to design and manage institution-wide student success initiatives using cross-functional teams. It is emphasized at every ATD Leadership team meeting.*

### **2. Use of Evidence**

*As we mentioned in last year's report, after the first year of our ATD involvement we had developed and communicated a massive amount of data showing "gaps" in a variety of places. However, we lacked a tool to determine root causes. We then became familiar with the focus group methodology used by Ken Gonzales at a sister institution and used it extensively with success in designing our interventions.*

### **3. Broad Engagement**

*Although the college had been routinely reporting aggregate course success and retention data for a number of years before our involvement with ATD, course success data of instructors had not been used in analyzing completion rates. When we began furnishing this data to instructors there was some concerns raised about how the data would be used. However, this data is*

*now being disseminated twice a year and improvements in the report showing the number and percentage of students who withdrew at various milestones during the semester were suggested by the faculty and will be incorporated in the report distributed this fall to all instructors.*

#### **4. Systemic Institutional Improvement**

*Since most of our implementation has taken place during a significant increase in enrollment (+25%) we have been challenged in attempting to disaggregate this impact from other, more actionable performance concerns. The increase in at-risk/at-promise students (as we call them) has undoubtedly had an impact though we believe this can be largely overcome with effective implementation of our initiatives. The other challenge is that the kind of systemic improvement we achieved with our Financial Aid and our Math initiatives simply take time. We are proud that four of our five initiatives – Advising, Math, Financial Aid and Online – were implemented at scale and a fourth, Cooperative Learning, will be at scale by the time our formal five year commitment is complete. Though the data are mixed, tangible improvements in course completion and/or retention have been recorded in the Advising, Math, Financial Aid and Cooperative learning initiatives.*

#### **4. What institutional research challenges has the college faced this year? Mark 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:

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

*The Planning and Research Department has converted an existing position – Director of Enterprise Business Intelligence to Director of Performance Measurement, which is in line with our increasing use of evidence and data to manage our business.*

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

*The college has been tracking longitudinal cohort success data since before our involvement with ATD. Below is a table that summarizes major performance gaps (+/-) for the college's ATD cohort.*

Performance Gap	Response
Between FY07-10, online course success lagged classroom course success by -3 to -11 percentage points. This was particularly worrisome because online was and is the college's fastest growing delivery method.	Created an online orientation for students to assist with navigation and "do's" and "don'ts" of taking online courses
Between FY07-10, the persistence of students who applied for financial aid (in the ATD cohort) ranged from 17-20 percentage points higher than students who didn't apply.	The ATD Leadership Team created a Financial aid initiative to increase the number of students who apply for financial aid and amount disbursed through educational outreach and streamlined processes. Percentage of students applied increased from 44% in 2007 to 59% in 2010 and amount disbursed nearly tripled. Subsequent student surveys indicated increased satisfaction levels with financial aid understanding and services.
Developmental Math success rates were 10-15 percentage points below those of gateway courses.	New College Prep Math curriculum reduced overall developmental/gateway gap by 5-10 percentage points.
African – American persistence gaps have lagged the overall average from -5 to -9 percentage points over the last four years.	An At-risk Student Task Force has been formed to investigate potential mentoring and case management approaches for African Americans and other at-risk groups.

*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.*

**7. In what ways have you engaged the external community in your ATD efforts this year? Mark 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 type of the activity: *The college plans to work with two of its major feeder school districts on a data sharing pilot in the summer of FY 2011. This is expected to be the first step in a multi-year collaboration targeted at reducing the number of students requiring remediation at the college.*

**8. 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, accreditation and the institution's core activities, processes, and policies this year.**

*Both as institutional priority and as a measurement framework, Achieving the Dream is now deeply embedded in the fabric of OCCC performance management culture. At the strategic level, ATD is listed as the first (of ten) initiatives in its Strategic Plan, **The Way Forward and Why it Matters**, which was adopted in 2007 – not coincidentally the first year of the college’s ATD involvement. The college’s ATD efforts are also closely aligned with the Board of Regents’ five **ENDs** for the college (ENDs are a term for high level objectives used in Policy Governance, the governance model adopted by the college a decade ago). **Core Indicators** with targets for measuring the progress of the college in achieving these ENDs are then identified for the college’s **annual plan** and annually reported with evaluations – **green** for on-target, **yellow** for monitor and **red** for below target – by senior functional managers to the board. Longitudinal data on a wide variety of course success, persistence, and graduation data (as well as many others such as the racial/ethnic composition of the student body) are provided for context and history. The latest available ratings for those measurements relevant to the college’s ATD initiatives are listed in the 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	Monitor
Student Success	Fall-to-Spring Persistence	At or above prior year	Monitor
Student Success	Fall-to-Fall Retention	At or above prior year	On target
Student Success	Three Year Progression	At or above prior year	On target
Student Success	Number of graduates	At or above prior three year average	On Target

