Proposal/Implementation Plan

Submitted to:
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Submitted by:
Tacoma Community College
6501 South 19th Street
Tacoma, Washington 98466

May 15, 2007
Achieving the Dream  
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**Attachments**  
Attachments Tab  
*Attachment A*—Itemized list of all anticipated expenses to accompany proposal budget  
*Attachment B*—Biographical sketches of key Achieving the Dream staff

**Appendices**  
Appendices Tab  
The following required and/or referenced documents have been enclosed:

- Transmittal sheet indicating college name, organization receiving the grant (if different from the college), date, and contact person for questions about the appendices
- Organizational chart
- List of governing board members, with affiliations
- Current organizational budget
- Financial statements, preferably audited, for the two most recent fiscal years (If a deficit exists in either of the two previous fiscal years, include a letter signed by the Chief Executive Officer outlining the reason for the deficit and corrective action to overcome it)
- IRS determination letter
- Course descriptions of gatekeeper courses
Section I: College Information

Name of College: Tacoma Community College Submission Date: 05/14/07
Web site: www.tacomacc.edu

Name of Organization Receiving the Grant (if different from the college): N/A
Mailing Address of Grant Recipient: 6501 S. 19th Street
Tacoma, WA 98466

Purpose Statement (one sentence describing the purpose of this proposal): The purpose of this implementation plan is to request funding for the four-year of implementation of Achieving the Dream strategies to close gaps in student performance, specifically low-income students & students of color.

Proposed project start date 07/01/07 and end date 06/30/11
Total amount requested $400,000 over four years.

Achieving the Dream Core Team Leader Name and Title:
Dr. Barbara Kavalier, Associate Vice President of Student Services
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Address: Tacoma Community College, 6501 S. 19th Street, Tacoma, WA 98466

College President: Dr. Pamela Transue
Telephone: (253) 566-5100 Fax: (253) 566-5376 E-mail: ptransue@tacomacc.edu
Address: Tacoma Community College, 6501 S. 19th Street, Tacoma, WA 98466

Who has legal authority to execute a grant agreement on behalf of your organization?
Name and Title: Ms. Kathryn Longfellow, Vice President of Administrative Services
Telephone: (253) 566-5050 Fax: (253) 566-5376 E-mail: klongfellow@tacomacc.edu
Address: Tacoma Community College, 6501 S. 19th Street, Tacoma, WA 98466

Who authorized this budget? Name and Title: Dr. Pamela Transue, President
Telephone: (253) 566-5100 Fax: (253) 566-6027 E-mail: ptransue@tacomacc.edu
Address: Tacoma Community College, 6501 S. 19th Street, Tacoma, WA 98466

Communication/Public Relations Contact Name and Title:
Mr. Dan Small, Associate VP for External Relations and Assistant Foundation Exec. Director
Telephone: (253) 566-5030 Fax: (253) 566-5004 E-mail: dsmall@tacomacc.edu
Address: Tacoma Community College, 6501 S. 19th Street, Tacoma, WA 98466

Whom shall we contact regarding questions about this proposal?
Name and Title: Ms. Susan Mitchell, Director of Institutional Effectiveness
Telephone: (253) 566-5124 E-mail: smitchell@tacomacc.edu
Address: Tacoma Community College, 6501 S. 19th Street, Tacoma, WA 98466
Section II. Proposal Narrative

PLANNING PROCESS AND RESULTS

With a focus on building a culture of evidence, the Achieving the Dream (AtD) Implementation Plan ensures that Tacoma Community College (TCC) is engaged in continuous improvement efforts that lead to institutional transformation and to closing the achievement gap for at-risk students (first-time, first-generation), and students of color. Not unlike colleges across the nation, TCC has struggled to ensure the retention and success of these vulnerable student cohorts. From data collected in preparation for this proposal, the college discovered that Black and Hispanic students complete developmental courses at a much lower rate than other student groups. Additionally, Hispanic students have the lowest persistence rate from quarter-to-quarter and year-to-year as compared to overall student persistence. The same pattern is true for persistence to degree/certificate completion. The AtD initiative provides the research and funding needed to respond adequately to student needs and to decrease the achievement gap.

