



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

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**Answer Questions 1-3 For Each of the Four Principles of Institutional Improvement (for a description of the four principles please go to: [http://www.achievingthedream.org/institutional\\_change/four\\_principles](http://www.achievingthedream.org/institutional_change/four_principles))**

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

**a. Committed Leadership**

Accomplishments under the ‘Committed Leadership’ category remain unchanged from last year’s report. We are privileged to receive strong support from campus leaders, including our President, the President’s Cabinet, the Board of Trustees and the Faculty Association, especially from the Association’s President, who is one of our 4 AtD lead co-chairs. In September 2011, Illinois’ Lieutenant Governor Sheila Simon visited ECC and reported progress on our Alliance for College Readiness to the Illinois General Assembly. Her report called for greater uniformity in measuring success and reporting data. We expect her efforts will result in state legislation that further champions our student success efforts.

**b. Use of Evidence**

Many challenges reported last year under ‘Use of Evidence’ have been addressed. Our greatest accomplishment has been formalizing processes for review and reporting. We now have review criteria, deadlines, forms, etc., which has made work easier for the AtD workgroups. We have strengthened academic program review, and our newly formed Review Team created evaluation templates and provided feedback on program reviews and AtD student success reports for the first time this past year, allowing us to ‘close the feedback loop.’ Our AtD workgroups are more cooperative with report deadlines and seem to have a greater appreciation of these accountability efforts.

### **c. Broad Engagement**

Accomplishments under 'Broad Engagement' include the appointment of a Senior Director of Communications, who reports to the President and is the AtD Principle Information Officer and a member of the AtD Student Success Steering Committee. We plan to leverage his talents more fully in the upcoming year, but even during his short tenure, we have made great strides. For example, he has altered the format for Administrative Team and All College meetings to a more informal and interactive format. We believe small changes like this will provide further opportunities to gain broad engagement, particularly among faculty. We are pleased by the participation of non-faculty administrators and support staff at AtD meetings, and importantly, from our Board of Trustees.

We have broadened engagement efforts in cultural competency, one of our 4 AtD strategy areas. 266 employees (24% of all employees across all classifications) have participated in cultural awareness training, with additional 10 employees receiving specialized training as facilitators for future sessions. Building capacity in this area has allowed us to pursue our next phase of our equity work, which involves skills development. A related accomplishment from the Equity Action Team has been collaboration from 24 other campus teams focused in diversity and inclusion efforts. The joint consortia hosted a campus-wide Diversity Summit in April 2012.

Further accomplishments involve our Developmental Education workgroup. This team hosted a campus-wide Developmental Education Report Card summit in fall 2011 and a second all-college summit on supplemental instruction in spring 2012. The latter event was hosted jointly by the AtD Student Success Steering Committee and the Alliance for College Readiness. The invited guest from another AtD college, Dr. Julie Phelps from Valencia Community College, provided guidance on key elements of supplemental instruction. Alliance meetings continue to draw regional attention from the Illinois Board of Higher Education and the Illinois Community College Board and is even starting to gain national attention.

### **d. Systemic Institutional Improvement**

Our greatest institutional accomplishments this past year were: first, successfully renegotiating labor contracts with our main collective bargaining associations (both faculty and support staff); and second, successfully filling vacant leadership positions on the Cabinet (Human Resources, Institutional Advancement and a new position in Communications). Furthermore, we have created necessary infrastructures to allow future successes in developmental education, which include reorganizing the Alliance for College Readiness, our high school-to-college summer bridge program, early alert for students needing early remediation, government-sponsored TRIO programs, and high school dual credit/dual enrollment programs under College Transitions and Developmental Education. Additionally, we plan to

launch new reading and math learning labs in fall 2012, which will join our writing lab (The Write Place) already in place. We have already appointed a faculty directors for these labs.

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

**a. Committed Leadership**

Resources allowing us to make accomplishments in this area include designated times at Board, Cabinet, Faculty Senate and Deans meetings for updates on AtD work, and bi-weekly AtD meetings with the President, Vice President of Teaching Learning and Student Development, and the AtD lead co-chairs. Additionally, filling the vacancies noted in last year's report (key Cabinet positions and a dean position) adding a senior leadership position in Communications has allowed us to make gains.

**b. Use of Evidence**

The impetus for accomplishments noted above was the creation of templates, and the appointment of faculty to a Review Team in order to engage in continuous quality review.

**c. Broad Engagement**

Reasons for gains in this area include willingness from the President, the Vice President and the Faculty Senate to revise and replace AtD leadership positions quickly. Last year, for example, we replaced one of our AtD strategies, First Year Experience, with a new workgroup focused on student success courses. This decision, though difficult at the time, was necessary because AtD, as an incubator for new innovation, could provide more benefit for success courses, which are not centrally organized, than for the First Year office, which is already well-established.

Another reason for the accomplishments noted above was the large amount of time spent gathering data necessary for decisions to occur. For instance, our AtD workgroup on student success courses spent time gathering and studying student learning outcomes and performance data, which has put us in a good position to create dialog about these courses, which we plan to do next. Related activities were carried out last summer by English and reading faculty, putting us in a better position to create a reading lab, which is happening now.

**d. Systemic Institutional Improvement**

Resources that have provided gains institution-wide include a new accreditation route for the college. The Higher Learning Commission has transitioned away from its former decadal system of self-study (Program to Evaluate and Advance Quality, PEAQ) to a more fluid process built on tracking institutional pathways and using outcome data strategically (Open Pathways). Although this change took place only in January 2012, we are already starting to track and document processes in newly formed teams. Examples include a new budget advisory team focused on zero-based budgeting approaches, a revised academic program review process, and we anticipate making changes to employee recruiting and hiring practices in the near future.

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

**a. Committed Leadership**

A challenge for us this past year has been engaging full-time and adjunct faculty in our student success efforts. Last year, student success work was hampered by labor contract talks, and we suspect negative sentiments from those negotiations may have lingered into this year. Moving forward, we aim to re-engage faculty, particularly those involved with the Developmental Education and Equity Action Team workgroups. Lack of faculty support did have negative repercussions for the Developmental Education team in particular. That group spent considerable time last year developing and seeking approval for a new lab course linked to our highest-enrolled developmental English course (ENG098), a project which was borne out of the preceding year's AtD efforts. However, their efforts were stopped in the Curriculum Committee for various reasons, but mostly due to a lack of perceived need for the lab among non-English faculty. In response, the English department has shifted its focus away from a separate lab and plans to create a new variable credit course.

Further, we recognized from our spring coaches' visit that we have not been proactive in including academic deans as decision-makers in on our AtD Student Success Steering Committee. We plan to include deans more on this committee in order to share responsibility and leverage support for AtD workgroup plans, reports and budgets.

Finally, ongoing external challenges for us include the mitigating the effects of limited funding, as the state of Illinois is not meeting its fiscal obligations to colleges and universities. Additionally, our enrollment has declined recently after several straight semesters of increases.

