

Achieving the Dream Final Implementation Proposal 2011

Name of College: Tyler Junior College

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College's Achieving the Dream Web site: <http://www.tjc.edu/AchievingtheDream/>

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Whom shall we contact regarding questions about this proposal?

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Quantitative Data Analyzed:
2008 and 2009 course enrollment data, grade reports, and demographic data
Qualitative Data Analyzed:

Noel-Levitz Survey of Student Satisfaction, Fall 2010 administration.

Major Findings of Data Analysis:

A significant number of new students at Tyler Junior College are placed, based on required placement tests, in developmental math courses. However, success rates in these courses have been relatively low, especially for black students. For the fall 2009 cohort of new, degree-seeking students, 58% of black students (N=829), 43% of Hispanic students (N=291), and 36% of white students (N=1235) attempted a developmental math course. Only 28% of black students, 56% of Hispanic students, and 50% of white students who attempted, successfully completed that course.

Success rates for gateway college algebra are also quite low, especially for minority students. In Fall 2009 the success rate in college algebra for black students (N=378) was 26%, for Hispanic students (N=238) it was 47%, and for white students (N=1102) it was 57%.

Students who have attempted developmental math are not always making the transition to college-level math at high rates. For the fall 2008 cohort, among black students who attempted a developmental math class (N=566), only 26% successfully completed a gateway math course within two years. For Hispanic students (N=180) and white students (N=614) the successful completion rates were 44%.

On the 2010 administration of the Noel-Levitz survey of Student Satisfaction, black students (N=198) showed a lower level of satisfaction on the scale "Instructional Effectiveness," compared with white and Hispanic students (average scale scores were 5.19, 5.42, and 5.51, respectively). Also, black students (N=198) showed a lower level of satisfaction on the scale "Responsiveness to Diverse Populations," compared with white and Hispanic students (average scale scores were 5.30, 5.48, and 5.57, respectively).

In sum, results of the quantitative data analyses indicate that outcomes in developmental and gateway math courses are inadequate, especially for black students. Also, many students are struggling to make the transition from developmental to gateway math courses. The results of our standardized surveys suggest that many minority students do not feel that TJC is providing an adequate level of academic support.

Stakeholders Engaged in Priority-Setting: Provost; Dean of Academic Foundations (AF); AF faculty members who teach AF and gateway courses; Director of Institutional Research; Achieving the Dream Core Committee; Achieving the Dream Data Team

Other Information Regarding the Decision Making Process: A significant number of students at TJC struggle to complete the math required for an associate's degree or transfer to a four-year institution. Helping these students succeed is therefore a high priority for the college.

Resulting Priority: Improve developmental and gateway mathematics education outcomes

Quantitative Data Analyzed:

2008 and 2009 Enrollment reports, grade reports, and retention reports

Qualitative Data Analyzed:

Policy and Procedures survey, administered to faculty and staff in January of 2011.

Major Findings of Data Analysis:

Academic outcomes for at-risk students have shown certain areas of decline in recent years. Notably, success rates in developmental math courses dropped from 51% in Fall 2008 (N=1399) to 41% in Fall 2009 (N=1075), while success rates in developmental reading courses dropped from 67% in Fall 2008 (N=775) to 57% in Fall 2009 (N=775). Retention rates have also declined. For the Fall 2008 cohort of new, degree-seeking students, the fall-to-fall retention rate was 42% for black students (N=754), 64% for Hispanic students (N=296), 52% for white students (N=1135), and 61% for other groups (N=82). For the Fall 2009 cohort of new, degree-seeking students, the fall-to-fall retention rate was 35% for black students (N=829), 54% for Hispanic students (N=291), 49% for white students (N=1235), and 55% for other groups (N=71). It is clear that at-risk students need additional support services to be successful at Tyler Junior College.

Feedback from the Policy and Procedures survey, administered to faculty and staff in January of 2011, suggests that faculty and staff endorse the value of a comprehensive new student experience at TJC, but see the need for revisions in the delivery of services to new students. Relevant findings from this survey include the following: 1) although advisors do an excellent job, they do not always have sufficient time to provide in-depth advising to at-risk students; 2) appropriate placement of students in developmental education classes is critically important to promoting successful outcomes for at-risk students; 3) development of an early alert system would identify and provide intervention for students at risk of failing.

In Fall of 2009, Tyler Junior College implemented a college orientation course for all new, degree-seeking students. The college has also continued to develop a comprehensive new student experience for all incoming freshman. It is expected that continued improvement of these services for new students will help to counter the declines in academic outcomes for at-risk students.

Stakeholders Engaged in Priority-Setting: Vice-President for Student Affairs; Provost; faculty members representing a diverse range of disciplines; administrative personnel in Student Affairs; Achieving the Dream Core Committee

Other Information Regarding the Decision Making Process: TJC has implemented programs to help new students make a successful transition to college. While these programs have been successful in many respects, our retention and graduation rates still need improvement. Revising and developing our new student experience will help to ensure that incoming students are equipped for long-term success at TJC.

Resulting Priority: Develop and implement a comprehensive new student experience

Quantitative Data Analyzed: Grade reports for 2007 through 2010; faculty demographic reports for 2005 through 2010.

Qualitative Data Analyzed: Policy and Procedures survey, administered to faculty and staff in January of 2011; faculty and staff focus groups conducted in Spring 2011.

Major Findings of Data Analysis: For gateway courses, success rates by instructor vary widely. In college algebra (MATH1314), an analysis of success rates was performed for all instructors who taught at least 100 students in the fall and spring terms since fall 2007. Summer term data and dual-credit students were excluded. Overall success rates for the 17 instructors who met these criteria ranged from 25% to 60%. A similar analysis was performed for ENGL1301. Overall success rates for the 29

instructors who met the criteria ranged from 34% to 73%. For HIST1301, overall success rates for the 14 instructors who met the criteria ranged from 30% to 83%. While many factors contribute to differences in success rates across instructors, most importantly non-random distribution of students, it is possible that at least some of the variability is due to different teaching practices and/or differences in grading policies. Since 2005, the percentage of adjunct faculty has grown from 30% in the Fall 2005 semester to 50% in Fall 2010. Many adjuncts lack classroom experience, and may also lack the pedagogical support structure and resources available to full-time faculty.

There are also notable differences in the ethnic composition of our faculty and students. In Fall 2010, 37% of our students identified themselves as belonging to an ethnic minority group, while only 10% of faculty members identified themselves as minority.

In sum, results of the data analysis suggest that faculty and staff may need additional professional development to enhance and improve learning opportunities for our students, especially students of color. Changes to advising practices are also needed. Results of the survey and focus group indicate faculty/staff recognize a need for expanded professional development in promising practices targeted to teaching minority populations and are open to participating in such opportunities.

Stakeholders Engaged in Priority-Setting: Provost; faculty members and academic administrators representing a diverse range of disciplines; Executive Director of Institutional Effectiveness, Planning, and Research; Achieving the Dream Core Committee

Other Information Regarding the Decision Making Process: Input from multiple stakeholders has indicated increased opportunities for professional development are wanted and needed for TJC faculty (full and part-time). The primary goal of these professional development activities will be to optimize TJC students' chances for academic success.