In preparation for this plan, the College identified three primary teams to lead this process: (1) the AtD Core Team provides administrative oversight of all activities associated with the initiative and makes decisions on what priorities to pursue; (2) the AtD Data Team is responsible for identifying and analyzing quantitative and qualitative data; and finally, (3) the Institutional Effectiveness Committee ensures that AtD data and strategies are aligned to student learning outcomes and contribute to institutional transformation.

As intended in the design of the Achieving the Dream grant planning year, Tacoma Community College collected and analyzed qualitative and quantitative data on the five areas of student achievement: cohort demographics, persistence and retention, success in developmental
courses, identification of gatekeeper courses and completion of degree and certificate. The Data Team verified the accuracy of the data and identified which data sets were most pertinent to addressing gaps in student performance. Once these data sets were identified, the Institutional Research (IR) Office formatted the data for presentation to the Achieving the Dream Core Team. The Core Team then discussed the data presented on each of the five areas of student achievement, noting areas of significance and identifying additional data that would be useful for more detailed discussions in the future. The results of the Core Team’s analysis of these data culminated in the creation of six Research Briefs disseminated throughout the College: (1) Cohort Tracking; (2) Cohort Demographics; (3) Student Persistence and Retention, (4) Gatekeeper Courses; (5) Certificate and Degree Completion; and (6) Developmental Education Transition.

To provide context for the quantitative data collected and to enhance the meaning of the key findings, ten targeted focus groups were conducted at the College: six student sessions, one community session, and three employee sessions. All groups were asked the same question: What does a best practice model for serving at-risk students look like? The results from each group were aggregated to create a composite best practice model which was used to formulate many of the AtD strategies presented in this report.

Both the Core and Data Teams include administrators, faculty, and staff members from different areas of the College, and one Board member serves on the Core Team. In addition to

<table>
<thead>
<tr>
<th>Course</th>
<th>Annual Enrollments</th>
<th>Number Not Passing</th>
<th>No Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH090</td>
<td>1,008</td>
<td>477</td>
<td>47%</td>
</tr>
<tr>
<td>MATH099</td>
<td>720</td>
<td>281</td>
<td>39%</td>
</tr>
<tr>
<td>MATH086</td>
<td>376</td>
<td>281</td>
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<tr>
<td>MATH115</td>
<td>282</td>
<td>104</td>
<td>37%</td>
</tr>
<tr>
<td>PHIL100</td>
<td>285</td>
<td>105</td>
<td>37%</td>
</tr>
<tr>
<td>HT130</td>
<td>284</td>
<td>102</td>
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<td>MATH088</td>
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<td>427</td>
<td>31%</td>
</tr>
<tr>
<td>READ092</td>
<td>304</td>
<td>92</td>
<td>30%</td>
</tr>
</tbody>
</table>
the research briefs, to involve more of the campus community, open brown bag discussions were held, and presentations were made to different internal and external groups. Special meetings were also held with the English and math departments, as well as with the Developmental Studies Taskforce.

Through the involvement of the campus community and the analysis of the data collected, three priorities emerged. First, the Core Team identified successful completion of developmental coursework and transition into college-level coursework as a significant area of concern. Five of the top nine gatekeeper courses at the College are developmental courses in English, reading, and math; the three top gatekeeper courses, based on the percentage of unsuccessful student course completion, are all developmental math courses. (See Appendix for course descriptions.)