**b. Use of Evidence**

Challenges for us in the ‘Use of Evidence’ area involve increasing our skill and comfort in using data for planning. We are now collecting lots of data, with the help of a talented Data Team (that we call ‘Data Rangers’), and we have begun to implement continuous quality review (CQI) practices through the Review Team; however, as an organization, we still largely view data collection and review as separate and unrelated processes and must work to fuse them into a single, and mutually informative, system.

A further challenge for us in terms of providing evidence involves iStrategy, our data warehouse system, which has not been fully implemented. At the iStrategy acquisition back in 2010, we significantly underestimated the time it would take for full deployment, and due to changes associated with the merger of Banner and Datatel (Ellucian), a “crash” of our system the spring 2011, and the lengthy process of cross-checking field settings and definitions, full implementation is taking longer than anticipated. This work has somewhat impeded our progress in making data widely (and easily) accessible for end-users like deans and faculty. At present, data reports largely exist in the form of ad-hoc queries produced by the Data Rangers, but we recognize the potential benefits we could gain in providing data access and querying capabilities to end-users directly. Funneling all querying and reporting through the IR office can bottleneck our campus-wide training efforts.

### **c. Broad Engagement**

Perceptions of internal communications remain somewhat poor, and we recognize this as a misunderstanding of how work in individual departments aligns to overall institutional directions. We recognize a need to engage, or reengage, campus constituencies in more dialog, particularly across departments and in cross-functional teams.

Despite efforts by the AtD lead co-chairs, many workgroups remain small and siloed. At the start of the academic year, the AtD Steering Committee set up a ‘Roles and Responsibilities’ document, designed to outline expectations for how to engage and distribute responsibilities throughout workgroups. However, we have not sufficiently enforced these rules as part of a constructive feedback process. We would like workgroup co-chairs to feel comfortable pushing responsibilities out to others on their teams but are uncertain how best to approach this.

### **d. Systemic Institutional Improvement**

A challenge institutionally has been clarifying the nature of work in the Counseling department, which has impacted our intrusive advising strategy (Emerging Scholars). We expect that our recent reorganization of counselors under the Dean of Student Services and Development (and reassignment of the associate dean in that area) can lead to more progress. We recognize a need to clarify and better

define tasks in ‘advising’ versus ‘counseling’, to use this taxonomy to guide future work, and to encourage counselors to adopt technological refinements. Nonetheless, disagreements over the nature of work and workloads have halted progress somewhat, resulting in missing data. We realize that scaling in this area will require some expert advice and plan to hire a consultant to recommend changes operationally. We remain hopeful that counselors will come to use some of the automated tools already in place (e.g., Datatel’s course planning tool), those currently under development (e.g., SARS-GRID scheduling), and delegating non-counseling work to other areas. Despite these challenges, the data we have collected to date show promise. Students in the Emerging Scholars program (and receiving multiple intrusive contacts) were more successful in completing their required developmental courses this past year than students receiving fewer contacts.

Another challenge for us will be to fully deploy the reading and math labs. Although faculty directors of the labs have been budgeted, the allocation of support staff and faculty/student tutors has not yet been determined.

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

- None**
- Too few IR staff positions**
- Too few IT staff positions**
- Unfilled staff positions**
- Inadequate IR staff training in needed skills**
- Difficulty retrieving useful, timely data**
- Other. Please describe:**

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

No changes were made to Institutional Research (IR) staffing. Our Senior IR Analyst, who joined our team back in 2009, resigned unexpectedly last fall due to family circumstances, but we are actively looking to replace this vacancy. The college also hired a new Manager of Curriculum and Compliance, who reports to the Assistant Vice President of Teaching, Learning and Student Development, one of the 4 AtD co-chairs. This position is chiefly responsible for building systems of accountability and continuous review in academic affairs, including: academic surveys, student learning outcomes and program/course assessment, academic program review, and general oversight of assessment activities related to equity/cultural competency efforts (Equity Action Team). She is also a Data Ranger.

In terms of software, we purchased and are currently receiving training in iData Inc.'s Data Cookbook, a web-based data dictionary used by our college's DUGE (Datatel User Group Experience) team. This program is helping us to document conceptual and operational definitions of our most reported items and distinguish them from departmental or occasional definitions. In previous years, IR's work with Information Technology (IT) was complicated by the fact that ECC did not have a single repository where definitions could be indexed, mapped and cross-walked for easy sharing. This new tool alleviates a significant bottleneck, providing a single place where changes to data elements can be tracked. Deployment and training efforts on the Data Cookbook are being led by the Manager of IR, who is also the chair of the DUGE team and a Data Ranger.

6. **These questions pertain to your institution's data environment**
- a. **What type of student information system is used to process your student data? (e.g., SunGard Banner, mainframe, DataTel, etc.)**

Datatel (Ellucian)

- b. **What software package(s) is/are used for data analysis? (e.g., SAS, Cognos, Crystal Reports, etc.)**

SPSS, Entrisik Informer, Excel, SurveyMonkey

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

As the figures in question 12 show, we have been successful in closing achievement gaps among students initially identified as at-risk, which include: African-American and Hispanic students, male students, adults 25 and older, and students enrolled in developmental education courses. For example, as question 12a shows, retention from fall to fall for African-American students has increased from 35% in 2007 to 42% in 2010.

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.**

This past year marked the end of a multi-year planning cycle for ECC, and the Strategic Planning Committee successfully drafted 6 new strategic goals for 2012 to 2017. AtD strategies are a leading component of all 6 new goals. Objectives focused on student success fall within the first two goals; objectives focused on equity are contained in another goal; those focused on process improvements are contained in another; and objectives focused on raising community relations and employee professional development round out the remaining two. We anticipate finalizing and adopting the new plan in July 2012. Strategic plan success is assessed by the institutional *Performance Report*, which is compiled each summer. Effectiveness indicators are derived from student completion milestones submitted to JBL Associates, the Illinois Community College Board, the US Department of Education, and other compliance bodies. They are reviewed by the Board and used to evaluate the College President.

Due to results obtained from last year's AtD work, we hired a new dean of developmental education and expanded her role to include all programs and services in college transitions, as noted earlier in the report. We also plan to strengthen faculty professional development in the area of developmental education and hire a consultant to assist the college in revising operations in the Counseling department. These new directions are already contained in our FY2013 annual budget and work plans.

Changes to academic policies this past year have included revising how we handle registration during the first week of the semester. Our previous policy did not allow changes after the first day of a semester, but after reviewing data on student barriers, we now allow students to change courses without an academic penalty up to the end of the first week.

Finally, from data analyzed last year on new student orientations, we expanded our program to include parent and family orientations, and, for first-time students, more hands-on/applied learning simulations with Datatel's course and degree planning software and Desire2Learn (D2L), our learning management system. We also are starting to include these exercises in our general student success courses (College 101).

