

Achieving the Dream

Annual Narrative & Financial Report: April 2010

Name of Institution: Ouachita Technical College

Submission Date: 30 April 2010

Achieving the Dream Funder (if applicable): Lumina and Winthrop Rockefeller Foundations

Grant Number (if applicable):

Applying for Leader College Status: ___ Yes ___X___ No

Name and E-mail of Contact Person Regarding this Report:

Sharon Seals sseals@otcweb.edu

Section 1: Implementing the ATD Model of Institutional Improvement

Committed Leadership

1. Briefly describe how the president, chancellor, and/or campus CEO participated in your ATD work this year.

Dr. Barry Ballard, President of Ouachita Technical College, participated in ATD work this year by discussing ATD initiatives at the Fall 2009 All Hands meeting, by arranging ATD presentations at local Rotary and Lions Club meetings, and by including monthly summaries on ATD efforts in Board of Trustee reports. The President also presented quarterly on ATD to the College's Foundation Board members, gave statewide presentations on the Student Affairs initiative called Men on a Mission, attended the 2010 Strategy Institute, and attended and presented at an ATD Roundtable discussion on the three ATD initiatives on our campus. Finally, the President attended two state policy meetings on ATD efforts and has spoken at the monthly Presidents' and Chancellors' meetings on ATD efforts.

2. Briefly describe how your Board of Trustees was engaged in your ATD work this year.

The Board of Trustees at Ouachita Technical College was briefed on ATD matters in their Board packets; they discussed ATD efforts at their annual retreat in Little Rock; and the President requested specialized presentations by Student Affairs personnel to the Board of Trustees, both on our First Year Experience efforts and on Men on a Mission, a social networking initiative that is part of ATD. Additionally, the President included the Board in deciding the new name of the College, an effort that came about in part because of ATD focus groups.

Use of Evidence to Improve Programs and Services

3. Did you use longitudinal data on student cohorts to identify achievement gaps among groups of students? If so, what achievement gaps did you identify?

Yes. Achievement gaps were identified in two specific areas: the retention and success of African American males in college, and the retention and success of African American males in Basic Composition classes.

Progress in Implementing Proposed Interventions.

In addition to this report narrative, the Interventions for Student Success Online Tool on the ATD Web site will be used to determine compliance. Please ensure that ALL Achieving the Dream interventions (including those that have been discontinued) have up-to-date entries in the Online Tool.

For instructions on updating the online tool, see Achieving the Dream Intervention Strategies User Guide v1.3, Attachment 1 of these report guidelines. The guide is also available on the members-only side of the Achieving the Dream Web site, in the Data and Research section under “Interventions Online Tool.”

4. Please list the titles of the interventions posted on the Interventions Online Tool: The entries on the Interventions Online Tool and your list below should be identical.
 1. Increase student success of all students while narrowing the gap for African-Americans
 2. Increase student success in Intermediate Algebra
 3. Increase African-American student success in Basic Composition

*Note: Please make one entry for each **type** of intervention. Grouping several interventions of the same type is acceptable. For example, your institution may offer 3 developmental math learning communities; these should constitute one entry, not three separate entries. You may attach separate evaluation data files to the general entry online.*

Responses to Questions 5-10 should refer to the interventions posted on the Interventions for Student Success Online Tool listed above.

5. How do these interventions address achievement gaps or equity concerns on your campus? (Please use the definition of achievement gaps given in Question 3.)

Our student success intervention addresses the First Year Experience of all students, with the social networking program Men on a Mission specifically addressing the success and retention of African American males. The College is

still piloting the intervention for Intermediate Algebra, hoping that, as our ATD Facilitators often note, “A rising tide lifts all boats” and that success of all OTC students will be increased. The College’s intervention in Basic Composition, with new curriculum in writing and reading appealing to minority students, is aimed at decreasing time in developmental English while accelerating students into the gateway Composition course.

6. Have you used the evaluation data to improve any of your student success interventions? If so, what specific improvements were made based on analysis of data?

