



**Achieving the Dream
Annual Narrative & Financial Report: Due Monday, April 30, 2012**

Name of Institution: [Oakland Community College](#)
Submission Date: [April 30, 2012](#)
Achieving the Dream Funder (if applicable): [None](#)
Grant Number (if applicable):
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Begin report narrative

Answer Questions 1-3 For Each of the Four Principles of Institutional Improvement

1. Briefly describe your greatest accomplishment in *each* principle since joining Achieving the Dream.

a. Committed Leadership: In July, 2011, after a presentation by the Core Team to OCC's Board of Trustees, the Board reiterated its unanimous endorsement of the *Achieving the Dream* initiative at OCC. Based on findings from the initial year of pilot interventions, the Core Team is in the process of identifying and recommending policy changes. Concurrently, senior college leaders are actively involved in the support of efforts to improve student success. After months of work and engagement of the College community, a newly drafted College Academic Master Plan states in its preface that "the College Academic Master Plan 2012-2017 has been informed by OCC initiatives like *Achieving the Dream ...*" Improvements to policies, programs, and resource allocation college-wide are designed to improve student learning and success.

b. Use of Evidence: OCC has purposefully chosen to use data to fuel its decision-making processes. Survey and focus groups data, as well as pre- and post-intervention comparisons, are driving the evaluation and modification of activities. The College intends to develop a First Year Experience program, as the ATD Orientation Intervention has proven its value. Data-driven decision-making is a practice that has been strengthened through OCC's participation in *Achieving the Dream*. The Institutional Research department and Office of Assessment & Effectiveness gather and utilize data about student progression, and guide administrators and faculty in utilizing that data to improve student success overall.



c. **Broad Engagement:** The OCC ATD Core Team defines engagement as being committed, occupied with, and obligated to the cause of student success, and as being open to the necessary transformations to achieve student success. The integration of college resources to engage and leverage stakeholders is recognized as key to successfully addressing achievement gaps and improving student success. *Achieving the Dream* principles have been incorporated and are in alignment with college strategic priorities and outcomes, as well as with campus and district office strategies and resources.

d. **Systemic Institutional Improvement:** Key Performance Indicators and use of ATD outcome measures continue to be used to interpret institutional performance. Wider deployment and use of these key data sets have helped to focus on the use of data to drive systemic change. In addition, requests for data to support college initiatives have increased as faculty and staff have heightened use of IR's research protocols, such as the Research Request Form. This form asks requestors to articulate how data will be used in decision-making, a key component of systemic change. College leadership promotes and expects use of data. As previously stated, ATD principles are embedded throughout the College Academic Master Plan. Data are presented regularly at college-wide forums such as Academic Senate and Board of Trustees meetings. Resulting actions from use of these data sources is one of the drivers of institutional improvement.

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

- a. **Committed Leadership:** The College was committed to supporting ATD initiatives although we did not receive any external funding. Funds were committed for the two year period for faculty, travel, instructional software, marketing & meetings to support our strategies.
- b. **Use of Evidence:** Robust IR function and ATD data facilitator & coach.
- c. **Broad Engagement:** College access activities, focus groups, online communications, and annual ATD conferences all touched external and internal audiences. Ongoing communications and meetings with Macomb Community College to exchange ideas and strategies are leveraging each of our experiences, as are participation in and use of research in statewide student success efforts.
- d. **Systemic Institutional Improvement:** Embedding ATD principles into current planning and budgeting processes is occurring. The college is seeking ways to identify resources to support major student success initiatives and policy changes, such as open entry/open access web (an example: the Chancellor presents data at Board meetings to inform and engage Trustees and to secure support).

3. Briefly describe the greatest challenges impeding your progress on *each* principle.
- Committed Leadership – Faculty across the multi-campus system not directly involved in ATD from the beginning did not engage or embrace ATD acceleration strategies (English & Math Boosts). The mandatory orientation strategy was endorsed by the Academic Senate, and all campuses engaged in this strategy.
 - Use of Evidence - OCC has historically been an institution resistant to systematic use of data to inform decision-making, and there was limited oversight and coordination of individual student success pilots that could have had the potential to benefit the institution at large. As a large and complex organization, this continues to be a challenge. However, increased focus on availability of data and IR resources helps to address expectations about accountability.
 - Broad Engagement – The uneven engagement of feeder schools, as well as distinctly independent campus cultures in this multi-campus system, have delayed uniform commitment to ATD initiatives.
 - Systemic Institutional Improvement- Without focused resources for ATD, including college-wide organizational infrastructure, sustaining and scaling up of our initiatives will remain a challenge.