### HLC Accreditation

*The college is currently in the process of completing its self-study in anticipation of a site visit from the Higher Learning Commission (HLC) in October 2011. ATD data or information about the college’s ATD initiatives has been extensively incorporated into supporting documentation for four of the five HLC criteria: Mission and Integrity; Preparing for the Future; Student Learning and Effective Teaching; and Acquisition, Discovery and Application of Knowledge.*

### **9. In the summer of 2010, you received feedback from ATD on your 2010 annual report or implementation proposal. Have you incorporated that feedback into your practices and programs this year? If so, how? If not, why not?**

- ✓ *We have continued to do significant analyses (including numerous sub-groups including age, gender, race/ethnicity, developmental status, enrolled or not in student success class, expected family contribution etc.) of student cohorts and report these results to the ATD Leadership team every semester.*
- ✓ *We have regularly disaggregated student data to identify achievement gaps with control groups (retention alert contact vs. not contact, African American vs. overall averages etc.)*

- ✓ *See information above about growth of cooperative learning at the college. Note that both students and instructors were surveyed about their satisfaction with various aspects of the cooperative learning experience as well as class design.*
- ✓ *Early Alert managed 1,100 cases last year with nearly a 300% increase in student interactions (which is directly related to persistence).*
- ✓ *Faculty involvement in ATD has been greatly broadened with the increased participation in cooperative learning.*
- ✓ *Most of our interventions were implemented at scale.*
- ✓ *See answer to Question 8.*
- ✓ *We are continuing to implement all of our interventions. Additionally, we are investigating the feasibility of addressing the performance gaps of our African American students and will be discussing data sharing with local school districts as the first step in a multi-year P-20 initiative.*

**10a. Provide brief descriptions of your ATD interventions/strategies in the chart below. Add charts as needed, limit 10. Adjust column and row sizes as necessary.**

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading / N/A	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
1) New Developmental Math Curriculum - Advisement	Spring 2010	Advising	Math	Academically Underprepared Students	3011 students 20.4% of Fall 2010 student population	4443	All students enrolling in developmental math will take placement test	100% of students enrolling in developmental Math took placement test
Intervention Description: The new developmental Math curriculum is a complete course redesign to ensure vertical course alignment into college level math courses. This redesign not only affected course content, but also teaching strategies, format of course, collaboration between instructors, and much more.								

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading / N/A	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
2) New Developmental Math Curriculum - Developmental Education	Fall 2010	Developmental Education	Math	Academically Underprepared Students	3011 students 20.4% of Fall 2010 student population	4443	<p>1) Course success increases over past year</p> <p>2) Subsequent courses success increases over past year</p> <p>3) Persistence rate for developmental Math students will exceed the AtD Cohort persistence rate for same period of time</p>	<p>1) Overall success rate for all dev math courses in Fall 2010 was 55%, which is a 9 percentage point increase from the previous 3-year average success rate</p> <p>2) A full year of data for subsequent course completion is not available at this time</p> <p>3) 68% of developmental Math students persisted to Spring 2011 compared to 58% of the AtD Fall 2010 Cohort</p>

							4) Retention rate increases over past year	4) Retention rate is not available at this time
Intervention Description: The new developmental Math curriculum is a complete course redesign to ensure vertical course alignment into college level math courses. This redesign not only affected course content, but also teaching strategies, format of course, collaboration between instructors, and much more.								

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading / N/A	Target student group(s)**	Estimate number of students benefiting per semester/ quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
3) Online orientation	Spring 2011	Online students	N/A	Students enrolled in online course(s)	4853 students 34% of Spring 2011 student population	4853	1) Increase student success in online courses over past year  2) Reduce success gap between traditional and online sections of same course	1) No data available at this time  2) No data available at this time
Intervention Description: An online orientation was developed and implemented in Spring 2011 for students enrolling in Fall 2010. If a student failed to successfully pass the orientation, online tutorials were available on various components of the orientation as well as recommending enrollment in our introductory Computer Science course. After a student reviewed the needed tutorials, they could retake the orientation. This would assist in ensuring that students were technically prepared to succeed in an online course.								