Resulting Priority: Implement a strategic professional development program

Intervention Information:

Priority 1(a): Improve Developmental Mathematics Education Outcomes
Intervention Name: Developmental Math Diagnostics and Modularization
Direct or Indirect Student Intervention: <i>Direct</i>
Start Date: Fall 2011
Type of Intervention (choose all applicable): <i>Advising, Developmental Education, Institutional Research, Internal Policy Review & Update</i>
*Specific Course Content Area (choose all applicable): <i>Math</i>
*Target Student Group (choose all applicable): • <i>Academically underprepared students enrolled in Math 0301 and Math 0302</i>
*Estimate Number of Students Enrolled or Otherwise Benefiting: 400
*Do students have to satisfy certain criteria to take part in the intervention? Yes
*Will special efforts be made to recruit students to take part in the intervention? Yes

Description: The Math 0301 and 0302 developmental math curriculum redesign will include: (1) Alternative instructional design methods (i.e. modularization, mastery learning) and (2) Math diagnostic testing for placement into specific content modules. Redesigned and expanded math lab facilities staffed by math instructors provide students with technology access and academic support for module-based learning.
Way(s) the intervention will help close achievement gaps: Individualized instruction in a lab setting will motivate students and enable them to proceed through remediation at a faster rate. African American students, experiencing wider gaps in achievement, will particularly benefit from the mastery learning component. The additional academic support in the lab setting will also benefit students impacted by achievement gaps.
Measurable Yearly Goals: • Improve success rates in developmental math by 2% per year. • Increase percent of students transitioning to college level math by 2% per year. Note: these goals are based on the assumption that the intervention will be implemented over a multi-year period, with an overall improvement of 8-10%. From both a data analytical and pedagogical perspective, such an increase is both reasonable and manageable.
*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable): • Percent of students who successfully complete developmental courses and progress to credit-bearing courses • Percent of students who re-enroll from one semester to the next • Percent of students who complete the course with a grade of C or higher
Evaluation Plan Description: Pilot modular Math 0301 and 0302 classes will be compared with control groups of traditionally taught Math 0301 classes and with prior baseline data. Survey information collected from faculty and students who participate in the new programs/services will be gathered. IR will continue data collection to measure persistence and success rates each semester.
*Evaluation Results Comparison (choose all applicable): • <i>Baseline data</i> • <i>Other Comparison group (traditional Math 0301 and Math 0302 classes)</i>
Plan to Scale Up: After the pilot period if data supports attainment of yearly goals, additional modular class sections will be offered, requiring additional lab support facilities.
Sustainability/Institutionalization Plan: Appropriate budget allocations will be made to implement these strategies. Faculty will be provided with professional development/training opportunities in alternative instructional design methods.
Communications Plan: Planning, development, and evaluation of strategies will be driven by Developmental Math faculty in conjunction with TJC ATD teams. Academic Advisors and promotional methods will inform students of developmental math instructional design choices.
Internal and/or External Resources Needed: Support needed for curriculum modules design. Appropriate budget dollars needed to support the implementation of effective

strategies. Funds needed to increase math lab space and add computer stations.
Institutional Policy Changes Needed: • Establish lab attendance policies. • Establish mastery-level criteria. • Notify student at time of advising of recommendation to enroll in appropriate developmental course starting in first semester.
Anticipated Challenges: • Development of modular curriculum and schedules in a timely fashion. • Need for increased lab and classroom space.
Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful: The effectiveness of these pilots will determine feasibility of applying modular course redesign to other areas of developmental education.

Priority 1 (b): Improve Developmental Math Educational Outcomes
Intervention Name: Early Alert and Midterm Grade Reports
Direct or Indirect Student Intervention: <i>Direct</i>
Start Date: Fall 2011
Type of Intervention (choose all applicable): Developmental Education
*Specific Course Content Area (choose all applicable): <i>Math</i>
*Target Student Group (choose all applicable): • Academically underprepared students enrolled in Math 0301 and Math 0302
*Estimate Number of Students Enrolled or Otherwise Benefiting: 500
*Do students have to satisfy certain criteria to take part in the intervention? Yes
*Will special efforts be made to recruit students to take part in the intervention? Yes
Description: This intervention is designed to detect, service, and sustain at-risk developmental math students through Early Alert Monitoring (EAM) and Mid-Term Grades. Professors will refer students who demonstrate poor attendance, behavioral issues, and/or low academic performance to the EAM office. Students will be contacted by the EAM office and referred to appropriate support services (such as tutoring, counseling, and advising). EAM students will be asked to create a semester success plan and follow up on that plan with their professor. Mid-term grades will be implemented to provide students feedback. If an EAM student does not pass the mid-term exam, the student will be contacted to set an appointment with the professor and Success Coordinator to review and reassess the success plan.
Way(s) the intervention will help close achievement gaps: Many of our unsuccessful students have issues that start in the first few weeks of the semester, prior to mid-term. Students experiencing issues with attendance, academic concepts, and/or other difficulties will be identified early enough to receive help. Those students who may not be identified by the early alert will be identified at mid-term grade reporting. Interventions will be monitored for success. As in Priority 1(a) African American students, experiencing wider gaps in achievement will particularly benefit from the additional support services.
Measurable Yearly Goals: • Improve persistence and success rate by 2% each year in MATH 0301.

Implement strategy to Math 0302 in year 2 and Math 0303 in year 3, seeking 2% improvement in each level in each year for an overall improvement of 8%. Note: these goals are based on the assumption that the intervention will be implemented over a multi-year period, with an overall improvement of 8-10%. From both a data analytical and pedagogical perspective, such an increase is both reasonable and manageable.
*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable): - Percent of students who successfully complete developmental courses and progress to credit-bearing courses - Percent of students who enroll and successfully complete gatekeeper courses - Percent of students who complete the courses they take, with a grade of C or higher - Percent of students who re-enroll from one semester to the next
Evaluation Plan Description: The Student Success Coordinator will track EAM students, office visits, referrals to services, and course outcomes. The IR office will collect data related to course success and completion. IR will compile tracking data for comparison of cohorts from semester to semester and year to year.
*Evaluation Results Comparison (choose all applicable): Baseline data will be used to compare those who used Early Alert to those who did not.
Plan to Scale Up: If successful, we will expand to Math 0302 in year 2, Math 0303 levels in year 3, reading and English in year 4.
Sustainability/Institutionalization Plan: Dean, Student Success Coordinator, and Developmental MATH faculty will meet prior to start of each semester to engage faculty input while reviewing successes, challenges, and the importance of participation in the Early Alert/Mid-term grade program. Faculty will be the front line in the Early Alert service followed by the Success Coordinator and program referral service. The monitoring of EAM will be by “Excel” spreadsheet and “Who’s Next” software for the initial phase of the program.
Communications Plan: The implementation team assembles when each course level is initiated and follows up at the beginning of each semester. An email address will be created and used specifically for faculty to make referrals, and receive follow-up data. Faculty will follow up with the student success coordinator as needed to assess student progress. Students will be notified with a statement on their syllabus about the EAM system and the requirement for students to comply if notified. Students sign a form stating that they have read and understand their syllabus at the beginning of each semester.
Internal and/or External Resources Needed: Outcome data and success rates of students will be tracked by TJC Institutional Research. Faculty support of the program is equally important. The Early Alert Monitoring services are manually entered and recorded using “Excel” spreadsheets and “Who’s Next” software. Additional budget allocations are needed to purchase tracking software which will handle the volume of student data anticipated by EAM student success coordinator. Additional personnel (1) needed to process the volume of students projected to seek interventions offered through EAM office.