Black and Hispanic/Latino students completed these developmental courses at much lower rates than other student groups: for example, in Math 90, only 36% of African American students and 43% of Latino students successfully passed the first time they took the course, while White and Asian students successfully completed their first attempt at Math 90 at much higher rates (57% and 63% respectively). In English 91, only 57% of Latino students successfully completed the course the first time, as compared to 76% of White students. African American, Alaskan Native, Native American, and Pacific Islander students were more successful than their Latino classmates at 68%, but there success rates were still significantly lower than their white counterparts. A gap in student performance also existed between Black and Latino students and other student groups in developmental reading courses. In addition, data on developmental course-taking patterns showed that the more developmental classes a student is required to take, the less likely the student will transition into related college-level coursework, especially if the
student begins at three levels below college level. As Table 1.2 illustrates, 43% of math students in the 2003 cohort who began two levels below college level enrolled in college-level math within three years, while only 14% of math students beginning three levels below enrolled in college-level math during the same time period. This pattern was also observed in students in developmental English courses. For math, students are most likely to fail and to retake Math 90; for English, the course is English 85.

Second, college-wide discussions of the student cohort data centered on low student retention rates, especially during the first quarter of the first year of enrollment. Twenty-five percent of the students in the 2003 cohort did not persist from their first fall quarter to the subsequent winter quarter, and 55% did not persist to the subsequent fall term. Latino students had the lowest persistence rates of all student groups from quarter-to-quarter and year-to-year (67% and 53% respectively) compared to the overall student quarter-to-quarter persistence rate of 77% and year-to-year rate of 64%. Across the board, students between the ages of 20-24 were least likely to be retained from one quarter to the next at the college, while there was little difference in persistence rates based on gender. Notably, few students ever returned to the institution after they left, indicating that most students did not just “stop out” and come back later. Of the 2003 cohort, only 22% of students also completed a certificate or degree within
three years. Like the persistence rates, the rate of completion for Latino students (15%) was below the overall student completion rate (22%).

In addition to quantitative data on student persistence, the Core Team identified a best practice model for serving at-risk students based upon focus group findings. In this model, the relationships that students make with the institution and the extent to which they take responsibility for their own learning both contribute to student success. Having considered both the qualitative and quantitative data, the Core Team identified a second main priority: to increase the level of student engagement during the first college year.

Third, in the process of collecting and analyzing data for the Achieving the Dream initiative, it became clear that the ability to make data driven decisions to improve student success was impaired because the institution’s research capacity is severely limited. This limitation is partially due to the constraints imposed by the State’s data system, which is scheduled to be re-hosted in 2008. The lack of adequate technology and research support: 1) hinders the process of informing discussions with pertinent student data, and 2) limits the extent to which the Institutional Research Office is able to track students at key transition points in their education. Staffing in the IR Office is also an issue, as there is currently only one full-time and one part-time researcher. Consequently, increasing the College’s ability to make data driven decisions by enhancing the institutional research capacity at the College was identified as the final priority in the Achieving the Dream plan.

IMPLEMENTATION PLAN AIMED AT INSTITUTIONAL TRANSFORMATION

Within the four-year period of implementing the Achieving the Dream initiative, TCC anticipates meeting the outcomes identified in this proposal and significantly closing the achievement gap for at-risk students and students of color. Additionally, the College will achieve
transformation needed to reduce barriers that students face in persisting to degree and certificate completion by creating and implementing policies and processes that promote student success. The components of this transformation, along with how progress will be evaluated, are listed below.

**Priority #1: Increase Student Success in Developmental Education**

**Math:**

Strategies adopted in the Math Department are based on findings from student enrollment and course completion patterns from 2000-2006 and corroborating Achieving the Dream cohort data. The expected outcomes of adopted strategies are over the four-year period:

1. 60% of students who take Math 90 after successfully completing Math 88 in the previous quarter will pass Math 90.

2. The percent of developmental math successful course completers will increase to 65%.

3. The percentage of students who complete the math requirement for their intended field of study will increase by 5-8%.

**English:**

The English Department has weighed the data derived from two years of assessment information, TCC’s Strategic Initiatives Plan for 2007, and from Achieving the Dream work to conclude that a curricular redesign will improve student success. Given the primary role of English courses in students’ success during their tenure at the College, it is likely that increased success in developmental courses will translate to increased student success across the College. Outcomes identified by the English Department include:

1. Increase successful course completion in Developmental English and Reading courses from 67% to 73-78%.
2. Increase the rate of successful course completion for students of color in Developmental English and Reading by 10% over four years; for students in the lowest two socioeconomic status quartiles increase successful course completion by 5%

3. Students who take English/Reading 85 will successfully complete the English/Reading 95 course at a rate of 85-89%.

4. Students who start one or more levels below college level will persist to degree/certificate completion at the same rate as students who begin their studies at college level (25%).