4. What institutional research challenges has the college faced this year? Mark all that apply.

XXX 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.

While the IR function at OCC has not increased in size, improvements in workflow and research protocols have been major focus areas. The team of Research Analysts meets regularly to share project updates and collaborate to identify best



practices. One such collaborative project involved evaluation of survey instruments and data that relate to student success. In addition, the IR team designed a template by which all student success preliminary research (focus groups, student and staff surveys and interviews) were synthesized for overarching themes and key lessons. This information has been shared with each intervention team for refinement to our current strategies.

- 6. These questions pertain to your institution's data environment
 - a. What type of student information system is used to process your student data? [Datatel](#), [Colleague](#)
 - b. What software package(s) is/are used for data analysis? [SPSS](#), [Excel](#), [ACCESS](#), [SPSS Text Analysis Tool](#)

7. Please explain the progress you have made toward narrowing targeted achievement gaps.

Developmental English students and other students needing the most academic help were targeted for interventions. 52.2% of Developmental English students who participated in the mandatory orientation received a C or better, versus 48.8% of those who did not participate. Approximately 75% of those were retained by the college. The overall retention rate of those participating in an intervention versus those who did not was 81.4% (did participate) versus 74.6% (did not). {Fall to Spring, 2010 to 2011}. Success rates for passing a core English class and improved retention rates indicate that the program is on the right track. Thus far approximately 300 students have been impacted.

- 8. In what ways have you engaged the external community in your Achieving the Dream 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:



9. 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.

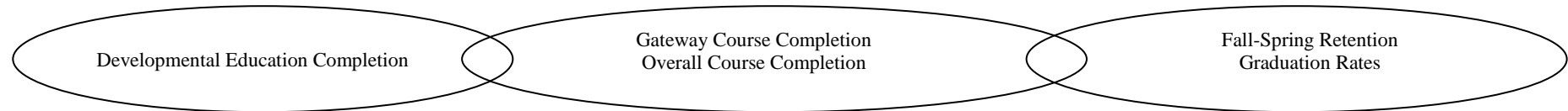
As previously stated, college-wide planning is informed by our experience as an Achieving the Dream college. The promotion of student success, including improvements to policies and programs, and resource allocation, emphasize student success.

The following diagram shows how the college aligns Achieving the Dream to College-wide Outcomes, Priorities and Key Performance Indicators.

<i>COLLEGE STRATEGIC PRIORITIES</i>			
College Readiness • Literacy - Basic Skills	Transfer Readiness • Continued Studies	Employment Readiness • Applied Skills	Resources Focused on Student Learning • Support Services

<i>COLLEGE KEY PERFORMANCE INDICATORS (KPIs)</i>
INTERNAL KPIs (OCC Measures) - Performance EXTERNAL KPIs (Benchmarking) - National Comparisons

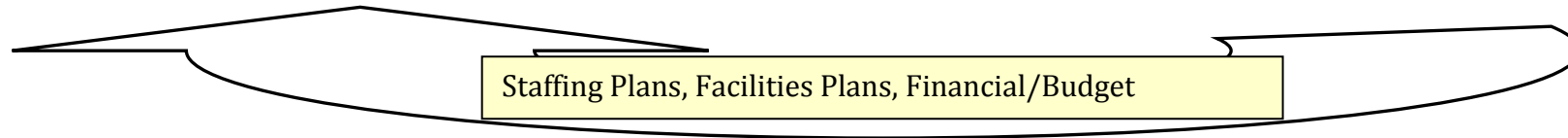
<i>ACHIEVING THE DREAM OUTCOMES (Action Layer)</i>
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COLLEGE-WIDE PRACTICES



CAMPUS AND DISTRICT OFFICE STRATEGIES	
Academic Initiatives, Curriculum Design, Program Review, Student Service Initiatives, etc.	Human, Physical/Facilities, Financial, Social



<i>COLLEGE STRATEGIC OUTCOMES PROVIDE THE FOUNDATION</i>				
CURRICULUM	STUDENT SUCCESS SKILLS	STUDENT ENGAGEMENT	EXTERNAL COMMUNITIES	HUMAN, PHYSICAL, FINANCIAL AND SOCIAL CAPITAL



10. In the summer of 2011, you received feedback from Achieving the Dream on your 2011 annual report or implementation proposal. Please explain how you incorporated that feedback into your practices and programs this year?