Institutional Policy Changes Needed: TJC will initiate a policy regarding attendance standards. Academic Foundations will institute faculty requirement to report students having difficulty to EAM. Math faculty will provide names of those not being successful at mid-term to EAM office. Student Success Coordinator will refer students for mandatory tutoring or other support service. CORI and CPSS instructors will also be informed of those students needing additional information and support so they can inject intrusive measures if needed.

*Fall 2011 new policies include the requirement for students to meet with faculty before dropping a class if in the first 8 weeks of a semester. Faculty can also withdraw a student if needed by assigning a W or WF grade.

Anticipated Challenges: Student resistance to intervention measures could be a challenge. The number of students needing assistance could also create a backlog and additional personnel may be needed which could have budget implications.

Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful: The ability of instructors to assign a WF grade for a student could help with retention efforts for those not wishing to be dropped but retention will be impacted negatively when the WF is instituted for this student population.

Early Alert could be expanded to other programs and cross into gateway courses which increases required number of personnel. Advising and the Registrar's Office could also see an increase in the number of students wishing to drop due to early alert notification which could cause a need for additional staffing in these areas.

Priority 1 (c): Improve Developmental Mathematics Education Outcomes

Intervention Name: Mandatory CPSS and paired CPSS Courses for lowest level of Developmental Math Students

Direct or Indirect Student Intervention: *Direct*

Start Date: Fall 2011

Type of Intervention (choose all applicable): Developmental Education, Student Success Course

***Specific Course Content Area (choose all applicable):** *Math*

***Target Student Group (choose all applicable):**

- Academically underprepared students

***Estimate Number of Students Enrolled or Otherwise Benefiting:** 500

***Do students have to satisfy certain criteria to take part in the intervention?** *Yes*

***Will special efforts be made to recruit students to take part in the intervention?**
No

Description:

Students testing into developmental MATH 0301 will be co-enrolled in the college preparatory student success (CPSS) course. Learning communities will support these students as they achieve success in Math 0301.

Way(s) the intervention will help close achievement gaps: Achievement gaps will be addressed by engaging first time in college, academically underprepared, and/or first generation students in learning success strategies. The pairing of Math 0301 and CPSS courses will also provide an opportunity to support these students in smaller

learning communities.
Measurable Yearly Goals: • Improve success rates in MATH0301 by 2% per year for an overall 8-10% improvement. • Improve transition rate to MATH0302 by 2% per year for an 8-10% overall improvement. Note: these goals are based on the assumption that the intervention will be implemented over a multi-year period, with an overall improvement of 8-10%. From both a data analytical and pedagogical perspective, such an increase is both reasonable and manageable.
*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable): • Percent of students who successfully complete developmental courses and progress to transferable credit courses will increase • Percent of students who complete the courses, with a grade of C or higher will increase • Percent of students who re-enroll from one semester to the next will increase
Evaluation Plan Description: An evaluation of student success will occur using data comparisons against previous cohorts. Those enrolled in paired courses will be compared with those not enrolled in CPSS to evaluate effectiveness of CPSS support. Student evaluations will provide qualitative input of student perception of interventions/supports. Faculty input will occur during a debriefing, post-semester, to identify areas of concern or excellence. IR will track Participation/success rate data.
*Evaluation Results Comparison (choose all applicable): • <i>Randomly assigned control group</i> • <i>Baseline data</i> • <i>Comparison of those enrolled in CPSS with those not enrolled in CPSS</i>
Plan to Scale Up: If pilot is successful, we will pair all students in the lowest level of developmental mathematics to concurrently enroll in CPSS course. Additional CPSS instructors will be needed to facilitate scale up which will have budgetary implications.
Sustainability/Institutionalization Plan: MATH 0301 and CPSS will be linked by the Registrar thus assuring a seamless enrollment and creation of small learning communities.
Communications Plan: Advisors and registration staff will be made aware of the pairing and requirement for MATH 0301 and CPSS so information provided to students is consistent.
Internal and/or External Resources Needed: Personnel to teach CPSS courses and professional development to train developmental faculty to teach CPSS course is needed.
Institutional Policy Changes Needed: Require students testing into Math 0301 to concurrently enroll in CPSS courses.
Anticipated Challenges: • Engaging full-time faculty to participate in the planning and implementation of program since they are not on campus during the summer. • Resistance to adding additional requirements to developmental student

schedules. Scheduling the developmental math course and CPSS course back-to-back.
Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful: Funding for additional support could be requested to strengthen developmental students as they transition through Dev. Ed. and begin gateway coursework.
Priority 1 (d): Improve Developmental Mathematics Education Outcomes
Intervention Name: Supplemental Instruction
Direct or Indirect Student Intervention: <i>Direct</i>
Start Date: Spring 2013
Type of Intervention (choose all applicable): Developmental Education, Supplemental Instruction
*Specific Course Content Area (choose all applicable): <i>Math</i>
*Target Student Group (choose all applicable): Academically underprepared students; students enrolled in MATH 0303; select pilot group by random classroom assignment (25% of all 0303 classes will have SI, 75% will not)
*Estimate Number of Students Enrolled or Otherwise Benefiting: 150 (25% of students enrolled in MATH 0303 will have SI in first year), then scale up 25% each additional year
*Do students have to satisfy certain criteria to take part in the intervention? <i>Yes</i>
*Will special efforts be made to recruit students to take part in the intervention? <i>Yes</i>
Description: A pilot for Supplemental Instruction (SI) will be designed in which SI is offered to 25% of MATH 0303 courses. Success rates will be compared by reviewing grades and withdrawal rates for students enrolled in courses who receive SI and those not enrolled in SI courses. SI will include: SI leader attending class during the week then holding two study sessions per week. The SI leader meets with course instructor once per week. The structured study session is intended to be a collaborative effort among classmates to compare notes; discuss important concepts, develop strategies to study the subject and test/pre-test before the actual test. The SI leader will be the facilitator but content will be a collaborative effort, not lecture. The SI session will not be used as a replacement lecture for students who do not attend class, will not be a re-lecturing and will not provide copies of notes. SI will be provided for students wanting to better understand the course material and content.
Way(s) the intervention will help close achievement gaps: SI is aimed at improving persistence rates and overall grades for under-prepared college students. Under-prepared learners, traditional and non-traditional adult learner needs will be addressed by purposely engaging these students in learning success strategies and building a smaller support community. This strategy will particularly aid African American students who feel less engaged and connected to the college.
Measurable Yearly Goals: Students receiving SI will show a 5% increase in the number of students moving to gateway mathematics courses.
*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable): - Percent of students who successfully complete developmental courses - Percent of students who complete the courses they take, with a grade of C or