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading / N/A	Target student group(s)**	Estimate number of students benefiting per semester/ quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
4) Develop and instruct courses using cooperative learning (CL)	May 2009	Gatekeeper courses, developmental education and others	ART, COM, ENGL, HUM, JB, PHIL, BUS ECON, CS, BIO, CHEM, MATH,	Initially students in Gatekeeper courses and Developmental Education, but expanded to include	1232 in Fall 2009 students 8.7% of student population	5330	1) Increase the number of faculty trained in CL  2) Increase number of sections taught using CL  3) Student success is higher in sections using CL than in sections not using CL within the same course	1) Increased from 18 to 53, 194% increase  2) Increased from 51 to 140, 175% increase  3) a) <b>Fall 2009</b> , 71% of the CL sections had a higher success rate than the non-CL sections b) <b>Fall 2010</b> , 53% of the

			GEOG, HIST, POLSC, PSY, Learning Skills, Success Course	any discipline			<p>4) Student success is higher in all sections using CL combined than in all sections not using CL</p> <p>5) Students in CL sections persist and are retained at a higher rate than students in non-CL sections of the same course</p> <p>6) 75% or more of students in CL sections are satisfied or very satisfied with CL</p> <p>7) 75% or more of faculty using CL are satisfied or very satisfied with CL</p>	<p>CL sections had a higher success rate than the non-CL sections</p> <p>4) a) <b>Fall 2009</b>, 70.5% student success rate for CL sections vs. 63.3% for non-CL sections b) <b>Fall 2010</b>, 64.7% student success rate for CL sections vs. 59.6% for non-CL sections</p> <p>5) a) <b>Fall 2009</b>, 64% of CL sections had a higher persistence rate than the non-CL sections b) <b>Fall 2010</b>, 48% of the CL sections had a higher persistence rate than the non-CL sections</p> <p>6) <b>Spring 2010</b> - 96% were satisfied or very satisfied <b>Fall 2010</b> - 95% were satisfied or very satisfied</p> <p>7) May 2009 trained faculty, 95% satisfied or very satisfied May 2010 trained faculty, 100% satisfied or very satisfied</p>
<p>Intervention Description: Train full-time and part-time faculty in the use of cooperative learning (CL) in their courses. Training was initially provided by the Johnson brothers to 18 faculty in May 2009 who implemented this teaching strategy in 51 sections in Fall 2009. The number of trained faculty has increased to 53 with a projection of a total of 127 faculty training in CL by end of FY 2012. Likewise the number of sections in which CL was used has grown from 51 sections in Fall 2010 to 140 sections in Spring 2011.</p>								

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading / N/A	Target student group(s)**	Estimate number of students benefiting per semester/ quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
5) Increase percent of students applying in AtD Cohort; increase number of all students receiving Financial Aid and amount disbursed	Fall 2008	Equity Financial Aid	N/A	Financial Aid status	2,264 in Fall 2010 AtD Cohort  7,988 applied in Fall 2010 which is 54% of the Fall 2010 population	7,500 in AtD Cohort to date Over 40,000 in overall student population	1) Increase percent of AtD Cohort applying for Financial Aid  2) Increase number of recipients of Financial Aid over previous year  3) Increase amount of financial aid dollars awarded over previous year	1) Starting in Fall 2007 (first AtD Cohort) 45% of the Cohort applied for Financial Aid; this percentage has steadily increased through Fall 2010 AtD Cohort in which 59% applied  2) <b>FY 2007</b> - 7,820 baseline <b>FY 2008</b> 8.0% increase <b>FY 2009</b> (4.7%) decrease <b>FY 2010</b> 22.2% increase  3) <b>FY 2007</b> - \$18,065,045 baseline <b>FY 2008</b> -, 52% increase <b>FY 2009</b> 17% increase <b>FY 2010</b> 35% increase
Intervention Description: An analysis of ATD cohort data revealed that students who apply for financial aid persist and are retained at significantly higher rates than those who do not receive financial aid. Since benchmark data revealed the number of financial aid recipients and the amount disbursed was at or below figures for comparable institutions, initiatives to increase financial aid availability through an education campaign and improved workflows were implemented.								

