Achieving the Dream:
A Decade of Community College Efforts
to Improve Student Outcomes

High-Impact Practices Conference
Oakland University
February 2014
Session Overview

• National/state overview of Achieving the Dream
• Activities from two ATD Colleges
  ▫ Oakland Community College
  ▫ Mott Community College
• Implications for Michigan
• Questions and answers
Achieving the Dream National Network

• ATD is a national nonprofit dedicated to helping more community college students, particularly low-income students and students of color, stay in school and earn a college certificate or degree.

• Evidence-based, student-centered, and built on the values of equity and excellence, ATD is closing achievement gaps and accelerating student success nationwide by:
  ▫ Guiding evidence-based institutional improvement
  ▫ Influencing public policy
  ▫ Generating knowledge
  ▫ Engaging the public
Achieving the Dream National Network

• Conceived as an initiative in 2004 by Lumina Foundation and seven founding partner organizations – AACC, CCLP-UT, CCRC, JFF, MDC, MDRC, and Public Agenda
• ATD leads the most comprehensive, non-governmental reform network for student success in higher education history.
• More than 200 colleges, 100 coaches and advisors, and 15 state policy teams are active nationally
• Working in 34 states, ATD helps 3.8 million community college students have a better chance of realizing greater economic opportunity and achieving their dreams.
Achieving the Dream in Michigan

• 17 MI colleges have participated since 2007:
  ▫ 2007 Cohort – Bay, Henry Ford, Jackson, Lake Michigan, North Central, & Wayne County
  ▫ 2008 Cohort – Macomb
  ▫ 2010 Cohort – Delta, Glen Oaks, Grand Rapids, Lansing, Montcalm, Mott, Muskegon, Oakland, St. Clair, and Washtenaw

• Michigan Community College Association/Michigan Center for Student Success has served as the state policy lead since 2007
Achieving the Dream in Michigan

- MI ATD colleges have launched significant reforms:
  - Enhancing academic advising
  - Making student orientation mandatory
  - Creating students success courses/seminars
  - Establishing early warning systems
  - Redesigning developmental education through acceleration or contextualization strategies
  - Increasing professional development
  - Enhancing institutional research capacity
ATD and Oakland Community College

- Joined in ATD National Network in 2010

- Disaggregated data led us to focus primarily on Developmental Education

- Developed Five (5) Interventions
  - Mandatory Orientation for Developmental English
  - “ABC-Acceleration Boot-Camp” (English)
  - “Math Boost”
  - “Learning Communities” for academic readiness
  - Measuring Student Attitudes
Mandatory Orientation (MO)

- New students placing into the lowest level English (ENG 1055) required to attend
-Measured course success, overall course success and term to term retention for:
  - High Touch Group – took ENG 1055 and attended MO
  - Peer Group 1 – Took ENG 1055 but did not attend MO
  - Peer Group 2 – Attended Orientation but did not take ENG 1055
Key Outcomes

• Students from the High Touch group were retained at a higher rate from Winter of 2012 to Fall of 2012 than both peer groups (40.5%, 38.2%, 26.1%, respectively).

• Students in the High Touch group completed ENG 1055 with a C or better at a higher rate than Peer Group 1 (58.8% v. 51.3%) in Fall of 2012.

• Challenge:
  ▫ Scaling up to all five campuses with limited resources
Achieving the Dream: Five Principles of Institutional Improvement

1) Committed Leadership

2) Use of Evidence to Improve Programs and Services

3) Broad Engagement

4) Systemic Institutional Improvement

5) Equity
Achieving the Dream: Five Indicators

✓ Completion of developmental courses and progression to credit-bearing courses
✓ Completion of gatekeeper courses, particularly first college-level or degree-credit courses in math and English
✓ Completion of attempted courses with a “C” or better
✓ Persistence from term to term and year to year
✓ Attainment of credentials
A Culture of Evidence: What is it? Do We Have One?
(McClenneney et al. 2007)