higher Percent of students who re-enroll from one semester to the next/who are eligible to enroll for the next course in their sequence
Evaluation Plan Description: Study student success data (grade reports) at end of term and annually. Collect qualitative feedback from SI participants, SI leaders and SI involved professors. Compare data of students receiving SI to students who did not participate in SI.
*Evaluation Results Comparison (choose all applicable): - Randomly assigned control group determined by enrollment in SI enhanced sections - Baseline data of those who received SI compared to those who didn't
Plan to Scale Up: Expansion could occur in the second and third year (of this intervention) to all levels of college preparatory math with pre-determined higher benchmarks expected for SI participants.
Sustainability/Institutionalization Plan: The college will allocate appropriate resources to start and expand the SI program to include funding for an SI coordinator and funding for SI leaders (could include stipends, hourly wages and/or overload credit if professors are utilized)
Communications Plan: Communications underscoring the importance of SI attendance will be developed for (1) participating faculty (2) students in SI supported courses. Posters advertising the services, inclusion in the syllabus and other strategies for advertising will be incorporated.
Internal and/or External Resources Needed: Budget and additional staffing allocations to the SI program will be needed (SI coordinator and SI leaders). Funding for training of SI leaders and involved faculty is needed. In-House training sessions for faculty could control costs once SI coordinator and supervisor are on-board.
Institutional Policy Changes Needed: Approval to employ an SI coordinator and SI leaders and create a budget to support SI.
Anticipated Challenges: Recruitment of SI leaders, developing pay-rate for SI leaders that will serve as an incentive; finding office space for the SI coordinator; recruiting students to participate in non-mandatory SI activity outside of the classroom.
Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful: Further applications of SI to other courses within other disciplines may need to be made which will result in need for increased resources (budget and space). Will be possible with the positive results in Dev. Ed.

Priority 2(a): Develop and Implement a Comprehensive New Student Experience
Intervention Name: Implement Freshman Interest Groups
Direct or Indirect Student Intervention: <i>Direct</i>
Start Date: Fall 2011
Type of Intervention (choose all applicable): Advising, Developmental Education, First-Year Experience, Gatekeeper Courses, Student Support Services, Learning Communities
*Specific Course Content Area (choose all applicable): <i>Math / English / Reading</i>
*Target Student Group (choose all applicable):

• <i>First-time in college students</i>
*Estimate Number of Students Enrolled or Otherwise Benefiting: 60+
*Do students have to satisfy certain criteria to take part in the intervention? Yes
*Will special efforts be made to recruit students to take part in the intervention? Yes
Description: A component of the First Year Experience program, Freshmen Interest Groups (FIGS) is designed to connect first-time-in-college (FTIC) students with a group of people possessing similar interests. FIGS will enroll in linked courses, study together, and share declared majors while living in a designated residential hall. FIGS participants will be recruited from new student summer events. Their experience will begin in new student summer events and will persist throughout their first 2 semesters of college. These students and their families will receive communications regularly about campus events, and resources for FTIC students.
Way(s) the intervention will help close achievement gaps: The FIGS experience will improve persistence rates and academic competencies for FTIC students as students will engage with faculty, peers, and the campus. This will lead to an overall engagement with the institution resulting in improved completion. African American students will benefit tremendously from the supports in place for FIGS as research indicated that these students feel more isolated on campus.
Measurable Yearly Goals: Increase the fall-to-fall persistence rate 5% in year 1, and an additional 1% in years 2, 3, and 4 for an overall increase of 8%. Note: these goals are based on the assumption that the intervention will be implemented over a multi-year period, with an overall improvement of 8%. Given that retention rates change very slowly, such an increase is both reasonable and manageable.
*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable): • Percent of students who complete the courses they take, with a grade of C or higher • Percent of students who re-enroll from one semester to the next • Percent of students who earn certificates and/or degrees
Evaluation Plan Description: The first year of Freshman Interest Groups(FIGS) will be a pilot year with 3 control groups: a traditional cohort of students from business, criminal justice, and general studies field of study. All three groups will be composed of students who completed the new student summer experience. We will compare the cohorts who completed the First Year Experience program to those students who did not. Student success data compiled at the end of each term by IR and qualitative feedback from FIG participants and parent/family members will assist program designers in determining program strengths. If FIGS prove promising in gains in comparison to non-FIG participants, wider access will be implemented.
*Evaluation Results Comparison (choose all applicable): • <i>Assigned control group</i> • <i>Baseline data</i> • <i>Other Comparison group</i>
Plan to Scale Up: Increase number of students and faculty involved in the FIGS

program each semester. By 2014, a greater proportion of new students will have the opportunity to participate in some form of the FIGS program. Significant numbers of faculty and staff sponsors will also participate as mentors so that students gain meaningful and early exposure to faculty.
Sustainability/Institutionalization Plan: Faculty sponsorship of FIGS will assist college in implementing additional sections of FIGS. IR data will support the need to add FIGS.
Communications Plan: Communications underscoring the importance and value of FIGS will be provided to faculty, new students, administration, and staff. A print and web campaign will ensure stakeholders are fully educated about the FIGS program. The creation of a first year experience advisory committee composed of faculty, staff and student leaders will ensure that various stakeholders across campus unite in developing the FIGS program.
Internal and/or External Resources Needed: The FYE department. will require additional budget and staffing to manage activities and events planned for FIGS, facilitate faculty sponsorship, and recruit student leadership to oversee the new student communication plan. Dedicated space and stipends will be needed to host various FYE programs.
Institutional Policy Changes Needed: A contract needs to be created to require FIGS to complete all courses within a FIGS program each semester.
Anticipated Challenges: Challenges include creating incentives for maximum faculty participation, prioritizing the implementation plan, and adjusting facility use.
Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful: Expansion to other campus locations could encounter barriers such as lack of personnel to support activities, faculty support, coordinated study times, and sufficient space to hold events.

Priority 2 (b): Develop and Implement a Comprehensive New Student Experience
Intervention Name: Refresher Course / Test Prep
Direct or Indirect Student Intervention: <i>Direct</i>
Start Date: Fall 2011
Type of Intervention (choose all applicable): Admissions, Advising, Developmental Education, Dual Credit Office, Improved Use of Data, Information Systems, Institutional Research, Program Evaluation Process, Student Support Services, Testing
*Specific Course Content Area (choose all applicable): <i>Math / English / Reading</i>
*Target Student Group (choose all applicable): <i>First-time students who need to take placement tests</i>
*Estimate Number of Students Enrolled or Otherwise Benefiting: up to 250 in the fall
*Do students have to satisfy certain criteria to take part in the intervention? yes
*Will special efforts be made to recruit students to take part in the intervention? Yes
Description: This intervention is designed to aid new students with the College's mandatory placement test. For those students who request a review before testing and