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading / N/A	Target student group(s)**	Estimate number of students benefiting per semester/ quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
6) Summer faculty advisors	Summer 2009	Advising Student Support Services	N/A	Students with 30+ successful college-level credit hours in specified major	200, which is over 3% of the total student population	434	<p>1) Increase number of students per advisor</p> <p>2) 75% or more of students participating believe it is important to meet with a faculty advisor and feel that the meeting met their expectations</p> <p>3) Participants enroll for fall semester</p> <p>4) Participant persistence will exceed AtD Cohort for same period of time</p>	<p>1) <b>Summer 2009</b> - 14 advisors saw 249 students. 17.8 students per advisor <b>Summer 2010</b>- 10 advisors saw 185 students, 18.5 students per advisor</p> <p>2) <b>Summer 2009</b> - 93% important to meet with advisor and 67% felt met expectations; <b>Summer 2010</b> - 92% important to meet with advisor and 88% met expectations</p> <p>3) <b>Summer 2009</b> - 1.2% graduated Summer 2009 and 87% enrolled for Fall 2009 <b>Summer 2010</b> - 1.6% graduated Summer 2010 and 87% enrolled Fall 2010</p> <p>4) <b>Summer 2009</b> - 71% persisted (graduated Fall 2009 or enrolled Spring 2010) vs. 60% for Fall 2009 AtD Cohort <b>Summer 2010</b>- 68% persisted (graduated Fall 2010 or enrolled in Spring 2011) vs. 58% for Fall 2010 AtD Cohort</p>
Intervention Description: Program designed to broaden access to major-specific expertise in academic advisement for students enrolled in the previous spring								

with 30+ successful hours of college-level coursework and in need of guidance regarding the selection of courses to complete an associate's degree. After faculty are identified for the upcoming Summer, students who meet the identified criteria and have a major in an area represented by the participating faculty advisors are solicited by email and telephone to participate.

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading / N/A	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
7) Probation Outreach	Spring 2009	Advising Student Support Services	N/A	Students enrolled in developmental reading and/or writing on academic probation	Approx 200 are initially contacted	Over 1,000 have been contacted through 5 semesters	<p>1) Number of students who participate</p> <p>2) Participants are more successful in developmental course than non-participants</p> <p>3) Participants persist at a higher rate than non-Participants</p> <p>4) Participants are retained at a higher rate than non-participants</p>	<p>1)Participants: a) <b>Fall 2009</b> - 49 of 228 emailed (21%) bc) <b>Spring 2010</b> - 42 of 164 (26%) c) <b>Fall 2010</b> - 46 of 205 (22%)</p> <p>2) Participants vs. non-Participants a) <b>Fall 2009</b> -59% vs. 41% b) <b>Spring 2010</b> -36% vs. 40% c) <b>Spring 2011</b> - Data not yet available</p> <p>3) Participants vs. non-Participants a) <b>Fall 2009</b> -82% vs. 37% b) <b>Spring 2010</b> -36% vs.23% c) <b>Fall 2010</b> - Data not yet available</p> <p>4) Participants vs. non-Participants a) <b>Fall 2009</b> -51% vs.27% b) <b>Spring 2010</b> - Data not yet available</p>

Intervention Description: Students who are currently enrolled in developmental reading and/or writing and on academic probation are identified. Outreach begins on Week 4 of the semester with an e-mail encouraging student to meet with an advisor. Follow-up phone calls are made to students who do not respond to

e-mail. Advisors use the Appreciative Advising Theory to discuss successes they have previously experienced and how to apply that success to their college life. Advisors aid the students in creating an academic plan.

**\*Type of Intervention (choose all applicable):**

*Advising, Board of Trustees, Budgeting Process, Committee or Governance Structure, Community Engagement, Developmental Education, Equity, Faculty Professional Development, First-Year Experience, Gatekeeper Courses, Improved Use of Data, Information Systems, Institutional Effectiveness, Institutional Research, Internal Policy Review & Update, K-14 Strategies, Learning Communities, Other, Program Evaluation Process, Student Success Course, Student Support Services, Supplemental Instruction, Tutoring*

**\*\*Target Student Group (choose all applicable):**

- **Age: From \_ to \_**
- **Gender: Male/Female**
- **Race: American Indian/Alaskan Native, Asian, Black/African American non-Hispanic, Hispanic, Native Hawaiian/Other Pacific Islander, White, non-Hispanic, All, Other**
- **Financial aid status**
- **GPA range: From\_ To\_**
- **First-time students**
- **Student enrollment status: Part Time/Full Time**
- **Academically underprepared students**
- **ESL/ESOL/ELL**
- **First Generation**
- **Other: Please Describe**