**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?**

Feedback received in 2011 included recommendations related to maintaining enthusiasm among stakeholders, scaling up equity strategies, and strengthening accountability and evaluation. In particular, the AtD feedback letter from Carol Lincoln suggested that we:

- Maintain the enthusiasm and commitment to student success through continued discussions of equity issues
- Further involve faculty and student services staff on committees concerned with student success
- Continue to encourage dialogue among different areas and stakeholders at the institution and in the greater community
- Continue to focus on student success as the collective bargaining process continues
- Further communicate the student success work, successes, and challenges to internal and external stakeholders
- Continue to institute policies and procedures to ensure the integrity of data
- Continue to strengthen plans for evaluating all interventions including creating data collection and evaluation timelines to evaluate each intervention
- Further imbed the culture of evidence and inquiry throughout the institution.

To date, we have accomplished the above items by maintaining focus through collective bargaining and by relying on the insights learned from our equity/cultural competency work. We have also made some progress toward creating a culture of evidence by standardizing reporting templates, integrating Data Rangers into each workgroup, and expanding the use of data and inquiry to other operations, including department budgeting and the allocation of funds for new initiatives. Finally, we made notable progress in revising policies and procedures focused on student success.

In other areas, however, we continue to be challenged. The 2011 feedback letter included recommendations that we have not implemented as fully as we would like:

- Clearly define the First-Year Experience and Case Management interventions to address the challenges of bringing these interventions to scale
- Assure that adequate IT systems are in place to allow for user-friendly retrieval and analysis of data
- Address challenges that have slowed the implementation of the First-Year Experience and Case Management interventions and move forward with implementing and scaling all interventions



- Further reallocate institutional funds to continue student success interventions that are shown to be successful

While we have not always been diligent in identifying and resolving challenges from retired AtD strategies (e.g., First-Year Experience and case management), we are beginning to realize the value in looking back and learning from past examples. To this end, the 4 AtD lead co-chairs plan to spend this summer reviewing past intervention inventories, and we will continue to provide templates and tools that necessitate conversations about data and evidence, strategic goals and funding allocations. We are learning that these tools do indeed help foster dialog, and we continue to encourage our workgroups to distribute responsibilities to other decision-makers. Progress continues, albeit slowly, on these fronts.

**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.**

## COLLEGE SUCCESS COURSES

| 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  |
|--|------------|-------------------------|--------------------------------------|--|--|--|---|--|
| College Success Course Analysis  | Fall 2011  | Student Success Courses | N/A                                  | Other: this intervention examined various success courses, each serving a different student group. | 2,093 students (13% of 16,376 total students enrolled) were enrolled in AY2011-2012 as first-time in college students (FTICs). | N/A  | <p>There were 2 primary goals for this intervention during the 2011-2012 academic year:</p> <ol style="list-style-type: none"> <li>1. Identification and documentation of all student success courses currently offered at ECC.</li> <li>2. Integrating COL101 (success course for FTICs) into its new department, Developmental Education and College Transitions</li> </ol> | <ol style="list-style-type: none"> <li>1. A report was prepared by the College Success Course team that summarized all student success courses on campus and highlights their differences and similarities.</li> <li>2. ECC filled the Dean of Developmental Education and College Transitions position. This position plays an important role as we continue to evaluate and possibly integrate success courses.</li> </ol> |
| <b>Intervention Description:</b>   |            |                         |                                      |  |  |  |   |  |
| This College Success Course intervention was in the planning and development stage during AY2011-2012. The workgroup prepared a summary report |            |                         |                                      |  |  |  |   |  |

of 4 currently-offered success courses, each targeted to specific student audiences (e.g., Nursing students, TRIO enrollees, etc.) and identified enrollment trends and learning outcomes for each. Data from these courses will be synthesized with similar information from our primary success course, COL101, in the upcoming year to identify areas of operational redundancy. Additionally, the COL101 course was moved out of Student Services and into a new academic division, College Transitions and Developmental Education, in an effort to engage more faculty in the design and teaching of the course.

### EMERGING SCHOLARS (ACADEMIC ADVISING)

| 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  |
|---|------------|-----------------------|--------------------------------------|--|--|---|---|--|
| Emerging Scholars   | Fall 2011  | Advising              | N/A                                  | Academically underprepared and first-time students | With current criteria (see Intervention Description), approximately 110 students per semester are eligible for inclusion in Emerging Scholars cohorts. With fall 2011 enrollment at 11,816 students, this represents about 1% of the total student population. | 173 students were included this year: 110 students in fall 2011 and 63 in spring 2012 | Emerging Scholar (ES) students will:<br>1. Successfully complete ENG097, MTH096 or RDG090 (all developmental courses 2 levels below college-level) at a higher rate than a similar cohort of students from fall 2010 who were not involved in the ES program. | <ul style="list-style-type: none"> <li>• 46 of the 110 (42%) students in the Fall 2011 cohort were able to be contacted by counseling faculty</li> <li>• 25 students (23%) met with counselors midway through the semester</li> <li>• 73% of ES students who spoke or met with a counselor registered for the next level of</li> </ul> |

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|  |  |  |  |  |  |  | <p>2. A higher proportion of ES students will complete the fall 2011 term with a GPA &gt;2.0 than a similar cohort of students from fall 2010.</p> <p>3. A higher proportion of ES students will register for the next level of developmental coursework <i>in the following spring term</i> than a similar cohort of students from fall 2010.</p> <p>4. ES students will register for college-level courses at a higher rate than a similar cohort of students from fall 2010.</p> | <p>developmental coursework the next term, compared to 51% of ES students who didn't meet with a counselor and 51% of a similar cohort from Fall 2010.</p> <ul style="list-style-type: none"> <li>• 58% of ES students who met/spoke with a counselor earned term GPA of 2.0 or higher, compared to 47% of those who didn't meet with a counselor and 42% of those from the fall 2010 comparison cohort.</li> <li>• 68% of ES students who met/spoke with a counselor registered for the next level of developmental coursework in the following</li> </ul> |
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|  |  |  |  |  |  |  |  |  | term, compared to 56% of those who did not meet with a counselor and 42% of those from the fall 2010 cohort. |
| <b>Intervention Description:</b>   |  |  |  |  |  |  |  |  |  |
| <p>This intervention included the formulation and implementation of an intrusive advisement model for new students (i.e., students who have completed fewer than 30 cumulative hours at ECC) who: (1) had placed into 2 or more developmental education courses that are 2 levels below college level; and (2) had enrolled in at least 1 of those developmental courses. This intervention included multiple outreach points that were intended to put students, intrusively, into contact with resources available to them and to facilitate communication with counselors. These contacts included: a welcome letter mailed to all identified students before the start of the semester; a telephone contact by counselors at the beginning of the semester to inquire about their progress and put in them touch with additional resources as necessary; and email at the beginning of the semester to remind students about financial resources available to them and deadlines; progress reports from developmental faculty who taught these students; and a face-to-face meeting with a counselor around the 10<sup>th</sup> week of the semester to prepare a success plan. Contacts between counselors and students were tracked to record progress and analyzed together with course completion and success information culled from the student data system.</p> |  |  |  |  |  |  |  |  |  |