for those students who test and do not earn a TSI passing score, an on-line refresher course that is aligned to the College's placement test will be made available to strengthen testing ability of reading, writing, and mathematics skills.
Way(s) the intervention will help close achievement gaps: This intervention will help close gaps in course placement due to low performance placement testing. Often, minority students are placed in Dev. Ed. Because they do not understand the significance of placement testing. This intervention will allow for any student to be prepared to take and re-take the College's placement test; thus increasing the likelihood of a higher level of course placement.
Measurable Yearly Goals: Decrease the number of students testing into incorrect levels of developmental courses by 4% in year 1, and 2% each year thereafter. Note: this goal is based on the assumption that the intervention will be implemented over a multi-year period, with an overall improvement of 10-12%. Given the complexities of the assessment process, such an increase is both reasonable and manageable.
*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable): • <i>Percent of students who successfully complete developmental courses and progress to credit-bearing courses</i> • <i>Percent of students who enroll and successfully complete gatekeeper courses</i> • <i>Percent of students who complete the courses they take, with a grade of C or higher</i> • <i>Percent of students who re-enroll from one semester to the next</i> • <i>Percent of students who earn certificates and/or degrees</i>
Evaluation Plan Description: Placement test scores, initial and re-takes, of those students who use the refresher course will be compared to those who choose to bypass the on-line review.
*Evaluation Results Comparison (choose all applicable): • <i>Baseline data</i> • <i>Other Comparison group</i>
Plan to Scale Up: Increased number of web licenses for the refresher course to make the course available to more students. Additional on-line refresher course software will be evaluated in order to make take-home versions available for more in-depth study and test prep.
Sustainability/Institutionalization Plan: Data analysis of test prep will be ongoing to determine if this intervention is effective in meeting the goals of Achieving the Dream and closing achievement gaps for students placing into developmental coursework.
Communications Plan: Coordination between admissions and area high schools will provide the initial point of contact about this intervention. Other means of informing students include the admissions personnel, testing center personnel, Tyler Junior College website, newspaper ads, FYE, letters, and advisors in order to ensure incoming students and their parents are aware of and take advantage of this intervention.
Internal and/or External Resources Needed: The web licenses for a refresher curriculum need to be purchased, lab personnel to deliver refresher courses are needed, and space to offer refresher sessions must be identified
Institutional Policy Changes Needed: If results prove promising, the college might create a policy that mandates those who take the placement test and do not achieve

passing scores be required to engage in test prep before retesting.
Anticipated Challenges: Students may not want to complete the test prep: and, faculty and staff need to be identified for assignment to the lab.
Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful: Testing area may need expansion as more students attend sessions and if better placement results.
If expansion of this service occurs, a fee structure is needed to fund this initiative.

Priority 2 (c): Develop and Implement a Comprehensive New Student Experience
Intervention Name: College Orientation Course (CORI 0100) Revision
Direct or Indirect Student Intervention: <i>Direct</i>
Start Date: Fall 2011
Type of Intervention (choose all applicable): Advising, Developmental Education, First-Year Experience, Student Success Course
*Specific Course Content Area (choose all applicable): <i>Reading</i>
*Target Student Group (choose all applicable): <i>First-time students</i>
*Estimate Number of Students Enrolled or Otherwise Benefiting: up to 3500 in fall semester
*Do students have to satisfy certain criteria to take part in the intervention? <i>Yes</i>
*Will special efforts be made to recruit students to take part in the intervention? <i>Yes</i>
Description: CORI 0100, is required of all new Tyler Junior College students. Student completion of CORI 0100 aims to help students transition successfully into the college lifestyle. CORI 0100 educates students about TJC-specific facilities, services and information, and financial literacy related to college, which will assist them throughout their experience at Tyler Junior College. CORI 0100 will be revised in year 2 to incorporate face-to-face and hybrid delivery formats for targeted populations and optimal student participation. Other revisions include creating special sections for TSI-complete students, developmental education participants, returning adults, and transfer students. Students will be encouraged to complete CORI 0100 within the first 4 weeks of the term, so they can utilize the services discussed and information contained in CORI 0100 earlier such as financial aid, support services, academic advising, career services, campus policies and procedures. A career exploration component will be added in year 2 to CORI 0100 to encourage students to declare a major earlier.
Way(s) the intervention will help close achievement gaps: Improve fall-to-fall retention rates of first time students, so they will connect more fully with the campus and services. Improve fall-to-fall retention rates for developmental education students enrolled in Dev Ed CORI. Dev Ed CORI will contain information stressing support and intervention strategies, reiterating the importance of placement exams, and need to take developmental classes, beginning the first semester the student is enrolled at the College.
Measurable Yearly Goals: Increase CORI 0100 success rates for first time in college

students by 2% each year for overall increase of 8%. Increase fall-to-fall persistence rates by 2% in the first year and 1% in years two, three, and four for overall increase of 5%.
*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable): • Fall-to-Fall retention rates. • Graduation rates for degrees and certificates. • Increase the percentage of students who successfully complete their courses with a grade of C or better.
Evaluation Plan Description: Use evaluation survey to assess student and instructor satisfaction with content, resources, and support each semester. Review outcomes with instructor each semester. Examine course success rates to determine if course impacts fall-to-fall retention rates. Implement survey results as well as focus groups of both faculty and students to better improve content of course. Evaluate the effectiveness of various delivery methods and identify targeted populations specific needs.
*Evaluation Results Comparison (choose all applicable): Baseline data and Group Data
Plan to Scale Up: Recruit interested faculty to teach CORI face-to-face and hybrid classes. Schedule professional development for interested faculty. Assemble a <i>CORI Faculty Handbook</i> with the aid of faculty and staff. Create hybrid and traditional face-to-face sections for targeted populations. Create concentrated short-term delivery versions of CORI 0100 for various flex terms. Involve Distance Ed program in certifying a CORI 0100 course. Incorporate student leadership (Apache Chiefs, RA, Student Senate, etc.) into feedback loop to gain qualitative feedback of CORI 0100 success.
Sustainability/Institutionalization Plan: During Spring 2012, the college will allocate appropriate resources to expand CORI 0100 for different student types and student populations (based on demographics).
Communications Plan: Admissions, Advising and the First Year Experience office will communicate to all new Tyler Junior College students the requirement to complete CORI 0100. The First Year Experience Office will arrange web communications and mailings and partner with area ISD counselors to market the information to seniors and those new to Tyler Junior College. Advising will promote CORI 0100 during freshman group advising sessions, individual advising sessions, and through mail-outs to new students.
Internal and/or External Resources Needed: Qualified faculty/staff are needed to teach the course. Space is needed to teach face-to-face and hybrid sections. Funding for course development, training, faculty, course certification, and student leaders is needed. Instructional support includes time for professional development training, location for training or funding to attend off-site training, and content expert-technical support to support faculty teaching CORI on-line and in-classroom.
Institutional Policy Changes Needed: Policy to require CORI for degree completion.
Anticipated Challenges: • Classroom space • Professional Development and training opportunities • Recruitment of interested faculty members