“For colleges to know and use data on their students’ experiences, they must learn to foster an institutional environment in which planning and decision-making processes at all levels of the institution are data-driven.”
Culture of Evidence Defined

- A culture that elevates evidence and inquiry
- Systematic use of data to drive decisions
- Put data in the hands of users
- Conduct specific analyses answering important questions
- Data consistently informs and drives planning and budgeting processes
HOW WILL THIS DATA BE USED TO SUPPORT DECISION-MAKING?
Culture of Evidence & Integrated Planning

OCC's Educational Master Plan (EMP)

- Evidence used to develop objectives
- Evidence used to support and identify action steps
- Evidence used to create metrics to see if we’re doing what we said we intended to do
Amarillo College - Data Instructional Specialists

- IR trains departmental chairs (Data Instructional Specialists) to interpret discipline-specific data

- Discipline meets to review/interpret data – work with IR if additional clarification/data needed

- Academic Vice Chancellor leads meetings where data are shared and solutions are discussed
- Founded in 1923 as Flint Junior College
- Located in Flint, Michigan
- Area unemployment rate: 9.7%
- Approx. 10,000 students
  - 35% Full-time
  - 65% Part-time
- Race/Ethnicity
  - 62.46% White
  - 19.46% Black/African-American
  - 5% Hispanic, Native American, Asian
- Gender
  - 58% Female
  - 42% Male
- 2011 Top-10 Community Colleges
  Aspen Institute College Excellence Program
The Planets Aligned

- In 2009, the college comes to consensus thru conversation day that completion/retention and developmental education are primary issues
- AQIP process generates two completion-relation quality team projects (Developmental Education/Placement and College Readiness)
- MCC joins Achieving the Dream (AtD) and the Data Team generates an exhaustive analysis of placement and persistence data
- AtD data becomes the focus of several teams and committees on campus
The Critical Components

• Overwhelming college support for this issue
• Urgency:
  ▫ AQIP Teams became study groups meeting often twice per month
  ▫ Previous failed attempts
• Sharing of information to see overlap
• Data required by AtD in their format/template and it became a focus
What the ATD Data Are Teaching our AQIP Teams

Tested Below College Level
(% Students Tested by Developmental Program)

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<th>2008</th>
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<td>Math</td>
<td>56%</td>
<td>58%</td>
<td>61%</td>
<td>61%</td>
<td>63%</td>
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<tr>
<td>Writing</td>
<td>29%</td>
<td>34%</td>
<td>37%</td>
<td>41%</td>
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## Developmental Course Recommendations

(% of developmental Analysis Cohort)

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<td>20%</td>
<td>25%</td>
<td>26%</td>
<td>29%</td>
</tr>
<tr>
<td>2011</td>
<td>18%</td>
<td>24%</td>
<td>26%</td>
<td>32%</td>
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What the ATD Data Are Teaching our AQIP Teams

Fall to Fall Retention - 2007 Cohort
Attempted All Developmental Recommendations

Fall to Fall Retention - 2007 Cohort
Attempted No Developmental Recommendations

<table>
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<tr>
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<th>Double Rec</th>
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<td>52%</td>
<td>64%</td>
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<td>54%</td>
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<td>2010/2</td>
<td>28%</td>
<td>39%</td>
<td>37%</td>
<td>35%</td>
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<table>
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<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2009/2</td>
<td>52%</td>
<td>52%</td>
<td>35%</td>
<td>20%</td>
</tr>
<tr>
<td>2010/2</td>
<td>28%</td>
<td>28%</td>
<td>16%</td>
<td>9%</td>
</tr>
</tbody>
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What the ATD Data Are Teaching our AQIP Teams
Developmental Writing

There is a kid at skill Center that is annoying he will not shout out he is always bragging about his job. Solution tune him out Tell him you are too busy to talk to him. Tell him you are not interested about his job.

[Placement Recommendation: English 095]

I’m here now to do something with my life instead of sitting at home doing nothing I came here to go into camering because I thought that would be fun to do in my life. while I’m here in school I hope I get good at written and standing in front of the class and not to be scardy to talk in front of the class.