Yes. The College has created a codified First Year Experience, overhauling the curriculum of First Year Experience courses and making orientation mandatory for all students. The College has refined the dates and times of orientation based on survey data gathered from students and has designed a separate orientation specifically for transfer students, a change that was also data driven.

On the academic front, the College used data gathered from research on best practices in supplemental instruction to launch a third pilot on Intermediate Algebra. Outcomes data in two math pilots—one providing extending class time and one providing a traditional instructor (as contrasted to our typical self-paced electronic delivery)—encouraged the College to retain both delivery systems so students could choose math classes that appeal to their affective behavior preferences. The College also has used student outcomes data to take a new Basic Writing class to scale, replacing Basic Grammar and Basic Composition.

7. What obstacles (if any) have you faced evaluating these interventions?

Low numbers of students enrolled in a hybrid intermediate Algebra pilot have affected our ability to make data-driven decisions on that initiative. This pilot, which uses both a lab and traditional teaching component in Intermediate Algebra, currently has a lab component that was required for the class; however, this lab component was not scheduled for the students and it required students to go to lab of their own volition. The data from that hybrid is forcing us to consider whether to even continue that approach, given that the data currently reveals a deleterious effect on students. Spring student outcomes data will also be used to guide the College on whether or not to continue this hybrid.

Also, low numbers of African Americans enrolled in Basic Grammar and Basic Composition have affected our ability to make data-driven decisions for that subset of students in the English initiative, even though we have data in the classes overall that encouraged us to take the pilot to scale.

8. Did you use the data sets submitted to JBL Associates for inclusion in the national database to conduct analyses of the interventions described above? If not, why not?

Yes
 No

9. Did you use ATD's eSTATS to conduct analyses of the interventions described above? If not, why not?

Yes
 No

Due to inaccuracies between the database numbers and the College's own data numbers, as well as the narrowness of the cohorts examined and data lag times, eSTATS information has not always proven itself congruent with the College's findings. The College finds our own databases to be much more user-friendly than eSTATS for our data analyses on our three interventions.

- 10a. Briefly describe any substantial changes you propose to make to the interventions listed above.

Because of the passage of Arkansas Act 971 that requires students in Basic Skills classes to post-test, both Intermediate Algebra and Basic Writing will be adding an exit-testing to the interventions in anticipation of the Act's enforcement. Additionally, due to low numbers, we've not yet taken Intermediate Algebra interventions to scale.

- 10b. List any interventions you have chosen to discontinue. Please indicate why you chose to discontinue them.

We've chosen to continue all three interventions.

- 10c. Briefly describe any new interventions you plan to implement. (These should be entered into the Interventions Online Tool once implementation has begun.)

We've not added any new interventions.

Evidence of Improvement in Student Achievement

11. Please provide a graph or chart presenting evidence of improvement in student achievement on one of the following measures¹ over three or more years².

- Course completion
- Advancement from remedial to credit-bearing courses

¹Colleges can present student sub-group data related to the five measures. Though it is preferred, measures do not have to apply to the entire student population. For example, colleges can submit course completion data for minority male students in developmental education.

² If your institution has not collected three years of data, please submit as many terms as are available.

- Completion of college-level “gatekeeper” math and English courses
- Term-to-term and year-to-year retention
- Completion of certificates or degrees

The chart or graph should include baseline performance data and track the performance of at least one cohort over three years. Outcome data should include both the number of students served and that number as a percentage of total enrollment and of the target population. Data should be disaggregated, if applicable. The intervention described should be of a sufficient scale to benefit a substantial proportion of the target population.

Priority 2: Increase student success of all students while narrowing the gap between African American and all students.

2A. Fall-to-Fall Retention (first to second) for all students and for African Americans:

Baseline F04 to F05: 41 percent (total population); 34 percent AA for a Gap of 6.72.

Baseline F05 to F06: 42 percent (total population); 36 percent AA for a Gap of 6.

Actual F06 to F07: 48.21 percent (total population); 41.67 percent for AA for a Gap of 7.