Priority #2: Increase Student Engagement During the First Year

Through an analysis of both primary and secondary research findings, the Core Team recognizes the role that engagement plays in student retention and success, particularly during the student’s first year of college. Through data collected on HD 101 (Student Success Course), the College found that students who successfully complete this course persist to the next quarter (75%) as compared to non-HD 101 students (50%). The Counseling and Advising Department will take the lead in working with other Student Services departments to develop multiple strategies for increasing student engagement, including HD101, orientation, advising, etc.

Outcomes identified for the four-year period include:

1. Increase student successful completion in HD 101 courses to 75-81%.
2. Increase use of and satisfaction with student services:
   a. Meet or exceed national average (Noel Levitz & CCSSE benchmark of 50 or more) on items related to support services.
   b. Increase financial aid applications 3-10%
   c. Increase participation in Student Life events 5-10% over the previous year.
3. Increase persistence of all First-Time-In-College (FTIC) students to 75-80% fall-to-winter, 65-70% fall-to-spring, 55-60% fall-to-fall.
4. Increase number of students who complete a certificate/degree within three years to 25-30%.
5. Establish baseline data for successful course completion rate of non-HD 101 students in first-year coursework and increase the comparable HD 101 student to meet or exceed that rate.
Priority #3: Improve Data Driven Decision Making Capabilities

As stated previously, the College’s research function is not adequate to address the data needs of the college or to allow for adequate and on-going tracking of student cohorts. The AtD Implementation Plan will address this issue by expanding and improving the research function. The outcomes that have been developed for this priority include:

1. Faculty/staff who submit on-line data requests will receive an on-line survey accessing research services. Overall, the IR Office will receive a satisfactory rating (3-4 rating) on a five-point Likert scale that measures (1) accuracy; (2) satisfaction with data; and (3) time to complete/fulfill request.

2. The Institutional Research (IR) Office personnel will be augmented by the addition of one full-time research analyst; during the first year of this plan, it will be reorganized to improve effectiveness and efficiency.

STRATEGIES TO ACCOMPLISH GOALS

Developmental Education:

The Math Department began discussing student success during the 2006-2007 academic year and will continue this effort over the grant period. Specifically, the Math Department will continue to develop a late-start, computer-assisted math course that allows students either to review quickly and advance through a developmental math course or spend extra time learning difficult concepts. The Department plans to better prepare students to move into Math 90—the course in the developmental math sequence with the lowest successful completion rate—by restructuring the content and credit load of the previous course, Math 88. Finally, the Math Department will link supplemental instruction activities to Math 90.

Work on implementing improvement strategies in developmental English and reading coursework has also begun. Over the course of the next four years, all developmental English courses will be redesigned to include an integrated reading component with consistent and
socially relevant curricula and course learning outcomes, beginning with English 85. A coherent alignment of courses in the developmental English and reading sequence will also be developed by the Written Communications and Developmental Studies (WCDS) Department, and the AtD Data team will assist the WCDS in creating a system in which programmatic outcomes are utilized in measuring student learning outcomes and curriculum effectiveness. In addition, the WCDS will implement a secondary assessment process for movement of students between developmental courses during the first two weeks to fit students where they will best succeed. Finally, the WCDS plans to increase faculty involvement in professional development activities that lead to improved curricular design and pedagogy.