## DEVELOPMENTAL EDUCATION STRATEGIES

| Intervention Name<br>(include active and fully-scaled interventions) | Start date   | Type of intervention*             | Content area<br>Math/<br>English/<br>Reading/<br>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  |
|--|--------------|-----------------------------------|---|---|--|---|--|--|
| MyMathTest Review Design   | July 2010    | Supplemental Instruction          | Math  | Other. Any student taking a math placement test | Approximately 23 students per semester   | 47 students requested access codes between fall 2011 and March 2012 | MyMathTest review will result in a net increase in the number of students either increasing their math placement or placing out of math entirely compared to previous semesters or a control group of students not taking the review | Not analyzed yet. We are currently in the process of tracking and logging students' test scores in order to determine whether these math reviews are beneficial.                 |
| New Placement Test Retake Policy                                     | January 2012 | Internal Policy Review and Update | Math  | Other. Any student taking a math placement test | Eventually all students who receive an A in any math course will be allowed to retake their COMPASS placement test | 5 students  | A greater number of students will place into higher levels of developmental math starting in 2012 than to the semesters before the new policy was enacted enrollment. Enrollment in higher level math should increase                | In Jan 2012, 5 students were allowed to retake COMPASS. Based on results, 4 students were allowed to skip one level of math course, and 1 student was allowed to skip two levels |

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|  |              |                          |      |   |   |             | after 2012 than before the policy was enacted   |  |
| Math Final Exam Review Sessions  | May 2011     | Supplemental Instruction | Math | Students enrolled in developmental math courses | 8 sessions were led by faculty  | 71 students | Students participating in the Math Final Exam Review Sessions will earn a higher grade in their developmental math courses than students who do not participate   | 73% of students who participated in the review session earned a C or better in the course compared to 57% of students who did not participate. Midterm grades for the two groups were comparable: 67% of students in the review group had a C or better at mid-term, as compared to 64% of students who did not participate. |
| Alliance for College Readiness-4 <sup>th</sup> Year High School Math Course Design | January 2012 | K-14 Strategies          | Math | N/A   | Alliance Math Faculty Team (HS & College faculty) began defining course parameters spring 2012. | N/A         | If the course is successful, then a greater percentage of students coming to ECC directly from high schools should place into higher levels of math as compared to the period before the math course was offered. | Partially grant funded, 11 faculty will develop curriculum and course design in summer 2012. School districts will go through the course approval process during AY2012-13. Course is planned to be piloted in AY2013-14.  |

|                  |           |                         |                        |  |  |  |  |   |
|------------------|-----------|-------------------------|------------------------|--|--|--|--|---|
| Math099          | Fall 2011 | Developmental Education | Math                   | Students placing 2 levels below college-level math | 57 students in fall 2011 (2 sections) and 28 students in spring 2012 (1 section) | 90 students  | More students will complete their developmental education math sequences in a reduced time than prior to the launch of the accelerated math course | Course retention in MTH099 for fall 2011 was 91% compared to 82% for MTH096. Success, as measured by course grades, was comparable between the groups at 56% for MTH099 and 55% for MTH096. The failure rate in MTH099 was higher at 25% compared to 19% in MTH096. |
| Affective Survey | Fall 2011 | Developmental Education | Math, Reading, English | Enrollees in developmental education               |  | Survey was administered to 225 students in math courses in fall 2011 and to 30 students in math and 250 students in reading and English in spring 2012 |  | Enhanced understanding of how student perceive their abilities and chances of passing their courses, their perceptions of “fit” of the placement (fast/slow; hard/easy, etc.)   |

**Intervention Description:**

A variety of strategies are being piloted in developmental math, many of which are designed to provide students with opportunities to place into higher



levels of math at placement, as well as perform better on final exams at exit. The MTH099 intervention combines 2 semesters of developmental math into a single 16-week session. 2 sections of the course were offered in fall 2011 and one section in spring 2012. Final data analysis is pending completion of the spring 2012 semester, which will allow us to determine course success in Math099 as well as track the continued progression of fall 2011 students (and spring 2012 students) into higher level math courses. Affective pre-post survey (see appendix) was given to developmental students in new Math099 course and a control (Math096) in fall 2011. Survey was continued in spring 2012 and expanded to ENG097 and RDG090 courses. Data will be tabulated in summer 2012 and will include courses retention and course success measures.

### EQUITY/CULTURAL COMPETENCY (EQUITY ACTION TEAM)

| Intervention Name<br>(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   |
|--|------------|-----------------------|--------------------------------------|---------------------------|---|--|---|---|
| Cultural Competency Workshops  | May 2009   | Equity                | Cultural Competency                  | Employees and students    | Students: 70<br>Employees: 266                              | N/A  | <ul style="list-style-type: none"> <li>• Increase diversity of attendees</li> <li>• Improved satisfaction with diversity, equity &amp; inclusion by end of FY12</li> <li>• Increase number of employees who display awareness/recognition of culturally inclusive behaviors</li> <li>• Increase in departmental activities that align to Strategic Plan related to cultural competency</li> <li>• Launch of Pilot Phase II – Skills Training</li> </ul> | <ul style="list-style-type: none"> <li>• Currently we are tabulating the diversity in attendance across the 14 ½ day sessions.</li> <li>• Sending out post-workshop survey to measure changes in awareness, activities and behaviors with regard to cultural competence or curiosity</li> <li>• Preparing for the fall 2012 cultural audit, as a follow-up to the audit conducted in spring 2009</li> <li>• Accomplished an increase in the number of departmental</li> </ul> |

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|---|--|--|--|--|--|--|--|---|
|   |  |  |  |  |  |  |  | activities that relate to cultural competence from 2011 (6) to 2012 (13) <ul style="list-style-type: none"> <li>• Phase II Skills Training kicking off April 25, 2012.</li> </ul> |
| <p><b>Intervention Description:</b></p> <p>The main goal of our equity work is to establish a critical mass of culturally competent employees at all levels of the institution to enhance inclusive relationships, and from there, student success. This work is accomplished through the establishment of 4 equity councils that focus efforts on cultural competency awareness and skills development, community engagement, and diverse recruitment and selection.</p> |  |  |  |  |  |  |  |   |

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

We have identified our primary achievement gap to be unprepared students with fewer than 30 cumulative credit hours, and all of our AtD strategies are designed to address this primary target group. The group also includes members of at-risk categories, including: part-time students, adults, low income students, first generation students, Hispanic students, African-American students, and male students. Our Developmental Education and Emerging Scholars interventions are focused directly on this population. Our intervention on Student Success Courses is designed to target first time in college students.

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

Brief updates are submitted quarterly to the AtD Student Success Steering Committee, and annual reports are reviewed in March/April, which is the middle of the spring semester. Reports are reviewed by the Review Team, using the 4-point system described in Rincones-Gomez's research (AtD Evaluation Guide): inputs, activities, outputs and outcomes. Feedback is forwarded to the AtD co-chairs, workgroup co-chairs, President, Vice President, AtD Student Success Steering Committee, and external coaches and is used to make recommendations for scaling, refining or deleting the next year's strategies.

