

Achieving the Dream Project Overview

Brief Overview/Review

In summer 2011, Lane joined Achieving the Dream (ATD), a national initiative designed to help community college students succeed by employing a rigorous, evidence-based model of study, intervention, evaluation, and implementation/practice. Participation in ATD requires 1) an unwavering commitment to data collection and analysis, and 2) significant, measurable improvements in student progression and completion.

Why ATD?

ATD is one of our myriad student success initiatives, as you've seen illustrated on our strategy map. It complements and supports this body of work by compelling us to develop capacity in our data systems and literacy, providing a structured framework that can be replicated to other projects and initiatives, providing access to national best practices and support, and holding us accountable for results.

I'd like to specifically highlight the data component, as this a uniquely powerful benefit for us. As part of this project, IRAP partnered with IT to create a data set that enables us to longitudinally track and disaggregate student cohorts. This allows us to develop deeper understanding of progression and completion issues, both globally and by characteristics of subpopulations such as age, gender, and race/ethnicity. We have access to this data through an ATD web tool, ATD analytical tool and internally through SPSS software.

Planning Year in Review

<http://www.tiki-toki.com/timeline/entry/27037/Achieving-the-Dream-Project-Timeline/>

Fall Term

We started our ATD work by hosting a three-day data conference in October. Our national ATD coaches joined Lane faculty, staff, and administrators to develop data literacy and to consider progression and completion issues, broken out by transfer students, career technical students, developmental education and pre-collegiate students, and special populations.

Ben Hill formed a Lane data coaches team in October, composed primarily of faculty. The focus this year for the data coaches has been to develop expertise in Lane's data framework and the ATD data set and to support and inform our ATD planning. As we move forward with our work, data coaches will play a critical role in expanding data literacy across campus, helping us evaluate and refine our interventions, and exploring new issues and opportunities for improving student success measures.

At this time, we also created our ATD Core Team, charged with coordination, oversight, and support for development and college-wide implementation of ATD goals and objectives, and our ATD Data & Systems Team, whose role is to ensure data integrity, integration, and access.

We also kicked off our Student Success Leadership Team this fall, which shepherds our Quality Progression and Completion work at an institutional level, and has been instrumental in helping us ensure our ATD work is aligned with emerging plans and priorities from other student success initiatives.

Winter Term

In winter term, we started analyzing our longitudinal data set in earnest, both as a stand-alone data strand and by layering it over our existing data framework.

We used our Winter ATD Conference, again joined by our national data coaches, to share longitudinal data and to engage faculty, staff, and administrators in hands-on workshops and discussions that helped us to identify potential priorities and interventions.

In March and April, we held work sessions with an expanded student success leadership team and math and developmental education stakeholder group, where we selected ATD priorities and interventions using the following criteria: 1) potential impact and scalability, 2) significant evidence, 3) insight, understanding and best practices, and 4) feasibility, to include alignment with existing and emerging student success work, implementation time, resource requirements and sources, culture, and measurability.

Spring Term

We used our Spring ATD Conference in April to develop our implementation proposal and work plan. We submitted our implementation proposal May 15 and are now moving into intervention development and design. Our next steps are to gather faculty stakeholder groups, review interventions and start to organize work teams and sequences.

Priorities and Interventions

ATD asks us to identify *priorities*, which are defined as desired results that will have a significant impact on student success at Lane. We then identify *interventions* that will support each priority.

Our ATD Priorities are:

1) Increasing the percentage of Lane students prepared for and promptly attempting program level math.

This bubbled up early in our study process as an area of rich opportunity for improvement. Data show that 85% of our students place into developmental math, and only 32% of those students complete all developmental levels within their first three years at Lane. Our CCSSE and SENSE data indicate math avoidance and frustration with placement processes, and qualitative data from FoE and other conversations and surveys reinforce concerns with developmental math structures. National studies and results from other ATD schools show that developmental math structures have a significant impact on student success, and Lane is already pursuing developmental education redesign initiatives.

Interventions for this priority:

a. Math placement redesign

We will review and redesign math placement processes, tools and policies to ensure they optimally support student progression and completion. Our work will include evaluation of the placement instrument, placement measures and cut scores, developing preparation resources, restructuring testing and retesting policies and procedures, and strengthening our connections with high schools.

b. Early and sustained math progression

New students referred to developmental math will be required to attempt their first math course during their first two terms. Advising and communications systems will track and report student progression and create early intervention opportunities to support success.

c. Alternative Learning Environments

We will expand, enhance, and institutionalize alternative learning environments that support students from placement preparation through successful completion of their developmental math coursework. The alternative learning environment system will be mapped to placement and curriculum modules, adapt to individual learning styles, skills and abilities, emphasize peer learning, and use learning analytics to continuously refine and improve content, structure, and process.

2) **Increasing the percentage of Lane students earning a certificate or degree.**

Our ATD data show that only 9% of entering students earn a degree or certificate after 3 years; only 16% after 5 years. This is similar to the graduation rates we see from OCCURS and other data sets. With a growing national and state focus on completion rates, we have an increasing sense of urgency for improving these rates at Lane. Again turning to national studies and high impact practices and results from other ATD schools, we have identified specific opportunities (interventions) for “moving the dial” that we will pursue within the ATD construct, and that will complement existing completion projects and initiatives.

Interventions for this priority:

a. **Program and major identification**

Students will be required to identify and affirm program and course of study at the start of each term. Admissions applications wizards, orientation and advising, ongoing email and portal communications will educate and inform students about the importance of accurate program of study identification, and systems and policies will be developed for updating information once per term. Simultaneously, program and major requirements and transfer alignment will be reviewed and revised, Banner data will be cleaned and validated, and progression tracking and degree-audit software will be implemented.

b. **Mandatory academic planning**

All degree-seeking students will develop an academic plan and will access and participate in academic planning throughout their course of study at Lane, from initial application through to degree or certificate award. Integrated academic planning and advising leverages technology and systems to provide program and transfer information; dynamic planning and scheduling tools; progress tracking, communication and intervention; links to student support resources; self-service degree-audit; and learning analytics.

Resources and Next Steps

Our implementation proposal, resources, and links are available on our ATD web site at <http://www.lanec.edu/studentsuccess/ATD/index.html>. Please also feel free to contact me directly.

We will be developing work teams for each intervention area this spring and into fall term. The work teams will take the lead in designing and developing interventions, with support from our data coaches, IRAP and our ATD core team, and with significant communications and feedback mechanisms with stakeholders. Evaluation and implementation/scaling plans will be built into all intervention designs. Our student success leadership team will continue to be our primary avenue for ensuring our ATD work is aligned with our other student success projects.

Our web site will be our primary repository for updated planning documents and resources.

We will host two campus-wide ATD conferences and workshops this year, most likely in Fall and Spring terms, which may include other Oregon schools who have just signed on with ATD.

We will submit a comprehensive progress report to ATD in May 2013, where we need to show significant effort, progress, and yes, results in addressing our priorities.