**Engaging Students during the First Year of College:**

During their first year at TCC, the College will identify opportunities for engaging students; specifically, a focus will be placed on increasing persistence through the “student success” course, HD 101, orientation and advising. A First-Year Experience Taskforce, in conjunction with the Data Team, will evaluate the effectiveness of HD 101 course materials, refine the use of activities that expose students to available resources, and implement the use of student leaders in each HD 101 class. During the 2006-2007, academic year, the college implemented its new advising model which will be monitored and improvements will be made as deemed appropriate to increase student engagement.

**Improving Data Driven, Decision-Making Capabilities:**

The College will either purchase or develop a student tracking system which will allow for instant reporting of data and will provide faculty and staff easy access to data. The system will include student admission, course performance, financial aid, and registration data and will allow for multiple layers of access for different user groups. Training on the new system will be
provided for the campus community, and the system will be monitored and evaluated quarterly. Additional resources will be allocated to the research office to ensure adequate support in building a culture of evidence. Key to this support will be the addition of a research analyst position to the IR Office, doubling the current capacity of this department.

**EVALUATION**

Evaluation represents a critical factor for ensuring TCC’s success in implementing AtD. The College will continue to track student performance areas identified by the initiative through the use of longitudinal cohorts, and a new cohort will be added for new students entering each fall quarter (2006, 2007, 2008, and 2009). These data will be monitored and analyzed by the IR Office and Data Team. The Director of Institutional Effectiveness—the Core Team leader—will also channel findings from the College’s Core Indicators through the Data Team and to the Core Team for discussion.

To ensure campus-wide involvement in evaluation of AtD efforts, faculty, staff and administrators will serve on strategic work teams that address all three priorities.

**INSTITUTIONALIZING THE WORK OF ACHIEVING THE DREAM**

Since institutional transformation will be a result of the Achieving the Dream initiative, the strategies to be implemented by the College have been grounded in activities currently in place at the institution. Accordingly, the focus of Achieving the Dream is to enhance current improvement activities—the work that is central to our mission—instead of boutique concerns. For example, the data collected for AtD will be aligned with the College’s Core Indicators. A system has already been implemented for data-driven decision making and for disseminating data on all programs and services to the campus community on a regular basis in the form of research briefs and informal brown bag discussions. The results from the strategies employed
will also be used to inform the College’s assessment and accreditation activities in the future. This approach ensures that the College’s AtD work is part of the culture of the institution and commensurate with TCC strategic plan, Commitment to Innovation. Additionally, the College’s Grant Office will work in collaboration with the AtD Core Team to ensure that any and all grant reporting and other requirements are fulfilled satisfactorily.

During the first year of the initiative, the Associated Vice President for Student Services, with assistance from a full-time researcher funded by AtD, provided leadership to the project and coordinated all the work of the Core and Data Teams. With the development and administration of the implementation plan, the College will move into the second stage of the initiative. As such, leadership for AtD will shift to the Institutional Effectiveness Office. The Director of this area will serve as the Chair of the Core Team, and the Director of Institutional Effectiveness will continue to provide leadership to the Data Team. The President, the Vice President of Academic and Student Affairs, the Associate Vice President for Student Services, and a College board member will remain key members of the Core Team, and additional faculty and staff will be involved in taskforces linked to each priority area, such as math and English faculty and Student Services professionals.

The College is committed to the success of Achieving the Dream and recognizes the advantages associated with institutionalizing strategies associated with the initiative. While much of the work of this implementation plan will be initially supported by grant funds, institutional dollars will also be reallocated during the 2007-2008 fiscal year and beyond to support the initiative’s aims. For example, the addition of a research analyst in the IR Office will be initially supported by grant dollars but will be integrated into the IR Office budget. Institutional funds have also been earmarked for the Math and the Written Communications Developmental Studies.
(WCDS) departments, and the cost of HD 101 courses has been incorporated into the Advising/Counseling budget. In addition, it is anticipated that the college will match costs in scaling up successful intervention strategies, such as learning communities and the summer HD 101 experience.