Evaluation plans for each intervention are as follows:

#### Student Success Courses

This past year the evaluation plan for the student success courses included: the completion of a reference report to document success courses currently being offered; the creation of a new academic department called Developmental Education and College Transitions; the appointment of a new dean in this department; and the integration of the COL101 course into this area. All of these actions were carried out successfully in AY2011-2012.

#### Emerging Scholars (Academic Advising)

The progress of students in Emerging Scholars is evaluated by comparing various academic outcomes experienced by students who received intrusive contacts against similar cohorts of students that did not receive contacts. In particular, we expect that:

1. Emerging Scholars students will successfully complete ENG097, MTH096 or RDG090 (all developmental courses 2 levels below college-level) at a higher rate than a similar cohort of students from the same semester who were not involved in the Emerging Scholars program.
2. A higher proportion of Emerging Scholars students will complete the semester with a GPA > 2.0 when compared to a similar cohort from the same semester who were not involved in the program.

3. Emerging Scholars students will register for the next level of developmental coursework in the following term at a greater rate than a similar cohort of students that same term.
4. Emerging Scholars students will register for college-level coursework at a greater rate than a similar cohort of students from the same term.

### Developmental Education

Our evaluation plan for interventions in this area consists of analyses of summative semester grades by course. For example, student course success for the new accelerated math course (MTH099) is being compared to success in MTH096 to determine course retention (i.e., non-withdrawals), grade success (grade C or higher), and DFW rates. Students completing MTH099 will be tracked into the subsequent semester to determine additional math enrollment and success.

To assess relative progress across our developmental math efforts, we recently created a longitudinal dataset to track students who placed into MTH096 and their progression through the developmental math sequence. The initial cohort includes students from fall 2007, and we plan to add additional cohorts. This baseline data will allow us to compare results we are now collecting to determine if we have been successful in accelerating students through our various AtD math interventions. At present, baseline data from 2007 show that, of the 527 students that placed into MTH096, 71% completed MTH096 and 46% completed MTH098 as of spring 2011. 23% ( $N=151$ ) took MTH096 more than once, and 31% ( $N=162$ ) completed both MTH096 and MTH098 in a single year.

### Equity/Cultural Competency (Equity Action Team)

For this intervention, we use various evaluation instruments for employees and students. All results (except for the second bullet below under employees) are being analyzed for the first time now:

Employees:

1. Pre-assessment forms are used to gauge participants' current levels of cultural competency.
2. End-of-phase workshop evaluation forms tally overall effectiveness which has been measured currently at 4.75 on a scale of 5.0. Every participant creates a personal action plan and a cultural competency partner to sustain insights. These actions will be included in our data report.
3. Post-workshop (Phase 1) surveys are sent at the end of the semester (and, in the future, 1 to 2 months after the workshops) to gauge changes in cultural awareness, activities related to exploring diversity, and perceptions of changes in behaviors related to cultural competency.

4. Following Phase 2 workshops, participants are asked to react to the same cultural competency statements contained in their pre-assessments from Phase 1, so that changes in competency can be measured.

Students:

1. In a pre-assessment, students are asked to respond to these questions: 1. What does diversity mean to you? What don't you know about diversity and would like to learn? 2. Describe situations you experienced or witnessed and didn't know how to handle. 3. What take-away would be valuable for you? We currently have several pages of responses from students we plan to use as part of our measurement process.
2. In a post-assessment, students' responses are used to measure the impact of the initiative on student success. In addition to scaled responses, we have several pages of open-ended comments we will code qualitatively for themes.

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

For most interventions, final data have not yet been tabulated, since the spring semester is still ongoing. At this point, any improvements to interventions have taken the form of slight adjustments to data collection protocols or as part of larger policy changes we had planned. Examples include the developmental math placement test retake policy, which had been a focus of discussion for years but which was only finalized this past year due to heightened awareness of the needs of developmental math students. Another policy example is our recent revision to the add/drop period for students, previously mentioned, which was borne out of an awareness of the barriers faced by students, particularly at the start of the term. Finally, the Emerging Scholars program made procedural adjustments during spring 2012 after encountering challenges in fall 2011. In particular, we changed the way students are contacted (moving away from email/paper to face-to-face) and also the way mid-term progress reports are returned (moving from students passing them onto counselors to faculty passing them onto counselors). These changes have made data tracking easier and increased reporting significantly from 0% to 85%.

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

The most significant obstacle to evaluation has been the timing of the planning-review-budget cycle. The annual cycle at ECC does not coincide with the cycle at AtD, Inc., meaning that our AtD workgroups are still carrying out the current year's activities (March/April) at a time when AtD's final report is due (April 30). As a result,

our evaluation period occurs in the middle of a cycle, which workgroups find frustrating.

Also complicating evaluation has been faculty and staff availability on the Review Team. As is often the case with a new committee, team participation was sporadic this past year. Compounding this problem, most faculty suspend their time on campus at the end of May, the precise month when reviews are most in demand. As review and planning become a more routine part of how we allocate funds for success strategies, we expect to adjust the annual cycle so that planning occurs earlier. This will necessitate an earlier review period as well.

Other obstacles are noted throughout the report. Our Emerging Scholars program was hampered by missing data for key elements of the program. Telephone and face-to-face contacts with counselors were not consistently recorded, and accountability and logistics continue to be problematic. Lack of reliable student contact information also mitigates progress. Within the area of developmental education, a programming glitch in Datatel last year allowed some students who did not meet MTH099 prerequisites to still register for the course. Once this error was fixed for the spring 2012 term, the pool of eligible students dropped, and only one section of the course could be offered. Additionally, specific course objective-level assessments were not well planned or coordinated, so we can analyze only by tabulating summative final grades and tracking performance into subsequent semesters.

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

In the developmental education area, curriculum development work was brought to a larger scale this past year and consisted of launching the MTH099 course for the first time and redesigning MTH096 and MTH098 course outcomes and topics. In reading and English, work consisted of planning a variable credit (3 to 4 hour) course and examining placement scores and evaluation methods. The affective survey we gave in math classes in fall 2011 was also expanded to include reading and English courses, and we plan to deliver it again to MTH099 students in fall 2012.

In math, we have established 'meet-and-greet' events at the start of the semester for faculty to network. Between 25 and 35 math faculty attend each semester, and we expect to introduce similar events in other disciplines. Math has already established an electronic sharing and information resource with our e-math webpage, which was funded last year as a new initiative.

In the equity area, Bea Young Associates (BYA), the external consultant with whom we have worked for several years, developed a two-day lock-in for students (February 24-25, 2012) which was based on the cultural competency awareness workshops for employees. The lock-in led to the formation of a new campus

committee, Embracing Cultures on Campus, and a diversity summit (Diversity and Cultural Competence: The World is Around Us), which was held on April 19, 2012. Lee Mun Wah, an internationally renowned Chinese-American documentary filmmaker, author, poet, educator and master diversity trainer, led a keynote address, training for employees and a screening of his film *If These Halls Could Talk*.