Actual F07 to F08: 43.30 percent (total population); 35.29 percent for AA for a Gap of 8.

Projected F08 to F09: 44 percent (total population); 38 percent AA for a Gap of 6.

Actual F08 to F09: 50.19 percent (total population); 45.45 percent AA for a Gap of 5.

Projected F09 to F10: 46 percent (total population); 41 percent AA for a Gap of 5.

Projected F10 to F11: 48 percent (total population); 43 percent AA for a Gap of 5.

Projected F11 to F12: 50 percent (total population); 46 percent AA for a Gap of 4.

Cohort Year		Cohort N First Fall	Re-enroll 2nd Fall	Retention Rate	AA/Total Gap
2004	Total Population	287	117	40.77%	6.72%
	African Americans	47	16	34.04%	
2005	Total Population	312	130	41.67%	5.30%
	African Americans	55	20	36.36%	
2006	Total Population	251	121	48.21%	6.54%
	African Americans	36	15	41.67%	
2007	Total Population	261	113	43.30%	8.00%
	African Americans	34	12	35.29%	
2008	Total Population	259	130	50.19%	4.74%
	African Americans	33	15	45.45%	

Cohort Year		Cohort N First Fall	Re-enroll 1st Spring	Retention Rate	AA/Total Gap
2004	Total Population	287	199	69.34%	1.25%
	African	47	32	68.09%	

	Americans				
2005	Total Population	312	226	72.44%	5.16%
	African Americans	55	37	67.27%	
2006	Total Population	251	186	74.10%	12.99%
	African Americans	36	22	61.11%	
2007	Total Population	261	199	76.25%	-3.17%
	African Americans	34	27	79.41%	
2008	Total Population	259	195	75.29%	-3.50%
	African Americans	33	26	78.79%	

2B. Success Rate (Graduate, Transfer, and/or Re-enroll by third academic year)

Baseline F04 cohort to Su07: 44 percent (total population); 36 percent (AA); Gap of 8
 Actual F05 cohort to Su08: 43 percent (total population); 36 percent (AA); Gap of 7

Projected F06 cohort to Su09: 45 percent (total population); 38 percent (AA); Gap of 7
 Actual F06 cohort to Su09: 61 percent (total population); 64 percent (AA); Gap of -3%

Projected F07 cohort to Su10: 46 percent (total population); 40 percent (AA); Gap of 6
 Projected F08 cohort to Su11: 47 percent (total population); 42 percent (AA); Gap of 5
 Projected F09 cohort to Su12: 48 percent (total population); 44 percent (AA); Gap of 4

Cohort Year		Cohort N	Success Factors-Unduplicated					AA/ Total Gap
			Grad	Transfer	Re-enrolled 3rd Sp	Total	Rate	
2004 (Tracked to Su07)	Total Population	287	65	49	13	127	44.25%	
	African-Americans	47	9	1	7	17	36.17%	8%
2005 (Tracked to Su08)	Total Population	312	74	39	22	135	43.27%	
	African-Americans	55	8	6	6	20	36.36%	7%
2006 (Tracked to Su09)	Total Population	251	63	66	23	152	60.56%	
	African-Americans	36	5	16	2	23	63.89%	-3%
2007 (Tracked to Su10)	Total Population	261				0	0.00%	
	African-Americans	34				0	0.00%	0%

Note: The hierarchy used for tracking success factors for an unduplicated count is in this order: graduates, then transfers, then re-enrolled.

12. Briefly describe at least one intervention you have implemented to achieve the improvement in student outcomes documented in Question 11, including how you believe the intervention helped to improve student outcomes. Please include:
- the number of students served
 - the number students served as a percentage of total enrollment and of the target population.

Was this intervention developed as part of your college's ATD work?