Through the priorities, strategies, and outcomes identified in TCC’s Achieving the Dream Implementation Plan, it is anticipated that the College will make significant progress in closing the achievement gap for at-risk students and students of color. Ultimately, it is believed that through AtD, a culture of evidence will be embraced and institutional transformation realized.
Proposed Timeline and Action Plan

**Priority Area #1: Improve Student Success In Developmental Education**

**Evidence/Rationale:**
Tracking student progress over a longer period of time provides greater insight into the patterns of student course taking and movement through the developmental course sequences. Thus, these findings were based on the 2003 Achieving the Dream cohort.

1. A preliminary study of student transition through developmental coursework showed that few students who place two levels below college level in math or English complete the developmental education sequence and move into college-level coursework (Math=43%, English=42%). It also indicated that even fewer students who place three or more levels below college-level math ever enroll in college-level math class (12%). These percentages in math are slightly misleading, as not all professional/technical programs have a math requirement at college level; however, the College is still concerned about increasing student movement through the developmental education pipeline.
2. Of all developmental classes, students are most likely to repeat Math 90 (two levels below college level) and Math 99 (one level below college level).
3. Eight of the top 20 gatekeeper courses at the College are developmental English, reading, and math courses; five of these classes have the largest actual numbers of students who do not successfully pass. Math 90 (two levels below college level) has the highest no-pass rate percentage and the largest number of students who do not successfully pass of all courses at the College.
4. While white students successfully complete developmental math courses at 69% and developmental English courses at 76%, and Asian students are similarly successful (64% and 80% respectively) other students of color (African Americans, Hispanic/Latinos, Pacific Islanders, Native Americans/Alaskan Natives, and multiracial students) perform at lower rates (55% for math and 67% for English).

**Outcomes:**

**Math:**
- O1. 60% of students who take Math 90 after successfully completing Math 88 in the previous quarter will pass Math 90.
- O2. The percent of developmental math successful course completers will increase to 63-68%.
- O3. The percentage of students who complete the math requirement for their intended field of study will increase by 5-8%.

**English:**
- O4. Increase successful course completion in Developmental English and reading courses from 67% to 73-78%.
- O5. Increase the rate of successful course completion for students of color in Developmental English and Reading by 10% over four years; for students in the lowest two socioeconomic status quartiles increase successful course completion by 5%
- O6. Students who take English/Reading 85 will successfully complete the English/Reading 95 course at a rate of 85-89%.
- O7. Students who start one or more levels below college level will persist to degree/certificate completion at the same rate as students who begin their studies at college level (25%).
**Priority Area #1: Improve Student Success In Developmental Education**

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<tr>
<th>Work Plan</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Primary Person(s) Responsible</th>
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</thead>
<tbody>
<tr>
<td>Continue to develop and implement Math 10 course (low-credit, self-paced refresher course for lower-level developmental math coursework); expand course format to include higher-level developmental math coursework, and increase number of course sections offered</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Developmental Math Taskforce and AtD Data Team</td>
</tr>
<tr>
<td>Continue to collect qualitative data from students and faculty, particularly those involved in Math 88, Math 90, and Math 10</td>
<td>X</td>
<td>X</td>
<td>--</td>
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<td>Developmental Math Taskforce and AtD Data Team</td>
</tr>
<tr>
<td>Restructure Math 88 course (3 levels below college level) into 5-credit course coordinated with content of Math 90 course; evaluate change in student performance, and adjust course curriculum and structure as necessary</td>
<td>X</td>
<td>X</td>
<td></td>
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<td>Developmental Math Taskforce and AtD Data Team</td>
</tr>
<tr>
<td>Create supplemental instruction sections for Math 86, 88,90, 97 and 99</td>
<td>--</td>
<td>X</td>
<td>X</td>
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<td>Developmental Math Taskforce</td>
</tr>
<tr>
<td>Redesign all developmental English courses to include integrated Reading component, beginning with English 85</td>
<td>X</td>
<td>X</td>
<td>--</td>
<td>--</td>
<td>Developmental English Taskforce</td>
</tr>
<tr>
<td>Develop consistent and socially relevant curriculum and course learning outcomes for developmental English/Reading courses, beginning with English 85, and use learning outcomes to evaluate curriculum effectiveness.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>--</td>
<td>Developmental English Taskforce and AtD Data Team</td>
</tr>
<tr>
<td>Develop coherent alignment in the Developmental English/Reading sequence, beginning with the alignment of English 85 and English 95</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Developmental English Taskforce</td>
</tr>
<tr>
<td>Utilize programmatic learning outcome assessment to ensure student achievement of course-level outcomes.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Developmental English Taskforce and Data Team</td>
</tr>
<tr>
<td>Implement a secondary assessment process within each English/Reading course within the first two weeks of a quarter to allow for student movement between developmental levels, and align first two weeks of instruction in all developmental courses so that students replaced during the first two weeks can carry work and grades into new class.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Developmental English Taskforce and AtD Data Team</td>
</tr>
<tr>
<td>Provide professional development for faculty to improve curricular design and pedagogy.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Developmental English &amp; Math Taskforces, AtD Core Team, Professional Development Committee</td>
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<tr>
<td>Continue to collect and analyze data related to the current retention and success of developmental math and English students.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Developmental Math Taskforce, AtD Data Team, IR Office</td>
</tr>
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</table>
**Priority Area #2: Increase Student Engagement during the First Year of College**