• Student resistance to enrolling in course • Maintaining quality of delivery of course
Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful: Resource allocation may result from Distance Learning area if additional personnel are needed to train faculty and support the addition of online sections or hybrid sections.
Priority 2(d): Develop and Implement a Comprehensive New Student Experience
Intervention Name: Intrusive academic advising/faculty mentoring for at risk students; Career Exploration and Major Identification
Direct or Indirect Student Intervention: <i>Direct</i>
Start Date: Fall 2011
Type of Intervention (choose all applicable): <i>Advising, Developmental Education, Faculty Professional Development , First-Year Experience, Gatekeeper Courses, Learning Communities, Student Support Services, Testing</i>
*Specific Course Content Area (choose all applicable): <i>Math / English / Reading / CPSS</i>
*Target Student Group (choose all applicable): • <i>Academically underprepared students</i> • <i>First Generation/ first time students</i>
*Estimate Number of Students Enrolled or Otherwise Benefiting: up to 400 placing into 0301
*Do students have to satisfy certain criteria to take part in the intervention? Yes
*Will special efforts be made to recruit students to take part in the intervention? Yes
Way(s) the intervention will help close achievement gaps: In-depth and intrusive advisement of first-year students will help retain students from fall-to-fall. Earlier and improved career planning or exploration will put students on a degree track sooner, thus improving retention and completion rates for students seeking certificates and associate degrees.
Measurable Yearly Goals: Increase the number of certificates and degrees awarded by 1-3%. Improve the number of students that successfully complete TSI requirement by 1-3%.
*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable): • <i>Increase percentage of students who successfully complete developmental courses and progress to credit-bearing courses.</i> • <i>Increase percent of students who re-enroll from one semester to the next.</i> • <i>Increase percent of students who earn certificates and/or degrees.</i> • <i>Increase the number of transfer degree majors.</i> • <i>Decrease the percentage of general studies majors.</i> • <i>Increase the number of students who seek Career Services counseling.</i>
Evaluation Plan Description: Analyze and compare outcomes data from year to year pertaining to retention rates, TSI completion rates, and certificate/degree completion rates. Track the decrease in

number of general studies majors from year-to-year. Compare the completion rates of certificates and degrees by academic majors annually. Track the number of students seeking career counseling from year-to-year and see if correlations exist between Career Services and graduation rates.

***Evaluation Results Comparison (choose all applicable):**

- *Baseline data compared from the preceding year*
- *Baseline data and group data*
- *Compare completion of students by major*

Plan to Scale Up:

Recruit and train additional faculty to assist with advising returning students during peak advising periods. Explore utilization and expansion of Faculty Mentors to assist in exploration activities. Evaluate the use of faculty advisors/mentors and determine if additional full-time advisors and facilities are needed. Evaluate the need for additional career services staffing and programming while providing adequate facilities to accommodate those services.

Sustainability/Institutionalization Plan:

Develop a model using professional advisors and faculty advisor/mentors which includes targeted degree programs and track its success. Form collaborative teams from across campus to assist with enrollment growth and improve completion rates. Continue analysis of this intervention and integrate implementation of career services during the student's first year to meet the goals of Achieving the Dream and assist with closing achievement gaps.

Communications Plan: Advising and Career Services will communicate with students using the Tyler Junior College website, First-Year Experience, Parent sessions, individual advising sessions, and group advising sessions. Academic Advising services will inform incoming Freshmen of location and services offered in Career Services Center. Coordination and communication increased between advising department, deans, and faculty to determine the highest needs and priorities. Use *Who's Next* database to assist and share notes on previous advising sessions and student needs for completing certificate or degree. Use the document scanning process in Banner to share degree or certificate goal to be followed for individual students at time of advisement. Letters and emails targeted to high school graduates will inform of Group Advising, Freshman Week Advising, FIGS advising, and Career Services center opportunities to help identify career track and major.

Internal and/or External Resources Needed: A working degree audit program is needed to provide an important tool that will improve/enhance the advising process for academic advisors and faculty advisors assisting our students with their educational plans and allowing the student to track their progress toward degree completion. Additional needs: trained professional and faculty advisors/mentors; time and funding to train faculty; time and funding for professional development for professional and faculty advisors/mentors. Campus wide promotion of the services available to students through the Career Services center.

Institutional Policy Changes Needed: Upper administration support for Faculty involvement in advising/mentoring function for returning students. Require early submission of any changes in cut scores, degree plans, program changes so they have time to move through channels to Registrar's office for timely input into Banner so early

advisement of incoming Freshmen can be facilitated. Changes may depend on legislative changes that deal with core curriculum, fields of study, transfer compacts, THEA cut off scores and exemptions.

Anticipated Challenges:

- Lack of participation by Faculty who don't see advising/mentoring as their role.
- Insufficient number of professional advisors for size of college enrollment.
- Lack of funding for career exploration tools.
- Lack of student participation in career services opportunities.

Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:

Continued growth in and collaboration between the student affairs professional advising function and academic faculty provide enhanced student support to increase completion rates.

Priority 3: Implement a Strategic Professional Development Program

Intervention Name: Professional Development for Student Success

Direct or Indirect Student Intervention: *Direct*

Start Date: Spring 2012

Type of Intervention (choose all applicable):

Advising, Board of Trustees, Budgeting Process, Committee or Governance Structure, Community Engagement, Developmental Education, Equity, Faculty Professional Development, First-Year Experience, Gatekeeper Courses, Improved Use of Data, Information Systems, Institutional Effectiveness, Institutional Research, Internal Policy Review & Update, K-14 Strategies, Learning Communities, Program Evaluation Process, Student Success Course, Student Support Services, Supplemental Instruction, Tutoring

***Specific Course Content Area (choose all applicable):** *Math / English / Reading*

***Target Student Group (choose all applicable):** *Academically underprepared students*

***Estimate Number of Students Enrolled or Otherwise Benefiting:** 3500

***Do students have to satisfy certain criteria to take part in the intervention?** *No*

***Will special efforts be made to recruit students to take part in the intervention?** *No*

Description: Tyler Junior College will build and implement a strategic professional development plan that provides faculty (full and adjunct) with the knowledge and skills needed to enhance student learning and success. Additional professional development for all faculty and staff will focus on developing mentorship skills and improving interactions with students to improve equity for all students. Specific professional development will introduce SI, learning communities, modular course design, mastery learning, and advanced instructional strategies and new technologies to promote access to the skills and knowledge needed by all students for success will begin in the Fall of 2011.

Way(s) the intervention will help close achievement gaps: By equipping our faculty and staff with foundational knowledge of promising practices we will provide a framework to help more students achieve success and completion. Many of interventions are aimed at at-risk populations. Professional development content

developed for these groups will be included.

Measurable Yearly Goals: A revised policy will be approved by Fall 2011. A professional development plan will be approved by Spring 2012. Baseline data will be collected the first year through Professional Development Evaluations. The goal is an increased student satisfaction rate of 5% each year. The Professional Development for the needs of the strategies of ATD will show a 20% attendance rate the first year in various offerings such as mathematical pedagogy, student support areas, and supplemental instruction, while developing a culture of evidence, evaluation, and inquiry. Completion of Professional Development by faculty and staff will increase 5% each year. TJC Board Members and administrators will also complete professional development designed to sustain the emphasis on student learning, success, equity, and completion.

***Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (choose all applicable):**

- *Percent of students who successfully complete developmental courses and progress to credit-bearing courses*
- *Percent of students who enroll and successfully complete gatekeeper courses*
- *Percent of students who complete the courses they take, with a grade of C or higher*
- *Percent of students who re-enroll from one semester to the next*
- *Percent of students who earn certificates and/or degrees*

Evaluation Plan Description: The annual College-Wide Assessment of Services Survey will incorporate items on satisfaction with professional development. Qualitative feedback from faculty and staff regarding experience with professional development offerings will come from a variety of follow up survey instruments. An examination of professional development needs will occur and faculty/staff feedback will be solicited to prioritize which professional development they would like to participate in first. Faculty who complete professional development will be compared to faculty who do not participate in development. Statistics from prior years will also be used to assess student success for faculty completing development. Directed professional development will occur for faculty in areas using targeted methods, i.e. SI or linked courses. Student feedback focus groups will assess the effectiveness of professional development strategies in courses targeted for specific interventions.