BYA has helped us to scale this area by training a cadre of ECC employees to serve as facilitators next year. We will continue by offering additional awareness (Phase 1) and skills development (Phase 2) workshops.

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

None of the interventions are cancelled for next fiscal year. However, rather than having the AtD Student Success Steering Committee oversee and lead strategies centrally, we expect that some strategies may be re-housed and organized under various departments.

**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.**

Student Success Courses

We have decided to continue this intervention but assign oversight to the new Dean of College Transitions and Development Education. Improvements have already begun, which include streamlining COL101 with other divisional success courses in health professions and office administration technology. In placing COL101 within an academic division, we been able to invite the new dean and faculty coordinator to observe instructors for the first time using the Non-Unit Adjunct Teaching Faculty Classroom Visitation form. During summer 2012, additional training in conducting effective classroom observations is scheduled, so that even more sections can be observed in fall 2012. In the areas of hiring new instructors and evaluating student learning outcomes, work is currently in place to align COL101 with practices that take place in other courses.

Academic Advising

We have decided to continue this intervention next year as a Counseling department initiative. Our strategy this past year involved intrusive interventions with students at several points of contact throughout the semester: before the semester, first week, second and third weeks, sixth week, ninth and tenth weeks, and at the semester end. Contacts involved multiple constituencies – administrators (dean), faculty and financial aid advisors. Data gathered were preliminary but did show how contact matters. In particular, student receiving multiple intrusive contacts were more likely

to complete their assigned developmental courses successfully (i.e., with a grade of C or higher) than those students not receiving contacts. Additionally, students receiving contacts were more likely to complete the term. As mentioned earlier in this report, we recognize that organizational matters must be addressed in this area before broader scaling can occur, and to this end, we have already contacted consultants and expect to hire one this summer.

### Developmental Education

Of all developmental education interventions, those in math have garnered the most faculty support and rely consistently on data for planning and budgeting. Next year we will offer additional sections of accelerated developmental math (MTH099) and launch supplemental learning labs in math and reading. We have begun refinement of strategies involving direct student instructional support (e.g., math placement test policies, math final exam reviews, and learning communities for developmental math). Related work that leveraging AtD efforts are housed under the Alliance for College Readiness, where faculty from high schools are teaming with ECC faculty to design a fourth year high school math course. Finally, new “meet and greet” sessions with full-time and adjunct math faculty were started this past year, and once insights learned from a developmental education faculty survey gathered in spring 2012 are incorporated, these sessions will be refined and continued next year.

### Equity/Cultural Competency (Equity Action Team)

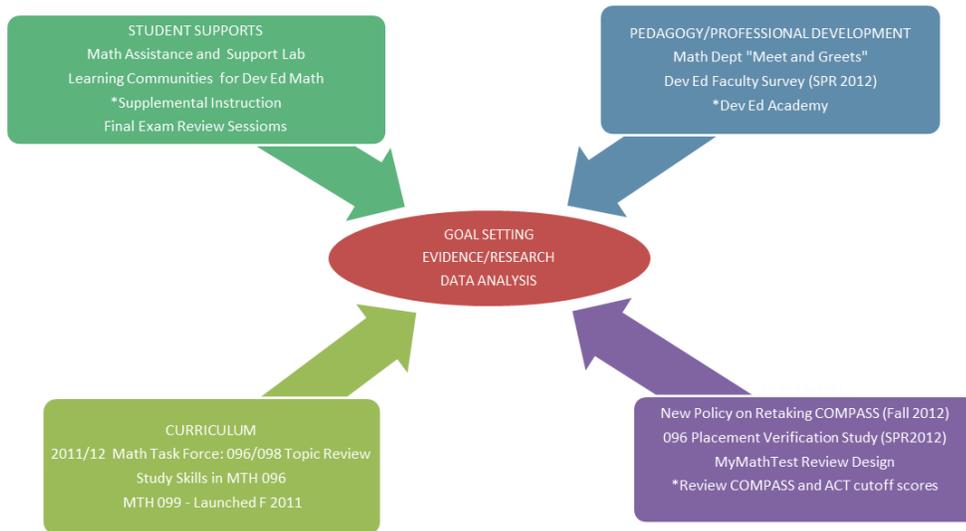
Bringing this strategy to scale has amounted to training additional employees. Our goal was to double the number of participants, and while we fell short of reaching it, we still trained a significant number. We continue to build momentum by encouraging collaboration with other campus groups, such as MAGIC (Multicultural and Global Initiatives Committee) and GIST (Global and International Studies Taskforce). As this occurs, the workgroup co-chairs will gradually turn attention away from cultural awareness and toward issues of assessment and evaluation, engaging community (through the College and Community Council), and focusing on hiring and retaining diverse talent (through the Diverse Recruitment and Selection Council). Our newly hired Manager of Curriculum and Compliance has been serving as a Data Ranger for this workgroup, and her role is expected to grow stronger next year. Assessment systems are still being developed and will be strengthened. Instruments include a personal action plan and identification of a ‘cultural competency partner’ from participants who attended workshops. Additionally, satisfaction measures gathered pre- and post- training reveal high satisfaction levels in the areas of: comfort in describing inclusion, seeking opportunities to embrace inclusion, and awareness of thoughts and behaviors. The only dimension receiving slightly lower ratings is leadership.

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

We do not plan to implement completely new interventions. However, we do plan to scale components of existing interventions, particularly those in developmental education and equity/cultural competency.

In the area of developmental education, we plan to launch new math and reading labs in fall 2012, as previously mentioned, and expect to strengthen data collection and analysis for those interventions outlined in question 11a. Overall, our aims in this area can be summarized along 4 related lines of work, which are displayed below:

1. student supports, including the use of student peer tutors
2. curriculum development
3. pedagogy and professional development
4. refining policies and procedures



With respect to professional development, our ultimate aim is to establish a formal network of faculty and experts, the Developmental Educators Academy. This network would increase instructor outreach, establish regular and intentional meetings and discussions, provide for faculty interest groups (both face-to-face and virtual), offer incentives for developmental education faculty to engage in planning and pilot applied research, provide for faculty-to-faculty mentoring, and provide guidance from Data Rangers on establishing measurable yearly goals and evaluations, and provide guidance from Communications on establishing communications plans. We envision that the new labs in reading and math, and the existing writing lab, will become resources not just for students but for faculty as well, and we have already begun collecting examples of innovative practices.



In the area of equity/cultural competency, we expect to conduct another cultural audit in fall 2012 consisting of focus groups of faculty, students and community members. Qualitative results will be compared to those gathered in 2009 when we began our cultural work. Workshop participants have also requested additional education on issues of sexual orientation, religion and veterans, which will be designed and offered in AY2012-2013. We also plan to scale equity councils in community engagement and diverse recruitment and selection of new hires.