**Evidence/Rationale:**
Research shows that increasing the amount of time students are engaged in behaviors that are correlated highly with student learning and student retention leads to greater student learning (*CCSSE*, 2006). During the first year of the initiative, data were collected to determine the retention and completion rates of students, and the largest gaps in student performance appeared to occur during the first year of college.

Tracking student progress over a longer period of time provides greater insight into the patterns of student persistence. Thus, these findings were based on the 2003 Achieving the Dream cohort.

**Retention Issues:**
1. One quarter of all students do not re-enroll in a second term after the first quarter.
2. While it is assumed that most students who leave after the first quarter only “stop out” for a short period of time and then re-enroll, only 7% of the students who left after their first quarter at TCC returned to the college within three years.
3. Only 45% of all cohort students enrolled at TCC from one fall quarter to the next fall quarter.
4. While Asian students persisted from year to year at the highest rate for all cohorts (59%), followed by white students (44%), other students of color persisted below the cohort average (45%). Hispanic students had the lowest persistence rate at 39%, and the persistence rate for African Americans was only slightly higher at 41%.
5. Surprisingly, while students who were 19 years old or younger persisted at the highest rate (51%), 20- to 24-year-olds had the lowest persistence rate (36%). Thirty-five to 39-year-olds had the next lowest rate at 39%, followed by 25- to 34-year-olds at 41%. Students age 40 and older were more likely to re-enroll from quarter to quarter than their younger classmates.

**Completion:**
1. Overall, Asian students complete degrees at a higher percentage that any other race/ethnicity, followed by white students at 21% and then all other students of color at 16%.
2. Only 3% of all students completed a certificate within three years.
3. Female students complete associate degrees at 20% over three years as compared to male students at 15% over three years.
4. While there is not much difference in the rate of degree completion between students ages 24 and younger and students 25+ (9.8% vs. 8.7%), older students are much more likely to complete a certificate/award (6.2%) than younger students (1.4%).

**Outcomes:**
O1. Increase student successful completion in HD 101 courses to 75-81%.
O2. Increase use of and satisfaction with student services:
   a. Meet or exceed national average (Noel Levitz & *CCSSE* benchmark of 50 or more) on items related to support services.
   b. Increase financial aid applications 3-10%.
c. Increase participation in Student Life events 5-10% over previous year.
O3. Increase persistence of all First-Time-In-College (FTIC) students to 75-80% fall-to-winter, 65-70% fall-to-spring, 55-60% fall-to-fall.
O4. Increase number of students who complete a certificate/degree within three years to 25-30%.
O5. Establish baseline data for successful course completion rate of non-HD 101 students in first-year coursework and increase the comparable HD 101 student to meet or exceed that rate.