**10b. How do these interventions address achievement gaps or equity concerns on your campus?**

*Our Financial Aid initiatives have brought an affordable education within reach for a significantly higher percentage of our financially challenged students. In addition, students in high-risk groups – African American, low EFC, enrolled in developmental ed – are disproportionately represented in our Probation Outreach and Retention Alert Advisement initiatives.*

*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.*

**10c. Briefly describe your evaluation plans for the interventions described above.**

*We plan on updating the data reported for each of the interventions listed in Question 10 annually and reporting them to our ATD Leadership Team.*

**10d. Have you used evaluation data from these interventions to improve any of your student success interventions? If so, what specific improvements were made?**

*In the Developmental Math initiative data from early pilots in math and study skills classes and an accelerated curriculum were inconclusive or negative. However, insights from these early efforts were incorporated into the new College Prep Math curriculum (i.e. more eight week sections and incorporating math study skills as part of the sequence). Evaluation data related to the discrepancy in success rates between online and traditional remedial math classes eventually led to the cancellation of almost all online remedial classes.*

**10e. What evaluation obstacles (if any) have you faced?**

*As participation in our cooperative learning courses has increased, researchers in Institutional Effectiveness have found it increasingly challenging to collect and analyze the course and survey data. It has meant collecting individual data from more than 50 instructors and surveying a couple thousand students, and next year this number will more than double. We anticipate, at some point, that these data administration responsibilities will be transferred to the Center for Learning and Teaching on campus, which will have ongoing responsibility for the training.*

**10f. If any of the interventions above have been scaled up, please describe how.**

- ✓ *After quite a bit of discussion, it was decided to use a “big bang” approach to implementing the new College Prep Math for all students. This was based on three considerations: the logistics of having two curricula being implemented at the same time created impossible scheduling and facilities issues;*

*implementation for only some students created fairness and subsequent course issues; and success rates were so low that math faculty members believed that the new curriculum would “do no harm.”*

- ✓ *Our financial aid initiatives are currently targeted to all students.*
- ✓ *Our probation outreach and retention alert initiatives, while affecting a relatively small percentage of students, have been directed toward the entire population in those sub-groups.*
- ✓ *Our online orientation was implemented for all students. (Data showing comparative success rates will not be available until next year.)*
- ✓ *The college’s freshman success course, Success in College and Life, was implemented at scale in 2007.*

*The key issue in implementing at scale is planning for a school-wide implementation. If you have a proven best practice (such as a success course) or if piloting an intervention is practically difficult (as with CPM), implementing at scale can be done. This adds more time to the front end of the implementation, but reduces the time required to actually complete the rollout. It is a model ATD should seriously consider.*

**10g. If any interventions have been canceled, please briefly describe them and why they were cancelled.**

*See the math study skills and accelerated courses mentioned in 10d.*

**10h. Briefly describe any substantial changes you propose to make to the interventions listed above. Note any interventions you have chosen to discontinue and describe why you chose to discontinue them.**

*The transition to using internal trainers instead of outside consultants has greatly increased our ability to increase the deployment of cooperative learning at the college.*

**10i. Briefly describe any new interventions you plan to implement.**

- ✓ *The college plans on implementing a mentoring or case management pilot program for at-risk students sometime in FY 2012. Money has been allocated for it.*
- ✓ *A data sharing arrangement with local high schools will be explored this summer.*