***Evaluation Results Comparison (choose all applicable):**

- *Randomly assigned control group*
- *Baseline data*
- *Other Comparison group*

Plan to Scale Up: In year 1, faculty teaching sections with defined interventions will be required to complete directed professional development. This will extend to other faculty in year 2, 3, and 4 so that 50% of faculty will complete professional development by the end of year 5. Priority will be placed on those faculty teaching courses targeted for interventions at each stage of implementation but will be available to all who wish to participate.

An ongoing Professional Development Committee will be formed with administration, faculty and staff representatives to identify specific topics and activities as identified through ATD ongoing data evaluation and scale up process.

Sustainability/Institutionalization Plan: HR will track those who complete professional development and provide semi-annual lists to Dean's offices. A Just-in-Time training approach will be used to train Faculty scheduled to attend sessions based on their positioning in the scale up process to minimize the need for additional training monies to be allocated.
Communications Plan: All employees will receive a request from the President to participate in professional development activities throughout the year. The Professional Development Committee will develop a calendar to be submitted through multiple means (e.g. email, bulletins, TAD newsletter, Professional Development newsletter, ATD newsletter, faculty senate committee).
Internal and/or External Resources Needed: Funding to bring in expert trainers may be needed if training is not available in-house. We will collaborate with area institutions to combine training and explore cost-sharing.
Institutional Policy Changes Needed: Change guideline to require a specific number of hours of professional development. Creating requirements for faculty to update pedagogy to include technology will be required.
Anticipated Challenges: The College does not have a culture or tradition of on-going broad-based or strategic professional development aligned with its mission and strategic plan.
Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful: Results of the evaluation will be used in the annual strategic plan report to the Board of Trustees.

Principles for Increasing Student Success through Institutional Improvement

1 Committed Leadership The Board of Trustees, the College President and the Executive Cabinet of Tyler Junior College actively support efforts to improve student learning, completion and equity. Board members, the President and Provost have participated in "Closing the Gap" (a state-wide goal-setting initiative to increase college completion and close ethnic and gender gaps) sessions; and March, 2011, the President and two trustees attended the Board of Trustees institute in Santa Fe, NM. The College successfully completed a self-study and on-site accreditation review and expects reaffirmation in June 2011 with a Quality Enhancement Plan that focuses on improving content area reading. The QEP and ATD will complement and support each other to improve student success and completion. The Board's and the college's commitment to improvement and student success are underscored in the new strategic plan. The Board is expected to approve the new strategic plan for 2011-14 that includes Goal 1: Build Pathways to Student Success, and Goal 4: Create an Institutional Culture of Continuous improvement.
2 Use of Evidence to Improve Policies, Programs, and Services In preparation for the accreditation review, The Institutional Effectiveness and Institution

Research office was expanded. The Institutional Effectiveness Executive Director is a member of the Executive Cabinet and prior to the Achieving the Dream initiative had prepared the institution to focus on assessment and the need for data. The Institution Research Director has provided the College with the data analysis and research needed for accreditation and to inform our Achieving the Dream improvements plans. In addition, IE/IR will lead the college in developing a comprehensive evaluation plan to track results for all ATD priorities and strategies. The Director of IR has been effective in educating the board, administration, faculty and staff to the gaps that exist in student achievement. The IE/IR office plays a pivotal role in providing the campus with data to assist in policy and program development decisions, as well as budget and financial decisions. The IE/IR office will also play a critical role in providing professional development and evolving a culture of evidence, evaluation, and inquiry throughout the college.

3 Broad Engagement

The Core Committee and the Data Committee actively participated in the development and preparation of the college's ATD Implementation Plan. Faculty and staff from across the campus are members of the committees with broad representation from all the Schools, student services, and college and financial services. A college-wide faculty standing committee has received extensive professional development and directs general education assessment for the purpose of providing guidance and development of learning outcomes and assessment. All internal constituencies will continue to serve on committees and assess the success of our students within the framework established for the ATD initiative. Professional development activities will further support these efforts and target needs as they are identified. Student feedback will shape the effectiveness and perception of the ATD initiative as it is carried out at Tyler Junior College. ISD partners, parents, and prospective employers will be engaged in these processes and their feedback assessed to assure the best resources are identified and employed for student success. Community stakeholders have and will continue to provide input through TJC's involvement in the Tyler P-16 council. Members are currently participating in vertical alignment efforts with the ISDs and the University of Texas at Tyler in core curriculum areas. In addition, TJC is active on the P-16 Workforce Committee with business and industry partners. Through the purposeful direction of the Vice President of Student Services, we will have more involvement of PTK and student government in all ATD core and data committees.

4 Systemic Institutional Improvement

Tyler Junior College's ATD goals and implementation plans align with our strategic planning, Texas accountability, and SACS accrediting goals. The college has an institution wide program review process that has oversight and review by standing committees and the Executive Committee. The Texas Higher Education Coordinating Board has said of our core curriculum evaluation that: "The inclusion of the core curriculum evaluation, a component of Tyler Junior College's Academic Program Review, is clear and laudable. Also, we are pleased to

see the majority of the faculty involved in the full cycle of assessment planning.” In preparation for the budget development process, “Program Vitality Reports” are prepared for each area of the college. The Vitality Reports bring together data on performance (for example: enrollment, graduation, course success rates) and financial data for review and analysis as budgets are developed.

Is there any additional information you would like Achieving the Dream to know about the college or about the implementation proposal?

The fiscal health of TJC is in the hands of the State Legislature and at this time it is best described as “uncertain.” The College has raised tuition and fees in anticipation of substantial reduction in state funding for the community colleges. The Board promised tax payers not to raise taxes this year because of an increase last year to cover a maintenance bond issue of \$28 Million for infrastructure up-dates. The College is completing a zero-based budgeting process to look at all function of the college and identify efficiencies that can be undertaken. All budgeting requires justification based on annual plans and past performance. The College is committed to its employees and does not expect to have any reduction of force. New initiatives in nursing and workforce training will be initiated this coming year in partnership with business and industry and community leaders. We are optimistic though cautious and committed to our three promises of a quality education, student engagement, community service and our ATD and QEP initiatives for improving student success.

Proposal Work Plan

Priority Area: One- Improve Developmental Mathematics Education Outcomes

Measurable Yearly Goals:

- Improve success rates in developmental math by 2% per year.
- Increase percent of students transitioning to college level math by 2% per year.
- Improve persistence and success rate by 2% each year in MATH 0301 for an overall 8-10% improvement.
- Implement EAMS strategy to Math 0302 in year 2 and Math 0303 in year 3, seeking 2% improvement in each level in each year for an overall improvement of 8%.
- Improve transition rate to Math0302 by 2% per year for an overall 8-10% improvement.
- Students receiving SI will show a 5% increase in the number of students moving to gateway mathematics courses.