[Placement Recommendation: English 095]
10. A person buys 2.31 pounds of steak at $7.89 per pound and 3.48 pounds of hamburger at $2.49 per pound. Find the total cost of these purchases.

\[ \text{2.31 \times 7.89} \quad \text{then add} \quad \text{3.48 \times 2.49} \]

\[ \text{270} \]

11. Round 268.937895 to:

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<th>The nearest ten</th>
<th>The nearest tenths</th>
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<tbody>
<tr>
<td>266</td>
<td>268.9</td>
</tr>
</tbody>
</table>

\[ \text{268,00} \quad \text{268.9} \]

\[ \text{268} \quad 937855 \]

\[ \text{ten thousands} \quad \text{hundreds} \quad \text{tens} \quad \text{ones} \quad \text{tenths} \]
Developmental Math Problem [Example 2]

7. Solve the verbal problem using both “Good MATH Sense” and the MATH 101 Method.

A person bought seven gallons of ice cream for a birthday party. The person also bought a cake for $15.99, three bags of chips, six huge bottles of soda. The chips were $3.48 a bag and the soda was on special for $1.59 for two bottles. The person gave the cashier four $20 bills and received $3.37 in change. What was the price of one pail of ice cream?

\[
\begin{align*}
\text{Price of ice cream} & = \frac{120.00 - 3.37}{7} \\
& = \frac{116.63}{7} \\
& = \boxed{16.66}
\end{align*}
\]
Changes Began Early & Continued

- Orientation before Accuplacer testing
- Developmental Ed Steering Committee
  - Reviewing Accuplacer cut scores with data
  - Exploring best practices and new ways of offering courses
  - Pilot group for Retention Alert which later became a new AQIP project
- Professional Development Opportunities
  - ATD Conferences
  - CC of Baltimore County Summer Workshop
  - Reading Apprenticeship online course & workshop
AQIP Team Recommendations/ATD Core Team

1. ATD Core Team to establish pre-requisite reading grade-level for all college-level courses
2. Regular review of grade-level comprehension required for success in each program
3. Developmental Education Steering Committee to establish skill level below which students have no opportunity to succeed at MCC
4. Explore adult education alternatives and partnerships with the community for student who are not yet ready to attend MCC
5. Make better use of Accuplacer scores
6. Make improvements to Student Enrollment Process
7. Improvement in Reading Program
8. Improvements in the Developmental Writing/English Program
9. Improvements in the Developmental Mathematics Program
10. Improvements in Data Systems
11. Other Recommendations
Math Changes

- Alternative pathway to satisfy math requirements
  - College algebra pathway for STEM students
  - Statistics pathway/applied mathematics for non-STEM students
- Individual advising for students who failed developmental math to address gaps and allow for re-testing
- Boot camp for incoming students who need math review before Accuplacer
- Development of Accelerated Math classes (combination Elementary & Intermediate Algebra)
Writing/Reading Changes

- Mandatory placement for Composition 1 (Fall 2010)
- Accelerated opportunities
  - ALP – Combining Developmental Writing & Composition I (Winter 2012)
  - Development of “Academic Literacy” classes combining reading & developmental writing (Winter 2012)
  - Reading Apprenticeship (Spring 2013)
- Review and overhaul of placement process
- Every class taught reviewed and reading placement determined (Winter 2014)
RESULTS

• Moved far more rapidly than through normal processes

• Faculty have become data focused

• Major revision of placement scores based on our own MCC data

• Success with Accelerated Learning
  ▫ 53 students enrolled & 42 passed Composition 1 with 2.0 or higher (79% pass rate)
  ▫ 452 students enrolled in ENGL 099, 233 passed with 2.0 or higher, 164 enroll in Composition 1 and 95 students pass with a 2.0 or higher (21% pass rate)

• Community task force on literacy
COURSE-LEVEL READING PLACEMENT 2013

RDNG-016

RDNG-030

COLLEGE LEVEL
PROCESS

Faculty disciplines will meet as a group to determine the reading level for the courses in their area. Rather than K-12 Grade Level Equivalent (GLE) or Accuplacer scores, determinations should be expressed in terms of the curriculum developed by MCC Reading faculty.