**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. (See Appendix A for an example response)**

|                         |               | Retention - First Fall to Following Spring |        |        |                    |        |        |                    |        |        |                    |        |        |
|-------------------------|---------------|--|--------|--------|--------------------|--------|--------|--------------------|--------|--------|--------------------|--------|--------|
|                         |               | Cohort                                     |        |        |                    |        |        |                    |        |        |                    |        |        |
|                         |               | 2007                                       |        |        | 2008               |        |        | 2009               |        |        | 2010               |        |        |
|                         |               | N  | Ret. N | Ret. % | N                  | Ret. N | Ret. % | N                  | Ret. N | Ret. % | N                  | Ret. N | Ret. % |
| Total                   |               | 1,317 <sup>a</sup>                         | 967    | 73%    | 1,519 <sup>b</sup> | 1,158  | 76%    | 1,477 <sup>c</sup> | 1,180  | 80%    | 1,540 <sup>d</sup> | 1,205  | 78%    |
| Gender                  | Female        | 643  | 483    | 75%    | 709                | 559    | 79%    | 703                | 553    | 79%    | 753                | 603    | 80%    |
|                         | Male          | 674  | 484    | 72%    | 810                | 599    | 74%    | 774                | 627    | 81%    | 787                | 602    | 76%    |
| Race/ Ethnicity         | Asian         | 123  | 92     | 75%    | 87                 | 66     | 76%    | 78                 | 66     | 85%    | 87                 | 70     | 80%    |
|                         | Black         | 57   | 34     | 60%    | 74                 | 50     | 68%    | 71                 | 53     | 75%    | 72                 | 48     | 67%    |
|                         | Hispanic      | 261  | 171    | 66%    | 321                | 234    | 73%    | 370                | 289    | 78%    | 369                | 294    | 80%    |
|                         | White         | 840  | 642    | 76%    | 989                | 769    | 78%    | 810                | 664    | 82%    | 913                | 718    | 79%    |
|                         | Other         | 36   | 28     | 78%    | 48                 | 39     | 81%    | 148                | 108    | 73%    | 99                 | 75     | 76%    |
| Age Group               | Under 25      | 1,206                                      | 909    | 75%    | 1,407              | 1093   | 78%    | 1,384              | 1116   | 81%    | 1,458              | 1149   | 79%    |
|                         | 25 and older  | 111  | 58     | 52%    | 112                | 65     | 58%    | 93                 | 64     | 69%    | 82                 | 56     | 68%    |
| Developmental Placement | College-level | 291  | 236    | 81%    | 373                | 313    | 84%    | 431                | 358    | 83%    | 488                | 410    | 84%    |
|                         | Developmental | 901  | 690    | 77%    | 1,030              | 802    | 78%    | 991                | 789    | 80%    | 986                | 771    | 78%    |

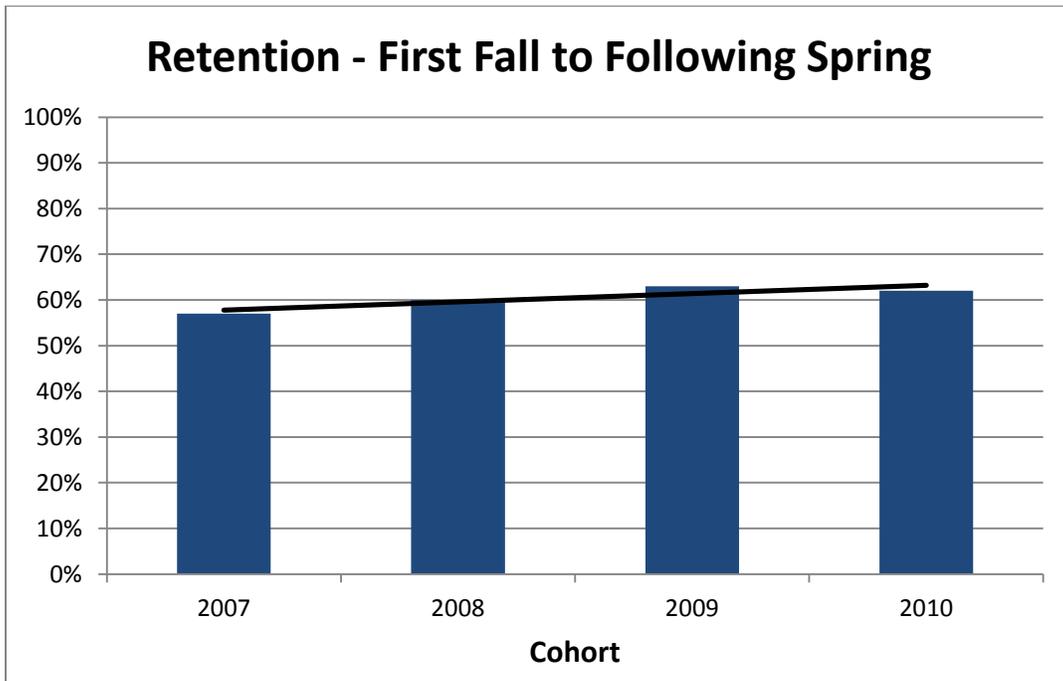
Source: Annual Achieving the Dream data submission to JBL Associates.

<sup>a</sup> Represents 100% of first-time in college, full and part-time students, and 13% of total enrollment.

<sup>b</sup> Represents 100% of first-time in college, full and part-time students, and 13% of total enrollment.

<sup>c</sup> Represents 100% of first-time in college, full and part-time students, and 16% of total enrollment.

<sup>d</sup> Represents 100% of first-time in college, full and part-time students, and 14% of total enrollment.



|                         |               | Retention - First Fall to Following Fall |        |        |                    |        |        |                    |        |        |                    |        |        |
|-------------------------|---------------|--|--------|--------|--------------------|--------|--------|--------------------|--------|--------|--------------------|--------|--------|
|                         |               | Cohort                                   |        |        |                    |        |        |                    |        |        |                    |        |        |
|                         |               | 2007                                     |        |        | 2008               |        |        | 2009               |        |        | 2010               |        |        |
|                         |               | N  | Ret. N | Ret. % | N                  | Ret. N | Ret. % | N                  | Ret. N | Ret. % | N                  | Ret. N | Ret. % |
| Total                   |               | 1,317 <sup>a</sup>                       | 755    | 57%    | 1,519 <sup>b</sup> | 910    | 60%    | 1,477 <sup>c</sup> | 932    | 63%    | 1,540 <sup>d</sup> | 948    | 62%    |
| Gender                  | Female        | 643                                      | 373    | 58%    | 709                | 429    | 61%    | 703                | 454    | 65%    | 753                | 477    | 63%    |
|                         | Male          | 674                                      | 382    | 57%    | 810                | 481    | 59%    | 774                | 478    | 62%    | 787                | 471    | 60%    |
| Race/ Ethnicity         | Asian         | 123                                      | 72     | 59%    | 87                 | 53     | 61%    | 78                 | 54     | 69%    | 87                 | 56     | 64%    |
|                         | Black         | 57                                       | 20     | 35%    | 74                 | 33     | 45%    | 71                 | 35     | 49%    | 72                 | 30     | 42%    |
|                         | Hispanic      | 261                                      | 153    | 59%    | 321                | 190    | 59%    | 370                | 229    | 62%    | 369                | 240    | 65%    |
|                         | White         | 840                                      | 490    | 58%    | 989                | 611    | 62%    | 810                | 521    | 64%    | 913                | 567    | 62%    |
|                         | Other         | 36                                       | 20     | 56%    | 48                 | 23     | 48%    | 148                | 93     | 63%    | 99                 | 55     | 56%    |
| Age Group               | Under 25      | 1,206                                    | 722    | 60%    | 1,407              | 869    | 62%    | 1,384              | 891    | 64%    | 1,458              | 911    | 62%    |
|                         | 25 and older  | 111                                      | 33     | 30%    | 112                | 41     | 37%    | 93                 | 41     | 44%    | 82                 | 37     | 45%    |
| Developmental Placement | College-level | 291                                      | 199    | 68%    | 373                | 269    | 72%    | 431                | 290    | 67%    | 488                | 320    | 66%    |
|                         | Developmental | 901                                      | 534    | 59%    | 1,030              | 617    | 60%    | 991                | 630    | 64%    | 986                | 610    | 62%    |