Based on feedback, our interventions were structured and evaluated to specifically close gaps for students in developmental education classes (English and Math), and to aid students (via Learning Communities) who proved to need the most academic help (63% of these students were African-American, 27% white, 6% Hispanic, 4% unknown ethnicities). Additionally, ATD interventions were utilized by college leadership to evaluate policies and practices at the college above and beyond the ATD interventions.

11a. Provide brief descriptions of your Achieving the Dream interventions/strategies in the chart below. Add additional 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/ NA	Target student as needed, limit 10. Adjust column and row sizes as necessary. 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. Mandatory Orientation	June 1, 2011	Developmental Education	English	<ul style="list-style-type: none"> • First-time students, • Academically underprepared students 	<ul style="list-style-type: none"> • 1111 w/ a percentage of total eligible enrollment 84.3% for Fall 2011 • 581 w/ a percentage of total eligible enrollment 97.5% for Winter 2012 	<ul style="list-style-type: none"> • 1111 for Fall 2011 • 581 for Winter 2012 • 414 for Summer 2012 	5% Percent of students who successfully complete developmental courses and progress to credit-bearing courses. See Orientation Table 1&2	4 % increase in successful completion of Academic Literacy I 9% increase in all courses taken

Intervention Description: First time students at OCC who place in Academic Literacy I must attend an orientation. The orientation goal is to expose students to the support services on campus, prepare them for the rigors of college and give them strategies to succeed. The orientation has three components. The first component is a student led PowerPoint overview of college services. The second component is a student life activity again led by students that enables students to form relationships with their peers. The last component is comprised of three 30 minute sessions that review the Academic Literacy I course, Counseling Services and Academic Support Services.

ENG Academic Literacy I Students Fall 2011	# of Students Enrolled in ENG Academic Literacy I in Fall 2011	% C or Better in ENG Academic Literacy I	% C or Better in All Courses Taken
Attended the Mandatory Orientation	274	52.2%	52.4%
Did not attend the Mandatory Orientation	338	48.8%	43.7%
Overall	612	50.3%	48.1%
ENG Academic Literacy I Students Fall 2011	# of Students Enrolled in ENG Academic Literacy I in Fall 2011	% C or Better in ENG Academic Literacy I	% C or Better in All Courses Taken
Attended the Mandatory Orientation	274	52.2%	52.4%
Did not attend the Mandatory Orientation	338	48.8%	43.7%
Overall	612	50.3%	48.1%

Intervention Name (include active and fully-scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading/ NA	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. Measuring Student Attitudes Survey	06/01/11	Engagement, Institutional Effectiveness	NA	First time OCC students placing into first level Developmental English	Number 1,200 & Percentage of total enrollment 25%	1,111	Increased satisfaction/ understanding/usage of implemented policies/procedures/services resulting from the student attitude survey.	Established baseline data to inform policy review and changes to Mandatory Orientation program.
<p>Intervention Description: Administer a survey regarding potential success barriers/supports to first time at OCC students placing into the first level of Developmental English. Identify themes and categorize them into ways they can be addressed – situational (pertaining to the students circumstances), dispositional (pertaining to the students personalities/past experiences), and institutional (pertaining to the school’s policies and practices). Incorporate themes into other success strategies and into a policy evaluation framework.</p>								

Intervention Name (include active and fully-scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading/ NA	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. Learning Communities for Academic Readiness (LCAR)	Fall 2011	Learning Communities	English and Reading	Academically underprepared students (placed into developmental English Courses); First Year Experience Students	<i>Number: 200</i> <i>Percentage of total enrollment 1%</i>	160	<ul style="list-style-type: none"> • Increased student success for developmental English courses • Improved developmental student retention rates 	<ul style="list-style-type: none"> • Increase student success in developmental English by 5% • Increase developmental student retention rates by 10%
<p>Intervention Description: LCAR is a learning community for selected students that place into developmental English (ENG Academic Literacy I or 1060) and those courses are paired with College Study Skills ASC 1070 and Orientation to College CNS 1100. Each of the courses is capped at 20 students, and the same 20 students take all the courses together. The students develop intellectual maturity and become more responsible and engaged in their own learning. And for faculty, it expands their range of teaching strategies and methodologies, as well as their engagement with the student body. Lastly, it provides the support and motivation for these groups and increases their likelihood of success in college. By Winter 2012 LCARs were offered at four of OCC's 5 campuses, by Fall 2012 LCAR will be at all 5 campuses.</p>								