Yes. An assessment and revision of the Ouachita Technical College's First Year Experience program was undertaken after Achieving the Dream work revealed the need for improvements in that area. Specifically, the College witnessed a gap between student success and retention of African American students during their first year. Consequently, for the College's first initiative entitled "Increase student success of all students while narrowing the gap for African-Americans", we took a multi-pronged approach to reform, including changing the curriculum, focus, and credit hours of a Principles to College Success class; adding a Student Opportunity Seminar; requiring an orientation of all new students and implementing a separate orientation for transfer students as the need was indicated by data; and adding a social networking group specifically targeted at African American males. Do note that some data on the second measure cannot be fully included until after June 30, 2010, due to the time required for students to complete the measurement.

If you are unable to document improvement in outcomes on one of the measures listed in Question 11, please identify one of the measures you have targeted for improvement, providing the same cohort data requested above. Then describe an intervention you are implementing that is aimed at improving outcomes on the identified measure.

Note: Questions 11 and 12 will be considered in the ATD Leader College determination process. *All colleges must answer questions 11 and 12 regardless of whether or not they are applying for Leader College status.* For more information about the process please see "ATD Leader College Information" circulated via the ATD Core Team and Presidents listservs.

Institutional Research and Information Technology Capacity

13. Number of FTEs at your institution devoted to institutional research: 2.75

14. Number of FTEs at your institution devoted to information technology: 6.5
15. What institutional research challenges has the college faced this year? Check 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:

Divisional assessment plans are still on paper and not computerized, creating a “silo” effect and making them difficult for all parties to access.

Additionally, because this is the year of the College’s Higher Learning Commission’s Self-Study for Accreditation, the Institutional Research division has other responsibilities that have taken some emphasis away from ATD’s ongoing disaggregation of data.

We intend to use ATD funds to purchase TracDat software to address both of these academic and institutional assessment problems.

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

The College decided in March of 2010 to invest in TracDat, an assessment software tracking system fielded by Nuventive, to improve both academic and institutional assessment measures and data gathering. It is anticipated that the purchase of that software will take place in Summer 2010; however, the College President is coordinating that purchase through the Arkansas Association of Two-Year Colleges and other two-year colleges so that we might get a consortium discount price on the software.

17. Briefly describe how your institution has used data on student progression and outcomes in:

Program review and evaluation

Our institution has used data on student progression and outcomes in two specific academic areas: Basic Composition and Intermediate Algebra. The ATD data has been examined as part of the Division of Arts and Sciences Assessment Plan for the Associate of Arts degree. Additionally, the alignment of ATD and data-driven decision making prompted the Arts and Sciences

division to establish outcomes and measures for a new Division of Arts and Sciences Assessment Plan for Basic Skills, which includes math, reading, and writing. This Basic Skills Assessment Plan is also designed to incorporate and align with a recent state legislation of Arkansas Act 971, which if enforced will mandate that students demonstrate college-level proficiency with an end-of course exit exam on which they make the equivalent of a 19 on the ACT. Additionally, as noted in Question #12 of this document, the College is monitoring student retention and progress so that data from those measures can be used to guide continuous program improvement.

Strategic planning

Our institution has added ATD measures as Key Performance Indicators, data that are reviewed annually by our College’s standing Assessment Committee, which is a team that also includes the ATD Data Team as well as other decision-makers and strategic planning personnel on campus. Consequently, ATD data has become part of our codified environmental scanning process. Perhaps the most significant impact ATD has had on our strategic planning is that the College adopted ATD’s cycle for Data-Driven Process of Institutional Change as the guiding steps in the processes for institutional change.

Budget allocation

As a result of strategic planning, we’ve realigned both institutional and Achieving the Dream monies for supporting new orientation efforts, such as providing course instructor training for our First Year Experience classes, for funding Men on a Mission outreach, and for professional development. Significantly, the College is sending the Basic English initiative leader to the Kellogg Institute of Developmental Education in the Summer of 2010 for extensive training in developmental education. Also, there have been monies allocated to help the College improve on our internal communications via the purchase of TracDat, and on external communication with student stakeholders through improving signage that will engage students in extracurricular activities.