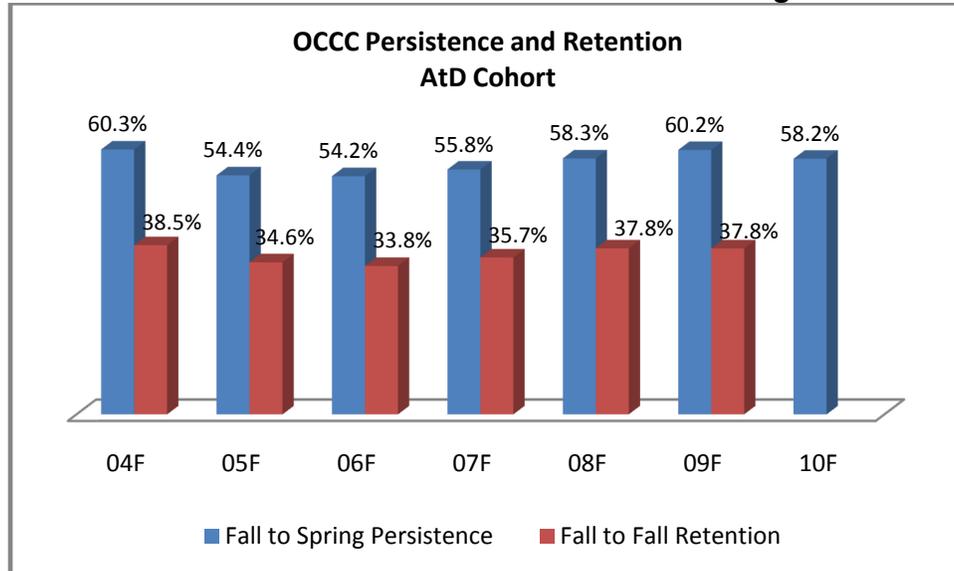
**NOTES:**

- ***All colleges must answer questions 11a, 11b and 11c regardless of whether or not they are applying for Leader College status.***
- ***Question 11 will be considered in the ATD Leader College determination process for those colleges applying for that status.***

- **For information about the Leader College designation process, please see “ATD Leader College Information” on the members only section of the ATD website.**
- **An example of a successful Leader College application is at the end of this document.**

11a,b. Provide a graph or chart presenting evidence of improvement in student achievement over three or more years<sup>1</sup> on one of the following measures<sup>2</sup>.

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



*In 2010-11 persistence of the ATD cohort at OCCC declined slightly after increasing for three years in a row and is still above the prior three year average. The college attributes this upward trend 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)

<b>Persistence and Retention of Students Who Applied/Didn't Apply for Financial Aid* ATD Cohort</b>		<b>1st Yr. # /% of Cohort</b>	<b>Persistence Rate</b>	<b>2<sup>nd</sup> Yr. #/% of Cohort</b>	<b>Retention Rate</b>	<b>3<sup>rd</sup> Yr. #/% of Cohort</b>	<b>Third Year Rate</b>
2007-8 Cohort N=3,230	Applied for Financial Aid	1,464/45.3%	65.1%	566/17.5%	38.7%	410/12.7%	28.0%
	Didn't Apply for Financial Aid	1,618/50.1%	47.0%	487/15.1%	30.1%	367/11.4%	20.8%
2008-9 Cohort N=3,116	Applied for Financial Aid	1,624/52.1%	68.2%	636/20.4%	39.2%	423/13.6%	26.0%
	Didn't Apply for Financial Aid	1,346/43.2%	44.9%	426/13.7%	31.6%	271/8.7%	20.1%
2009-10 Cohort N=3,803	Applied for Financial Aid	2,126/55.9%	68.8%	834/21.9%	39.2%	NA	NA
	Didn't Apply for Financial Aid	1,560/41.0%	47.6%	481/12.6%	30.8%	NA	NA
2010-11 Cohort N=3,230	Applied for Financial Aid	2,264/58.9%	65.5%	NA	NA	NA	NA
	Didn't Apply for Financial Aid	1,491/38.8%	46.7%	NA	NA	NA	NA

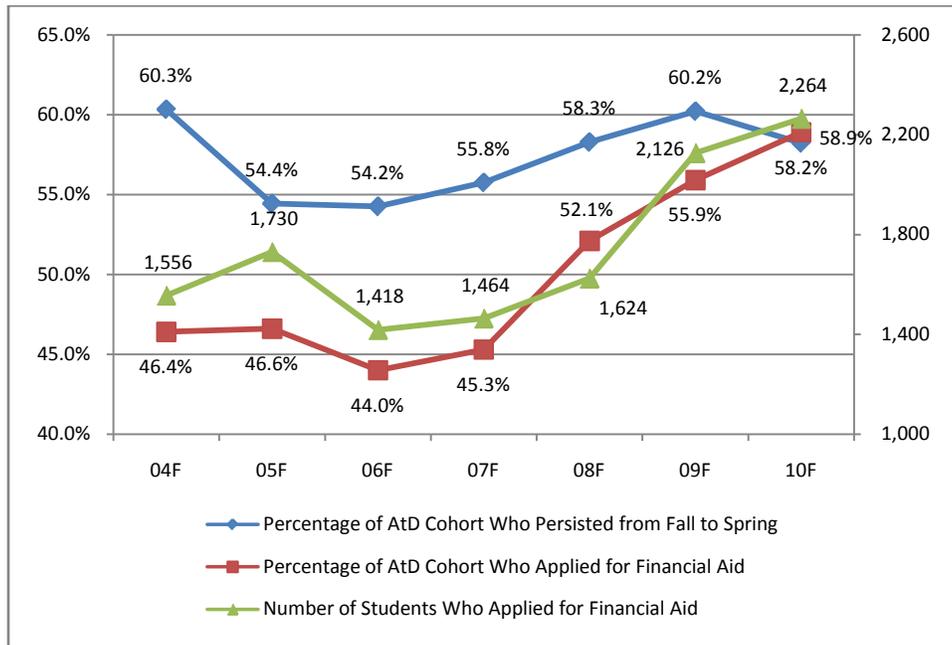
*After financial aid became a priority of the college's ATD effort, a cross-functional team led by the Dean of Financial Aid Services was put together (formally called the Financial Aid Implementation Team) to find and implement interventions to increase awareness about financial aid and improve customer 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.*