Intervention Name (include active and fully-scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading/ NA	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. Math Boost	July 25, 2011	Dev. Ed	Math	Academically underprepared students	Number : 20 Percentage of total enrollment: 1%	30	Participating students will have same success rates as those who placed into the course. Time to complete math goal for students placing below cutoff score will be decreased. Success rate for students placing above but close to cutoff score will be increased. 200 students	After Summer 2011 Math Boost, 1 of 19 improved COMPASS score, but did not take a math class in Fall; 9 of 19 did not enroll in a math class in Fall 2011; 5 of 19 did not enroll in OCC in Fall 2011; 5 of 19 enrolled in the math class originally placed into in Fall 2011.
<p>Intervention Description: Math Boost consists of a self-paced computer program (ALEKS) to help students fill the gaps in their math skills. Math Boost is intended to improve math skills so that students enter courses more prepared. Students in Math Boost, with support from ASC tutoring center, use ALEKS software to improve student recall and to learn new things. Then students may retest with COMPASS to move ahead.</p>								

Intervention Name (include active and fully-scaled interventions)	Start date	Type of intervention*	Content area Math/English/Reading/NA	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. English Boost	Aug. 2011	Developmental Education, Other (Direct), Student Success Course, Supplemental Instruction, Tutoring	English/Reading	Gender: Male/Female; Race: All; First-time students; Student Enrollment Status: Part-Time, Full-Time; Academically underprepared students; ESL/ESOL/ELL; First Generation; Other: any student interested in improving his/her COMPASS placement score	<i>Number: 80</i> <i>Percentage of total enrollment: 1%</i>	40	English Boost students improve their COMPASS scores on retake, place into a higher-level English class, and complete that class with a grade of C or better.	7 out of 16 students who took English Boost in August 2011 registered for an English class in Fall 2011. Five of them completed their class with a C or better.
<p>Intervention Description: English Boost is designed to prepare students to re-take the COMPASS placement exam and score better, thus “accelerating” into the next level, whether it be into Academic Literacy II or Composition I. Using <i>MyReadingLab</i> and <i>MyWritingLab</i>, students work under the supervision of an instructor to complete the customized lesson plan covering reading, writing, and grammar skills. At the end of the Boost session (within four weeks after first beginning Boost), students must re-take COMPASS. Their score on COMPASS will determine their placement in the English sequence.</p>								



11b. How do these interventions address achievement gaps or equity concerns on your campus?

LCAR: Approximately 50% of first year students place into developmental/remedial English and/or Mathematics. Information and/or research from other ATD colleges indicated that learning communities are useful in promoting peer support and greater engagement with faculty. Additionally, information from the Washington Center for Improving the Quality of Undergraduate Education has found that students involved in learning communities develop intellectual maturity and become more responsible and engaged in their own learning; faculty who are involved in learning communities expand their range of teaching strategies and methodologies as well as their engagement with the student body; and the ultimate benefactor of greater student and faculty engagement and responsibility is the college. Additionally, given that first year students are characteristically at-risk students as it relates to academic preparedness, learning communities will provide the support and motivation these groups need to increase their likelihood of success and retention in college. The intervention is designed to decrease the proportion of unsuccessful first year students in developmental Academic Literacy I and Academic Literacy II. ASC (study skills) and CNS (orientation to college) courses connect students with student support services in a more systematic way to help them be successful.

11c. Briefly describe your evaluation plans for the interventions described above.

IR: Evaluation plans include a student evaluation of the orientation, % of successful completion of Academic Literacy I, % of retention to the next semester, results of the Student Success Survey(separate intervention).

LCAR:

- Fall 2011 to Winter 2012 retention will be measured using the official count data from the Winter 2012 semester.
- Developmental course completion will be measured using the end of session grades from Fall 2011.
- Overall course completion will be measured using the end of session grades from Fall 2011.