Broad Engagement

Faculty and Staff

18. Please complete the following table based on current course and team/committee assignments.

	FT Faculty	PT Faculty	Staff	Newly engaged this year
# serving on ATD core, data, or other ATD	9	2	8	2

teams 5 on ATD Core Team 14 on Assessment/Data Committee				
#involved in ATD intervention delivery 3 on Math Initiative 3 on English Initiative 10 on FYE Initiative	5	2	8	8

19. Please estimate the percentage of *full-time faculty* involved in each of the following activities:

- 34% Participated in data collection and/or analysis
- 4% Participated in focus groups or surveys related to Achieving the Dream
- 6% Participated in professional development to further student success
- Other. Please provide the name of the activity:

20. Please estimate the percentage of *part-time faculty* involved in each of the following activities:

- 6% Participated in data collection and/or analysis
- 2% Participated in focus groups or surveys related to Achieving the Dream
- 1% Participated in professional development to further student success
- Other. Please provide the name of the activity:

21*. Please estimate the percentage of *staff* involved in each of the following activities:

- 30% Participated in data collection and/or analysis
- 10% Participated in focus groups or surveys related to Achieving the Dream
- 10% Participated in professional development to further student success
- Other. Please provide the name of the activity:

*Note: These were very difficult to estimate since many of our staff are also part-time faculty, especially in first-year experience classes such as Student Opportunity Seminar and Principles of Collegiate Success.

22. Please describe a particularly successful faculty or staff engagement activity that is helping or has helped to improve student outcomes. Please include an estimate of the number of faculty and staff involved.

In February 2010, after discussion at the ATD Strategy Institute, the Core Team came back to campus and gave an all hands meeting to discuss the three initiatives, the data, and the improvements being considered for Academic Year 2010-2011. Twenty-five employees—faculty, staff, and administration—from all areas of the College attended. The leaders of the three initiatives shared information on piloted projects, on their data results, and on upcoming changes or

challenges. The event received such positive feedback and generated such interest that we will have a similar event in the fall. In the past, we've covered ATD in the College's All-Hands meeting, but this separate event allowed us time to go into much more detail, which faculty advisors and student affairs personnel particularly appreciated.

Another faculty and staff engagement activity that is helping improve student outcomes is the twice-yearly meeting of Student Affairs personnel to review the curriculum and course outcomes of Student Opportunity Seminars, Principles of Collegiate Success classes, and the required student orientation. There are seven faculty and staff members involved in that after-action review, but the number fluctuates depending on how many staff are used as instructors in these courses.

Students

23. Please estimate the percentage of *students* involved in each of the following activities:

78% of new students participated in Surveys

13% of new students participated in Focus groups

0% Student participation on planning or advisory committees

Other. Please provide the name of the activity:

24. Please describe a particularly successful student engagement activity that is helping or has helped to improve student outcomes. Please include an estimate of the number of students involved.

Under the Student Affairs initiative, all Student Opportunity Seminar students (137 students) participated in a campus scavenger hunt that feedback shows was very popular with them. They thought it helped them learn their way around campus and become familiar with a variety of personnel who will serve as resources throughout their academic careers. Additionally, the College has really strived to communicate extracurricular activities and important information such as registration and advising information through the purchase of electronic signage. This signage appeals to students but also is viewed by community members who use our facilities for non-academic events.

Perhaps the most impressive Student Affairs initiative, attributed to the impact of the social networking and support group called Men on a Mission, has been a rise in our graduation rates of African American males, listed by cohort in degree below:

2004 Cohort—One graduate in May 2008 with a CP in Microsoft Certified Professions

2005 Cohort—three graduates:

One graduated with a CP in C N A in December 2005, then a TC in PN in December 2006

One graduated with a CP in C N A in December 2005
One graduated with a CP in C N A in December 2005, then a TC in PN in December 2006,
then an AND in RN in December 2008

2008 Cohort—two graduates:

One graduated with a TC in Cosmetology in July 2009
One graduated with a CP in Computer Repair in July 2009

In contrast with the above numbers, the College anticipates that Fall 2009 and Spring 2010 will have twenty African American males graduate.