Note: these goals are based on the assumption that the intervention will be implemented over a multi-year period, with an overall improvement of 8-10%. From both a data analytical and pedagogical perspective, such an increase is both reasonable and manageable.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Faculty/Staff
1a. Developmental Math Diagnostics and Modularization					
Develop dev. Math curriculum modules & diagnostic test for module placement	X				Department Chair & Faculty Curriculum Facilitators & Advisors
Faculty professional development on alternative instructional strategies	X	X	X	X	Department Chair & Faculty Curriculum Facilitators
Establish baseline data and create assessment plans to measure impact of curricular changes	X				Institutional Research
Pilot modular instruction models and collect assessment data	X				Department Chair & Faculty Curriculum Facilitators
Scale up effective instructional course design models			X	X	Department Chair
Research learning lab models	X				Department Chair & Faculty Curriculum Facilitators
Redesign and enlarge current math lab		X	X		Department Chair & Faculty Curriculum Facilitators
1b. Early Alert and Midterm Grade Reports					
Mid-term grades will be implemented for student feedback.	X	X	X	X	Registrar
Professors will refer students who demonstrate poor attendance, behavioral issues, and/or low academic performance.		X	X	X	Professors, Early Alert Coordinator
Students will be contacted by the EAM office and referred to appropriate support services (such as tutoring,		X	X	X	Early Alert staff, Tutoring staff, Advisors,

counseling, advising).					Counselors
EAM students will be asked to create a semester success plan and follow up on that they plan with their professor.			X	X	Early Alert Staff, Professors
1c. Mandatory CPSS for lowest level of Developmental Math Students					
Pilot test-Students testing into developmental MATH 0301 will be required to take the CPSS as a co-requisite.	X				Math and CPSS Dept. Chairs, Advisors, Registrar
Scale up and expand linked sections		X	X	X	Math and CPSS Dept. Chairs, Advisors, Registrar
1d. Supplemental Instruction					
SI Coordinator and SI leaders will be hired and trained to deliver SI enhanced Math 0303 Sections			X		AF Dean, Math Chair,
SI training will be designed and delivered			X	X	Math Chair, SI Coordinator, SI leaders, Math Faculty
A pilot for SI will be designed in which SI is offered to 25% of MATH 0303 courses (by random assignment).				X	Math Dept. Chair, Lab specialist, professors
Success rates will be compared by reviewing grades and withdrawal rates for students who receive SI and those who do not.				X	IR staff, Math Dept. Chair
SI leader attending class during the week, holding two study sessions per week				X	Math Dept. Chair, Math Faculty, SI staff
SI leader meeting with course instructor once per week.				X	Math Faculty, SI staff
If effective, scale up to 50% of Math 0303					Math Faculty, SI Staff

Priority Area: Two- Develop and implement a comprehensive new student experience

Measurable Yearly Goals:

- Increase the fall-to-fall persistence rate 2% in year 1, and an additional 1% in years 2, 3, and 4 for an overall increase of 5%.
- Decrease the number of students testing into incorrect levels of developmental courses by 2% in year 1, and 2% each year thereafter.
- Increase CORI 0100 success rates for first time in college students by 2% each year for overall increase of 8%. Increase fall-to-fall persistence rates by 2% in the first year and 1% in years two, three, and four for overall increase of 5%.
- Increase the number of certificates and degrees awarded by 1-3%. Improve the number of students that successfully complete TSI requirement by 1-3%.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Faculty/ Staff
2a. Implement Freshmen Interest Groups					
Create a First Year Student Advisory Committee	X				FYE Staff, Student Services Staff, Faculty, Students
Faculty training and professional development for sponsors of Freshmen Interest Groups	X	X	X	X	FYE Staff, Student Services Staff, Professional Dev. Staff
Pilot Freshmen Interest Groups	X				Faculty
Create communication plan for new students		X			FYE Staff, Student Services Staff, Communications Staff, Enrollment Management Staff
Expand pilot Freshmen Interest Groups campus-wide to include other majors		X	X	X	Faculty
Expand pilot Freshmen Interest Groups campus-wide to include non-traditional and special populations			X	X	Faculty

2b. Refresher Course / Test Prep					
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Identify Space to offer test prep sessions, order software, download to computers	X				Academic Foundations Dean, IT personnel
Hire personnel to administer test prep sessions	X	X			Academic Foundations Dean, HR, Faculty hiring committee members
Promote availability of test prep option for those wishing to test initially or refresh before a retest		X	X	X	Academic Foundations faculty, testing center personnel, admissions personnel, advising staff, promotional materials targeted to first time enrolled students
Evaluate effectiveness of test prep sessions comparing first semester completion for those who prepped to those who entered and did not		X	X	X	IR, Academic Foundations Dean, Admissions personnel, Testing Center Director, Advising
2c. College Orientation Course (CORI 0100) Revision					
Solicit various survey and focus group systems for feedback from faculty, staff and students.	X	X	X	X	FYE Staff, Advising Staff, Faculty, Students
Incorporate new services and info in the curriculum of CORI including a career exploration module.		X			FYE Staff, Registrar, Advising Staff
Create a professional development materials, and training for all CORI faculty		X	X	X	FYE Staff, Advising Staff, Faculty

Create a CORI targeted for special populations including developmental education, transfer students, and returning adult students			X	X	FYE Staff, Registrar, Advising Staff, Faculty, College Prep Staff, Admissions Staff
Revise CORI to incorporate a hybrid delivery system.			X		FYE Staff, Registrar, Advising Staff, Faculty
Revise CORI to incorporate a face-to-face system				X	FYE Staff, Registrar, Advising Staff, Faculty, College Prep Staff, Admissions Staff

Work Plan: 2d. Academic Advising/Career Development	Year One	Year Two	Year Three	Year Four	Lead Staff
Advisement and career services information will be offered through Group Advisement sessions, First Year Experience (summer), Freshman Week Advising sessions, mini-registrations, and in-office visits.		X	X	X	Registrar, Advising Staff
Faculty Advisors/Mentors will be recruited and trained to assist Academic Advisors with returning students during select advising periods, and encouraged to assist Academic Advisors during Freshman advising venues to promote early major identification.		X	X	X	Advising Staff, Faculty Dev. Staff, Faculty
Recruit and train additional Faculty Advisors/Mentors to assist in advisement process.		X	X	X	Advising Staff, Faculty Dev. Staff, Faculty
To increase retention and completion rates students will be strongly urged to use career exploration services and tools to assist with early identification of major.	X	X	X	X	Career Services Staff, FYE Staff, Advising Staff, Faculty, and College Prep Staff.
Career Services tools will be identified and created or acquired to assist	X	X	X	X	Career Services Staff,

students, faculty and staff in the major identification process.					Advising Staff
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Priority Area Three - Implement a Strategic Professional Development Program

Measurable Yearly Goals:

- Baseline data on attendance will be collected the first year through sign in sheets and qualitative comments provided on Professional Development Evaluations.
- Data will target an increased participation rate of 10% annually and satisfaction rate of 5% in subsequent years. Participants will be assessed on student success rates prior to attending professional development and after to determine the effectiveness of PD or need for additional PD in targeted areas.
- The Professional Development for the needs of the strategies of ATD will show a 20% attendance rate the first year in targeted Professions Development areas. Promising classroom strategies will also create PD opportunities as well as cultural awareness/generational learning differences sessions.

3: Implement a Strategic Professional Development Program	Year One	Year Two	Year Three	Year Four	Lead Faculty/Staff
Create and execute a Professional Development Plan for administrators, faculty (full-time and adjunct), advisors and staff.	X	X	X	X	Professional Dev. Staff, College Prep Staff, Faculty, Advising Staff, FYE Staff, Registrar, Student Activities Staff, Key Administrators