Math Boost: Pre- and post-Boost COMPASS scores will be compared, as well as performance/success in the next class. There will also be a survey of those participating in Math Boost.

English Boost: Student performance on COMPASS and subsequent performance in the English class they place into will be tracked to see if the “acceleration” benefits the students or is premature.



11d. Have you used evaluation data from these interventions to improve any of your student success interventions? If so, what specific improvements were made?

Specific improvements to OCC strategies have been considered based on direct feedback from the Student Success Survey findings. For example, a key finding of this survey indicated that while students may have an idea of their career of choice, they are less clear about the services and steps needed to attain their career goal. Crucial conversations among the strategy team leaders and IR led to identification of enhancements to current strategies that will include development of a career planning and exploration component to Mandatory Orientation and LCAR course content. Also, students indicated a dispositional barrier related to apprehension about taking college coursework. A simple solution of using this finding as part of the orientation dialogue is planned as a strategy adjustment. Students may find solace in knowing that other students also experienced some anxiety about starting college.

Early results of the data and appropriate response for the orientation are under consideration. Current discussions center on the content of the orientation and the length of time, for example, incorporating the content of the three separate sessions (Counseling, Support Services and Academic Literacy I) into the first three weeks of the Academic Literacy course. The PowerPoint session may be included online, and in lieu of the slideshow a campus tour will be given by the student leaders. Also we will have a more in depth assistance with the registration process online.

Math Boost: The students in the first group of Math Boost were not very successful. Many of them did not come to OCC in the next semester, or if they enrolled, they did not take a math class. The time-frame for the Math Boost was shortened from 6 weeks to 3 weeks and it was planned for a teacher to be in a room during the scheduled Math Boost meetings (rather than one face-to-face meeting and then only e-mail contact).

Next, Math Boost is planned to be offered at the Southfield Campus since there is a bigger proportion of Developmental Math students there than on any other campus.

Fall 2010 First Time Students at OCC Math Placement						
Campus	Auburn Hills	Highland Lakes	Orchard Ridge	Royal Oak	Southfield	Total
Students Placing into Developmental Math	542	404	335	343	452	2076
Percent of Students Placing into Developmental of All Students Seeking Math Placement	42%	45%	37%	43%	73%	46%

English Boost: Data from Boost 1.0 — students' success during Fall 2011— was used to develop Boost 3.0 in the winter 2012 semester, opening up the program to all interested students placing at the developmental English level.

Since English Boost 2.0 students (who took Boost in October 2011) are still in their winter class, we will get their data only after the end of this semester.

11e. What evaluation obstacles (if any) have you faced?

High Touch: The evaluations obstacles have been a poor response rate to our orientation survey and we don't have enough time in a two year commitment with ATD.

English & Math Boosts: Limited number of students participating in Boost interventions hampers evaluation of program effectiveness. Despite external data showing otherwise, a number of faculty members continue to voice concerns that the ATD English Boost bypasses appropriate development course work, so they do not approve of acceleration. External data/reports, such as the 2012 CCCSE report "A Matter of Degrees: Promising Practices for Community College Student Success" have been cited in academic forums to respond to that belief.



11f. If any of the interventions above have been scaled up, please describe how.

High Touch: In the Summer 2011, 1111 students went through orientation in time for Fall 2011 registration, (581) students went through Fall 2011 for Winter 2012 registration and (414) students went through Winter for Summer 2012 registration. The total for all those that benefitted over the three semesters is (2106).

Currently the team is evaluating ways to enlarge the scope to new students who place into Academic Literacy II as well as the first developmental Math course (MAT1045), and eventually some form of orientation for all new students.

LCAR: During the Fall 2011 semester, LCAR was only offered at 3 of the 5 OCC campuses. For Winter 2012 we added LCAR at the Highland Lakes Campus and for the 2012-2013 academic years, all five campuses will be offering LCAR.

English Boost: When English Boost was first offered in August 2011, it targeted only those students scoring just below the cut-off score for college-level placement (140-149 on the COMPASS.)

Based on preliminary data, English Boost was revised in fall 2011 and opened up to more students—students scoring between 125 and 149 on the COMPASS.

Based on Boost students' performance during Fall 2011, English Boost was further revised in winter 2012 and opened up to all students, irrespective of their COMPASS scores.