External Community

25. In what ways have you engaged the *external community* in your ATD efforts this year? Check all that apply.
- X Collaborative activities with K-12 schools to improve student preparation for college
 - X Data sharing with local high schools
 - X Collaborative activities with four-year institutions to improve student success
 - X Collaborative activities with community organizations
 - X Collaborative activities with employers.
 - X Other. Please provide the name of the activity:

Upcoming in the Summer of 2010, the College's director of the Men on a Mission social networking group for African American males will be speaking at the Southwest Arkansas Education Consortium which is coming to the College campus. He will be sharing student success and education data with area science teachers, who will be receiving continuing education units for attending this ATD event

Additionally, the Winthrop Rockefeller Foundation has chosen a Ouachita Technical College student to speak on Achieving the Dream, Men on a Mission, and his own success as a student on a video to be distributed statewide.

26. Please describe a particularly successful *community* engagement activity that is helping or has helped improve student readiness and/or success. Please include an estimate of the number of community members involved.

The College has struggled with engaging students in extracurricular activities to help them "bond" with other students and with the College. However, Men on a Mission, the social networking activity for African American males that is part of our Student Affairs initiative, recently hosted a 3-on-3 basketball tournament in the community that had 69 players registered and about 100 community members of all races in attendance.

Systemic Institutional Improvement

27. 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, and the institution's core activities, processes, and policies this year.

This year, data obtained from our Achieving the Dream initiatives have been inseparably interwoven with the College's analysis of its Key Performance Indicators, and every criterion in our Self-Study for Accreditation discusses the initiatives and the data generated by them in its pages.

Additionally, the Assessment Committee, in an annual review of their master calendar for assessment and budgeting, realigned reporting requirements and data analysis timetables to leave more time for data analysis.

Also, in an effort to align our Academic Reading program (which is not one of our ATD initiatives but is peripheral to it) with new Arkansas Act 971 Basic Skills testing requirements, a College Transition Taskforce has been established. This taskforce, which involves Basic Skills instructors and administrators from the College as well as Arkansas Department of Higher Education and Arkansas Career Center personnel and community members, is investigating improving student outcomes by focusing on the most academically underprepared students to see how the College can align multiple college and state programs (Basic Skills, Workforce Education, Adult Basic Education) to better serve developmental education students.

28. Briefly describe how you have aligned your Achieving the Dream work with the institution's ongoing accreditation activities.

The College is currently undergoing its Self-Study for Accreditation through the North Central Association of the Higher Learning Commission. Each of the five criteria of that self-study has examined and drawn upon ATD data. The data and the ATD initiatives have been extensively used to prove that the College has integrity in its mission, that the College has allocated resources based on its mission, that the College can provide evidence of student learning and teaching effectiveness, that the College teaches life-long learning skills and social responsibility, and that the College serves its various constituencies in valuable ways. In fact, the Self-Study Steering Committee members have commented on how the ATD work that we've undertaken has prepared them for successfully conducting the Self-Study and obtaining accreditation.

29. Briefly describe your greatest Achieving the Dream accomplishment this year.

The College's greatest achievement this year has been in Student Affairs Priority 2 to increase student success by increasing fall-to-fall retention of all students while narrowing the gap between African American and all students. In the Baseline cohort of Fall 2004, there was a gap of 7; in the Fall 2008, that gap had been reduced to 4. Additionally, as noted in Question #24 above, the College will graduate twenty African American males in AY 2009-2010, whereas in Cohort year 2004, only one African American male completed.

30. Briefly describe your greatest disappointment or setback (if any) with ATD this year.

The College continues to struggle with low numbers of students and fluctuating success for those students in the Intermediate Algebra pilots, particularly in the hybrid course. We do not yet feel we can make data-driven decisions on that initiative for taking ATD actions to scale. However, on two other math pilots for Intermediate Algebra, with extended time and with a traditional teacher, data shows that both of those delivery modes demonstrate increased student success from our baseline; consequently, we will continue to offer both modes and continue to gather data in the Spring of 2010 to see if the data warrants further refinement in the delivery system.