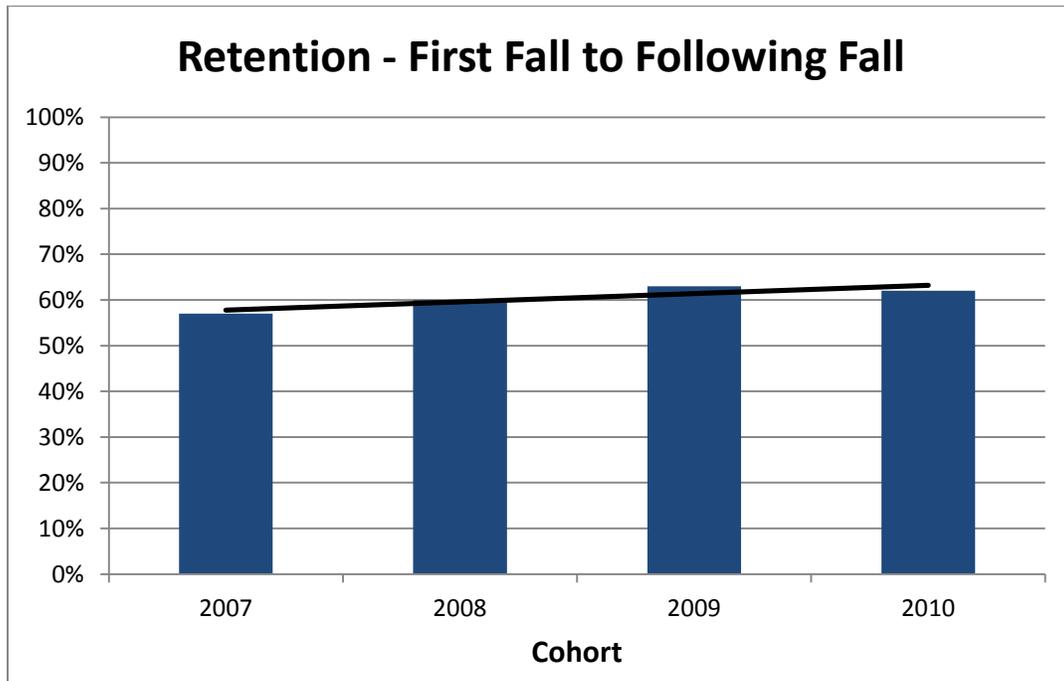
Source: Annual Achieving the Dream data submission to JBL associates.

<sup>a</sup> Represents 100% of first-time in college, full and part-time students, and 13% of total enrollment.

<sup>b</sup> Represents 100% of first-time in college, full and part-time students, and 13% of total enrollment.

<sup>c</sup> Represents 100% of first-time in college, full and part-time students, and 16% of total enrollment.

<sup>d</sup> Represents 100% of first-time in college, full and part-time students, and 14% of total enrollment.



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.

In spring 2006, ECC introduced programs to improve the transition of new students from high school into college, which may have ultimately benefitted all students. First, the introduction of a general student success course (COL101) in spring 2006 was an important component of the strategic plan. COL101 is a one-credit introductory seminar, required for all new full-time high school graduates, which helps students to actively learn the strategies and behaviors that contribute to success. A companion minimum competencies policy was established the prior semester (summer 2006) to ensure that students in college-level courses arrive with requisite skills. According to this policy, any student enrolling in a general education course approved through the state-wide Illinois Articulation Initiative must demonstrate sufficient competencies in reading, writing and/or quantitative reasoning through placement test scores, previous course success, standardized test scores, or previously earned degrees. Since the policy has been in place, ECC has monitored enrollment volume, shift, and the success of developmental students, leading to the improvements shown in the tables and graphs above. ECC has also implemented an early alert system (DataTel's 'Retention Alert') which allows faculty to voluntarily notify student case managers when a student is at risk for failing their course at any time during the semester. This system was piloted with a select group of faculty in fall 2010 and made available to the entire college in spring 2011. Students who are flagged using this system are assigned to a case manager who

attempts to contact the student and facilitate a meeting or conversation between the student and their instructor to discuss possible solutions. Case managers also attempt to put students in touch with other resources (e.g., tutoring, financial aid, etc.) as appropriate.

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

- Was this intervention developed as part of your college's Achieving the Dream work?

No. The interventions described above took place prior to, or at the same time, as the college's involvement in AtD.

- Complete the following chart, adding or deleting rows as necessary:

Students involved in **Minimum Competency Policy**

| Year      | Number of Students in intervention | Students in intervention as % of total enrollment | Students in intervention as % of all students |
|-----------|------------------------------------|---|---|
| 2007-2008 | 16,098                             | 100%  | 100%  |
| 2008-2009 | 17,077                             | 100%  | 100%  |
| 2009-2010 | 19,162                             | 100%  | 100%  |
| 2010-2011 | 19,444                             | 100%  | 100%  |

Students involved in **College 101 (COL101)**

| Year      | Number of Students in COL101 | Students in COL101 as % of total enrollment | Students in COL101 as % of all FT and FTIC students |
|-----------|------------------------------|---|---|
| 2007-2008 | 1,143                        | 7.1%  | 69%   |
| 2008-2009 | 1,592                        | 9.3%  | 82%   |
| 2009-2010 | 2,013                        | 10.5%                                       | 85%   |
| 2010-2011 | 1,951                        | 10.0%                                       | 94%   |

Students involved in **Retention Alert**

| Year      | Number of students referred through Early Alert system | Students referred through Early Alert system as % of total enrollment | Students referred through Early Alert system as % of all students |
|-----------|--|---|---|
| 2007-2008 | --   | --  | --  |
| 2008-2009 | --   | --  | --  |
| 2009-2010 | 743  | 3.9%  | 3.9%  |
| 2010-2011 | 578  | 3.0%  | 3.0%  |



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

No, nothing.

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

No, thank you.