11g. If any interventions have been canceled, please briefly describe them and why they were cancelled.

LCAR: LCAR for developmental math students was postponed, because students were not required to take the Math COMPASS placement test upon entrance.



11h. 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.

High Touch: The High Touch team is working to adjust mandatory orientation content and length based upon student evaluations and feedback from staff. Adjustments to the English and Math Boost interventions include policy recommendations as well as process changes. 1) The ATD core team will work with the English and Math teams to establish Boosts as year-round open entry /exit programs with the necessary staff support through the Academic Support Centers; 2) The ATD teams will propose a policy change so that any student requesting a COMPASS retake will be required to complete the related Boost.; 3) The ATD team will recommend a policy: students must seek math placement and complete the first course in which they place, unless there are no math requirements or prerequisites included in their declared program of study.

If the scope continues to enlarge, infrastructure concerns to accommodate that number of students will need to be addressed.

LCAR: Increase the number of Academic Literacy I LCAR to a total of 10 (2 per campus= 200 students) and redesign the pairings for LCAR ACADEMIC LITERACY II with a different course(s)

English Boost: The substantial change desired for English Boost is to make COMPASS test preparation routinely available at the college's Academic Support Centers. English Boost would then be available to students on a rolling-enrollment basis year round.

11i. Briefly describe any new interventions you plan to implement.

The English Boost team will make a policy recommendation that students be required to take English Boost if they wish to re-take COMPASS. English Boost will be an open-entry program with its online component buttressed with individualized assistance from the instructor.

12a. Provide a graph or chart presenting evidence of improvement in student achievement over three or more years on one of the following Achieving the Dream measures.

Developmental English and Overall Successful Course Completion and Retention										
	Total	Placed into Developmental English	% Placed	Completed Some Developmental English	% Completed	Completed All Courses C or Better		Retained to Next Term	% Retained	
2007	4,938	1,245	25%	443	36%	2,537	51%	3,547	71.8%	
2008	5,220	1,517	29%	493	32%	2,817	54%	3,956	75.8%	
2009	5,773	1,674	29%	484	29%	3,080	53%	4,343	75.2%	
2010	5,763	1,722	30%	473	27%	2,921	51%	4,297	74.6%	
2011	6,678	2,387	36%	544	23%	3,017	45%	5,003	74.9%	
Attended Mandatory Orientation Fall 2011	274	274		143	52%	143	52%	222	81%	

12b. Briefly describe the intervention(s) you have implemented to achieve the improvement in student outcomes **documented in Question 12a** above, including why you believe the intervention helped to improve the student outcomes.

[Mandatory Orientation for Developmental English \(Academic Literacy I\) students \(see related intervention description\).](#)

12c. Regarding the intervention **described in 12b** above:

- Was this intervention developed as part of your college's Achieving the Dream work? **Yes**
- Complete the following chart, adding or deleting rows as necessary:



[See related intervention description for information requested in this chart.](#)

13a. Is there anything else you would like Achieving the Dream or your funder (if applicable) to know about your work this year?

N/A (no funding)

13b. Are there tools or technical assistance that Achieving the Dream can provide to support Achieving the Dream on your campus?

End report narrative. The following does not count toward the page limit.



Annual Financial Report

See attachment

Appendix A: Example response to Question 12

12a.

First-Year Fall-to-Winter Retention												
	2007-08 (Baseline)			2008-09			2009-10			2010-2011		
	N	Return	% Return	N	Return	% Return	N	Return	% Return	N	Return	% Return
All	680*	513	75.40%	648**	497	76.70%	691***	548	79.30%	691****	562	81.30%
White	398	304	76.40%	377	294	78.00%	406	320	78.80%	410	334	81.50%
Hispanic	212	154	72.60%	207	152	73.40%	234	190	81.20%	226	179	79.20%
Other	70	55	78.60%	64	51	79.70%	51	38	74.50%	55	49	89.10%

*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.

***Represents 100% of first-year full- and part-time enrollment and 42% of total enrollment.

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

12b. 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.

12c. Yes, the intervention was part of our Achieving the Dream 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)
2008-09	648	41%	100%
2009-10	691	42%	100%
2010-11	691	41%	100%

Data Source: USA College Academic History Files, Fall 2008-Spring 2011 and Orientation Attendance Excel file, Fall 2010.