31. In the summer of 2009, you received feedback on your 2009 annual report from MDC and your coach/data facilitator team. Have you incorporated that feedback into your practices and programs this year? If so, how? If not, why not?

First, in embracing transparency, the College published the feedback from MDC on our Intranet and Internet sites, and the College has incorporated the feedback from MDC and our facilitators and focused on using the feedback provided therein as the guide for global improvements this academic year. Specifically, we have continued to strongly embrace a culture of evidence to make decisions—especially in seeking our ten-year reaccreditation from the Higher Learning Commission. Beyond that, we have also addressed the following challenges:

a) To strengthen the College's IR capacity and to increase user-friendly retrieval and analysis of data, the College is purchasing TracDat assessment software. This move was brought forward through ATD efforts, approved by the College's Instructional Affairs Committee, and endorsed by the President, who is also seeking consortium pricing on the product through the state two-year college governing agency.

b) To increase the sample size of interventions, additional sections of Intermediate Algebra were added to the piloting of the math intervention.

c) To increase and sustain broad engagement, an ATD communication team was reconvened and is meeting twice yearly to develop engagement activities and keep a publications calendar, to make suggestions for press releases and for

disseminating ATD data, and to expand the dialog on ATD with advisory groups who work with the college. Additionally, the College has involved the community through surveys, Fall Festival events, and service organizations in discussing a name change for the college—an action prompted by an ATD focus group. This has resulted in substantial press coverage this year on all of our ATD efforts in general, and on the name change in particular.

Also the College has chosen to staff our first year experience courses primarily with adjuncts who are also Student Affairs personnel to broaden the engagement on student success.

d) The College has taken the Student Affairs initiative to scale and will take the Basic Writing initiative to scale in the Fall of 2010. We continue to study the mathematics initiative to strengthen that intervention.

e) We have reallocated institutional funds to improve our communications with student stakeholders through appealing use of signage to share extra-curricular activities with students.

32. Is there anything else you would like MDC or your funder (if applicable) to know about your work this year? Are there tools or technical assistance that the ATD partnership can provide to support Achieving the Dream on your campus?

MDC was quickly responsive to our request for budget reallocations so that we could explore the purchase of signage to address student communication problems and purchase TracDat assessment software for more robust institutional and academic assessment and data sharing. The only suggestion we have for improvement is to change the reporting date of the Annual Narrative to late May to align with the end of semester data gathering.

Section 2: Annual Interim Financial Report

Please use your *most recent budget approved by MDC* as the basis for your annual interim financial report. If you need help identifying your institution's most recently approved budget or in preparing your 2009 submission, contact Matthew Farmer at mfarmer@mdcinc.org early in your preparations.

On the most recently approved budget, add a column for expenses through March 31st to the right of this year's column. List this year's expenses through March 31st in this new column. **Unused funds from this year may be carried forward to next year without requesting approval, if they remain in the same line items.**

If you need to reallocate carryover funds and/or future funds, MDC must approve any budget modification. If you need to request a budget modification, please do so by emailing Matthew Farmer at mfarmer@mdcinc.org early in your preparations.

Connecticut Colleges Only:

- If you have expended all grant funds by March 31, 2010, this financial report will be your final one. It will be shared with the funder who can then close out your grant file.
- If you anticipate expending all remaining funds between March 31 and June 30, 2010, you will also need to submit an updated and final the financial report by **August 31, 2010** to mfarmer@mdcinc.org, showing that all funds have been expended.
- If you do not expect to expend all grant funds by the end of the grant term, June 30, 2010, please follow the instructions at the top of this page *and* include a brief (one page or less) no-cost extension request in Word with your report submission due April 30, 2010. If the financial report and no-cost extension are submitted properly and on time, we will contact you before June 30th regarding your no-cost extension.