*Beginning with fall 2007, the Financial Aid Office implemented a special service to students who filed the FAFSA late and would normally not have their eligibility determined in time for their first semester at OCCC. This would also restrict their access to books and supplies to start the semester. Provided the student has submitted documents necessary for the Financial Aid Advisors to give a cursory assessment of Pell Grant eligibility, the student is offered a memo to the Bookstore enabling the student to charged their books and supplies against an estimated Pell Grant award. This service removes a critical barrier to attendance for low income students. Additionally, students are not dropped from their classes for outstanding tuition charges at the beginning of a semester and one of the most critical barriers to attending are removed.*

*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.*

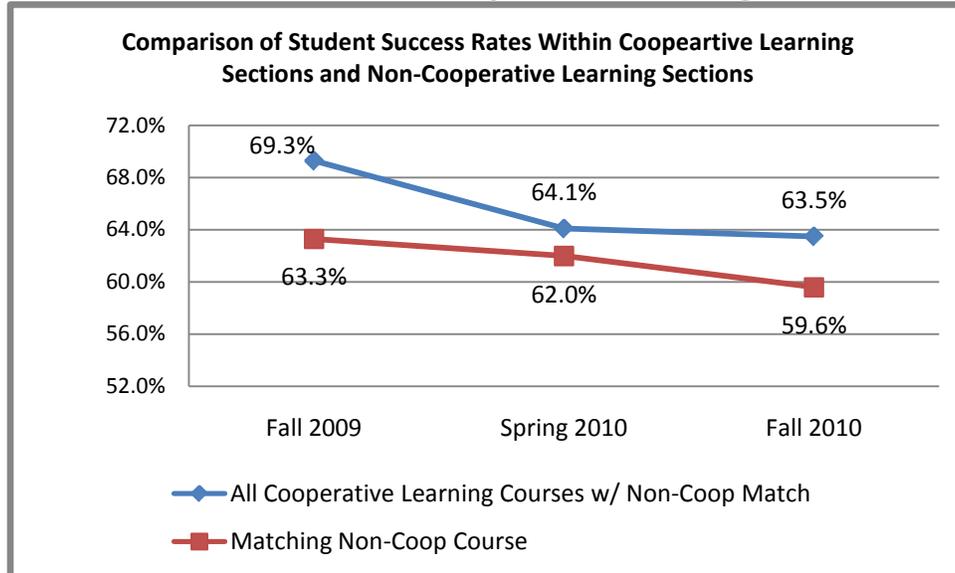


*Moreover, the dollar amount of aid disbursed increased more than 150% between FY 2007 and FY 2010 – from \$18 million to \$45 million in 2010.*

**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	11.6%	45.3%
Fall 2008-9	12,583	3,116	12.9%	52.1%
Fall 2009-10	14,114	3,803	15.1%	55.9%
Fall 2010-11	14,843	3,847	15.3%	58.9%

**Measures: Student Success Rates in Cooperative Learning Sections**



Semester	Number of Students in Cooperative Learning	Students in intervention as % of total enrollment	Students in intervention as % of target population of all students in a Cooperative Learning section
<b>Fall 2009</b>	1,349	9.6%	100%
<b>Spring 2010</b>	1,330	9.5%	100%
<b>Fall 2010</b>	2,733	18.4%	100%

*In May 2009, David and Roger Johnson of the University Of Minnesota Center for Cooperative Learning trained 19 OCCC faculty members in cooperative learning techniques. Those faculty members then went on to teach at least one cooperative section the subsequent fall. Since then, 37 more faculty members have been trained by the Johnson Brothers as well as internal staff. Plans are to more than double the number of trained faculty by the end of FY 2012.*

*Evaluation of the methodology has been made by comparing successful course completion rates of cooperative sections to the completion rates of matching courses that were taught using traditional lecture-based instruction. As noted in the graph above, even though course completion declined from 2009 - 2010 overall, cooperative courses were more successful than traditional courses in the three semesters measured. Surveys were also administered to more than 700 students and 50 faculty members with positive student satisfaction scores on different questions ranging from 65% to 95% on a five point scale and faculty satisfaction between 90-100% over the three semesters.*

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

*This year was an exciting and rewarding year as the college saw several initiatives - notably the new Math curriculum and expansion of cooperative learning – implemented with promising results. We plan on monitoring these interventions and making improvements and changes as needed.*

## Annual Financial Report

### Round 1 and 2 Colleges

Unless otherwise notified, you do not need to complete a financial report.