**Priority Area #2: Increase Student Engagement during the First Year of College**

<table>
<thead>
<tr>
<th>Work Plan</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Primary Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate effectiveness of HD 101 course materials (Campus Toolkit, etc.).</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Counselors, Dean of Counseling and Advising, AtD Data Team</td>
</tr>
<tr>
<td>Refine the use of student resources. <strong>[O1, O2, O3, O5]</strong></td>
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<tr>
<td>Have counselors teach HD 101 as part of their load. <strong>[O2, O3]</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Counselors</td>
</tr>
<tr>
<td>Create HD 101 (Student Success) collaborative learning communities. Link</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Counselors, Dean of Counseling and Advising, Director of International Service, Developmental Education Task Force</td>
</tr>
<tr>
<td>curriculum to developmental education courses and international student</td>
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<tr>
<td>services. <strong>[O1, O2, O3]</strong></td>
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<tr>
<td>Create pathway to college summer HD 101 pre-assessment experience. **[O1,</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Counselors, Assessment Coordinator, AtD Core Team</td>
</tr>
<tr>
<td>O2, O3, O4, O5]**</td>
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<tr>
<td>Implement use of peer leaders in HD 101 courses. <strong>[O2, O3, O4]</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Counselors, Director of Student Life</td>
</tr>
<tr>
<td>Implement mandatory placement policy into HD 101 for students who are new</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>Dean of Counseling &amp; Advising, Associate VP for Student Services</td>
</tr>
<tr>
<td>to the college and place in at least two areas of developmental coursework.</td>
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<tr>
<td><strong>[O1, O3, O4]</strong></td>
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<tr>
<td>Evaluate effectiveness of new advising model. <strong>[O2, O3, O4]</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Dean of Counseling &amp; Advising, Associate VP for Student Services</td>
</tr>
<tr>
<td>Enhance and expand the mandatory orientation process for all incoming</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Dean of Counseling &amp; Advising, Associate VP for Student Services</td>
</tr>
<tr>
<td>students. <strong>[O2, O3, O4]</strong></td>
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</tbody>
</table>
**Priority Area #3: Improve Data Driven Decision Making Capabilities**

**Evidence/Rationale:**
Currently, the College’s research capacity is limited both in personnel and resources. This is partly due to the State’s data system and to a lack of resources and technology to support data tracking and analysis. The College believes that research is a key factor in ensuring the on-going success of the AtD initiative.

**Outcomes:**

O1. Faculty/staff who submit on-line data requests will receive an on-line survey accessing research services. Overall, the IR Office will receive a satisfactory rating (3-4 rating) on a five-point Likert scale that measures (1) accuracy; (2) satisfaction with data; and (3) time to complete/fulfill request.

O2. The Institutional Research (IR) Office personnel will be augmented by the addition of one full-time research analyst; during the first year of this plan, it will be reorganized to improve effectiveness and efficiency.

**Priority Area #3: Improve data driven decision making capabilities**

<table>
<thead>
<tr>
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<th>Year Four</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Increase resources to enhance the research function by hiring additional personnel in the IR Office. [O2]</td>
<td>X</td>
<td></td>
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<td></td>
<td>VP of Academic and Student Affairs, AtD Core Team</td>
</tr>
<tr>
<td>Conduct research of best practices related to tracking systems. [O1]</td>
<td>X</td>
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<td>AtD Core Team, Research Office</td>
</tr>
<tr>
<td>Identify and implement student tracking system. [O1]</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>AtD Core Team, VP of Academic and Student Affairs, Director of Research</td>
</tr>
<tr>
<td>Reorganize Research Office to more closely align with institutional technology department. Evaluate roles and responsibilities. [O1]</td>
<td>X</td>
<td>X</td>
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<td></td>
<td>Vice President of Academic and Student Affairs</td>
</tr>
<tr>
<td>Develop an implement an in-house survey to evaluate the effectiveness and efficiency of the Research Office. [O1]</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Vice President of Academic and Student Affairs, AtD Core and Data Teams, Research Office</td>
</tr>
</tbody>
</table>