Course-level Reading Placements will:
- Be determined by faculty disciplines
- Function as a pre-requisites
- Use the Developmental Reading curriculum
TIMELINE

• Wed 1/9 - Winter kick-off meeting
• Tue 2/12 - Division meetings (for division approval of course reading levels)
• Fri 2/22 - CPSC (approval of reading levels for all courses)
RESOURCES PROVIDED

To aid in making these placement determinations, the following will be provided:

**Prepared by Reading Faculty**
1) Reading Outcomes for RDNG-016 and RDNG-030
2) Sample paragraph RDNG-016 and RDNG-030 "should be able to interpret and construct meaning upon successful completion."

**Prepared by Institutional Research**
A. First Attempt Success Outcomes by Reading Placement Recommendation (W, NS, I excluded)
B. First Attempt Success Outcomes by Reading Placement Recommendation
If faculty determine that students placed into RDNG-016 can be successful in a particular course, that course should be listed as RDNG-016. This will mean that students with any Reading placement will be allowed to take the course.

If faculty determine that students reading at the REDNG-030 level can be successful in a particular course, that course should be listed as RDNG-030. This will mean that students must either earn an "S" in RDNG-016 or have a reading placement of RDNG-030 or higher.

If faculty determine that college-level reading (formerly 12th or 13th grade) is required for a course, that course should be listed as College-Level Reading. This will mean that any student recommended for RDNG-016 or RDNG-030 will not be permitted to take that course until she/he earns an "S" in RDNG-030.
REPORT A: No W, NS, or I grades  
First Attempt Success Outcomes by Reading Placement Recommendation  
(2009-10, 2010-11, 2011-12)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Short Title</th>
<th>New Reading Course Rec</th>
<th>CountFirstAttempt</th>
<th>CountSuccess &gt;= 2.0 (or S)</th>
<th>CountSuccess &gt;= 3.0</th>
<th>%Success &gt;= 2.0 (or S)</th>
<th>% Success &gt;= 3.0</th>
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<tr>
<td>BIOL-150</td>
<td>Summary</td>
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<td>586</td>
<td>522</td>
<td>398</td>
<td>89.1%</td>
<td>67.9%</td>
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<tr>
<td>BIOL-151</td>
<td>Human Anat/Phys</td>
<td>016</td>
<td>114</td>
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<td>33</td>
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<td></td>
<td></td>
<td>030</td>
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<td>College</td>
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<td>68.0%</td>
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<td>715</td>
<td>612</td>
<td>86.2%</td>
<td>73.8%</td>
<td></td>
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</tbody>
</table>

Notes: (1) Blank placement recommendation values represent students without any Accuplacer scores on record, presumably related to incoming ACT scores, transfer credits, or student status (NCFD). (2) Counts exclude students who took developmental reading courses as well as students who received a W, NS, or I grade in the college-level course.

Jan 7, 2013  
MCC Office of Institutional Research 5:37:43 PM
# Sample of I.R. Reports

## Report B: With W, NS, or I grades
First Attempt Success Outcomes by Reading Placement Recommendation
(2009-10, 2010-11, 2011-12)

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<td>612</td>
<td>77.0%</td>
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</table>

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Jan 7, 2013  MCC Office of Institutional Research  6:38:58 PM
Legacy of ATD...in MI & Nationally

- The first major initiative to focus on student success in community colleges
- Has substantially changed the dialogue from a focus on access to one about access and success
- Pushed colleges to focus on data and to make decisions based on evidence rather than anecdote.
- Contributed directly to the creation of the Michigan Center for Student Success, which serves as a hub for all 28 of Michigan’s colleges to focus on student success.
Questions?

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