### All Round 3, Round 4, and 2009 Cohort Colleges:

Please use your *most recent budget approved by MDC* as the basis for your annual financial report. If you need help identifying your institution's most recently approved budget or in preparing your 2011 submission, contact Matthew Farmer at [mfarmer@mdcinc.org](mailto:mfarmer@mdcinc.org) early in your preparations.

On the most recently approved budget, to the right of this year's budget, add a column for expenses between April 1, 2010 and March 31, 2011 and complete this column.

### 2009 Cohort Colleges:

Since you are using your own funds to implement ATD on your campus, you do not need to complete a budget modification to reallocate funding. However, if you do need to reallocate funding, please make a note of the reallocation and the reason for the reallocation directly on the Excel financial report.

### Round 4 colleges:

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](mailto:mfarmer@mdcinc.org) early in your preparations.

### Round 3 Colleges

*If you have expended all grant funds and interest by March 31, 2011*, add a column on the financial report to the right of your expenses through March 31, 2011 titled "Grant Interest Expenditures" and list how you have expended all the interest on your ATD grant. This financial report will be your final one and it will be shared with the funder who can then close out your grant file.

*If you anticipate expending remaining funds and interest between March 31 and June 30, 2011*, you will need to submit a final financial report by August 31, 2011 to [mfarmer@mdcinc.org](mailto:mfarmer@mdcinc.org), showing that all funds have been expended. For your August 31<sup>st</sup> submission, add two columns to the financial report to the right of your expenses through March 31, 2011 titled "Expenses April 1- June 30, 2011" and "Grant Interest Expenditures" and complete these columns. Make sure to list how you have expended *all* the interest on your ATD grant.

*If you do not expect to expend all grant funds by the end of the grant term, June 30, 2011*, submit your financial report and attach a one page no-cost extension request in a separate Word document with your annual report submission due April 30, 2011. Do not imbed the extension request in your report.

**Example of a response to Question 11 that meets Leader College performance criteria:**

11a.

First Year Fall to Winter Retention												
	2006-07 (Baseline)			2007-08			2008-09			2009-2010		
	N	Return	% Return	N	Return	% Return	N	Return	% Return	N	Return	% Return
All	680*	513	75.40%	648**	497	76.7%	691 <sup>◇</sup>	548	79.3%	691 <sup>◇◇</sup>	562	81.3%
White	398	304	76.40%	377	294	78.0%	406	320	78.8%	410	334	81.5%
Hispanic	212	154	72.60%	207	152	73.4%	234	190	81.2%	226	179	79.2%
Other	70	55	78.60%	64	51	79.7%	51	38	74.5%	55	49	89.1%

\*Represents 100% of first year full and part time enrollment and 40% of total enrollment.

\*\*Represents 100% of first year full and part time enrollment and 41% of total enrollment.

<sup>◇</sup>Represents 100% of first year full and part time enrollment and 42% of total enrollment.

<sup>◇◇</sup>Represents 100% of first year full and part time enrollment and 41% of total enrollment

11b. In response to the data gathered during our planning year and regularly since, a team of faculty, staff and administrators has been revising our advising program beginning with implementation of a mandatory New Student Orientation and Registration process. Teams work with groups of incoming students to share information about the college, the programs of study, the meaning of placement data, registration options, tours of facilities, and recommendations for advisors. Students leave the orientation sessions with at least their first quarter of classes scheduled and prompts for meeting with advisors before registration for the next quarter. We believe this intervention that provided extra assistance and resources to new students has at least partially caused the increased retention shown in the chart above.

11c. Yes, the intervention was part of our ATD work.

**Students Involved in New Student Orientation:**

Year	Number of Students in New Student Orientation	Students in New Student Orientation as % of total enrollment	Students in New Student Orientation as % of target population (all new students)
2007-08	648	41%	100%
2008-09	691	42%	100%
2009-10	691	41%	100%