Achieving the Dream
Annual Narrative & Financial Report: Due April 30, 2011

Name of Institution: Ouachita Technical College
Submission Date: April 30, 2011
Achieving the Dream Funder (if applicable): Lumina and Winthrop Rockefeller Foundations
Grant Number (if applicable):
Applying for Leader College Status? __Yes, in this report   __Yes, by July 1   x No
Name and e-mail of contact person regarding this report:
Terri Colananni   terric@otcweb.edu

Answer Questions 1-3 For Each of the Four Principles of Institutional Improvement (for a description of the four principles please see page 8 of the Field Guide for Improving Student Success for a description of Committed Leadership):

1. Briefly describe your greatest accomplishment in *each* principle since joining ATD.
    a. Committed Leadership - As noted in our July 2010 annual ATD letter, the College has shown an increased commitment to student success and, especially to closing achievement gaps. The administration support and encourage faculty and staff to pursue programs and services that lead to substantive change.
    b. Use of Evidence - One of the greatest benefits of ATD is that OTC has become more data-driven and focused on evidence when making decisions. From top to bottom, the college is making greater use of data in decision-making. Our culture of evidence has expanded as not only faculty and staff, but also administrators and Board members, are asking for more data before committing to a course of action. While we still consider anecdotal and qualitative data, we require facts to back up our feelings when discussing changes to our programs. Without the not-so-gentle nudging of ATD, we probably would not have moved in this direction on our own.
        More specifically, we have successfully used data to 1) implement and improve the First Year Experience for all incoming students and Men on a Mission social support group for African American males; and 2) revise and streamline our delivery options and curriculum in developmental English and Intermediate Algebra to facilitate success in gateway courses.
    c. Broad Engagement - The College is more aware of the benefits of involving a broad spectrum of stakeholders in decision making. Through the use of various forms of communication, we now make a concerted effort to inform and to receive input from external as well as internal constituencies. The College has actually instituted a name change as a result of this involvement and feedback.
    d. Systemic Institutional Improvement - OTC is beginning to successfully incorporate ATD principles, particularly use of evidence, into the assessment and strategic planning cycles which in turn, enables us to use

our limited resources wisely. Every conversation now begins with the question: "Do we have data to support this decision/course of action/expenditure?"

2. What resources, internal and external, helped you make those accomplishments described above?
    a. Committed Leadership – Dr. Ballard and the Board of Trustees have fully supported changes in policies, programs, and resource allocation that have facilitated our growth and improvements. In addition, the leadership at the mid-level of our ATD initiatives has been exemplary. Donna Hill, Pat Simms, Kathy Lazenby, and Billy Francis make every effort to ensure the success of our initiatives. Each takes their respective initiatives seriously and works hard to evaluate and revise them in order to give our students the best chance of success. Finally, the expert guidance of Drs. Brockman and Flores and the subsequent dogged determination of former Core Team Leader Dr. Sharon Seals have been invaluable in achieving our ATD goals.
    b. Use of Evidence - The addition of a Systems Programmer position was crucial to our ability to gather and disaggregate the large amounts of data currently required. The College has administered Noel-Levitz and CCSSE surveys on a regular basis for several years. This data was helpful in gauging student satisfaction and driving improvements in several Student Success areas.
    c. Broad Engagement - The College has utilized many different employees on various committees in addition to the faculty and staff directly responsible for the ATD initiatives. We have also partnered with other colleges, state agencies, local school districts, and even the Arkansas State Legislature and Governor since it required new legislation to authorize our name change. Students have been involved through focus groups and surveys.
    d. Systemic Institutional Improvement - Obviously, becoming an Achieving the Dream College with the accompanying support and financial resources has been instrumental in changing the mindset of our institution. In addition, the training and professional development that have been funded through ATD (i.e., National Summer Institute on Learning Communities at Evergreen State College, Kellogg Institute, ATD Strategy Institutes, NADE and other various conferences) have broadened our understanding of promising practices in developmental education and allowed us to stay abreast of cutting-edge programs.

3. Briefly describe the greatest challenges impeding your progress on *each* principle.
    a. Committed Leadership - Because of administrative turnover over the last four years, some of the upper-level leadership have not been as knowledgeable or involved in the ATD initiatives as we might have hoped.
    b. Use of Evidence - Those requesting data do not always know what types of evidence they need. In addition, we have needed to learn to analyze

data--not just "look at" it. In other words, training staff to know how to translate the data into workable solutions. Finally, as a small institution, many times our pilot groups are too small to give us definitive and useful results.

c. Broad Engagement - Despite a comprehensive communication plan, it is a challenge keeping those who are not directly involved in a particular priority engaged in what is being done without regular reminders.

d. Systemic Institutional Improvement - We must constantly remind ourselves that change doesn't come quickly or easily and not to try to do too much too soon. It typically takes an academic year, usually longer, to have the necessary data to plan interventions. Then one has to wait until the beginning of the next cycle to implement the proposed changes.

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

___ None
_x_ Too few IR staff positions
_x_ Too few IT staff positions
___ Unfilled staff positions
_x_ Inadequate IR staff training in needed skills
___ Difficulty retrieving useful, timely data
_x_ Other - please describe: Every year, there is more and more data needed to meet federal and state reporting requirements. Typically, these are unfunded mandates that increase workload without providing resources to increase personnel.

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

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. The College was able to receive a discounted price by forming a consortium in conjunction with the Arkansas Association of Two-Year Colleges. The software also required the purchase of a "Blade" server integration platform. The system was installed in Fall 2010 with faculty and staff training held in January and April of 2011.

6. 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. These gaps are being addressed through our Men on a Mission social support group and specific changes to the Basic Composition (now Basic Writing) curriculum. *For the purpose of this question, an achievement gap is a disparity in outcomes among student subgroups. Subgroups may be defined by a variety of characteristics, including race/ethnicity, gender, enrollment status, Pell grant eligibility, or other characteristics pertinent to your student population.*

7. In what ways have you engaged the external community in your ATD efforts this year? Mark all that apply.
_x_ Collaborative activities with K-12 schools to improve student preparation for college
___ Data sharing with local high schools
___ Collaborative activities with four-year institutions to improve student success
_x_ Collaborative activities with community organizations
_x_ Collaborative activities with employers.

_x_ Other. Please provide the type of activity: In response to a focus group of African American males at Malvern High School, it was determined that OTC needed a name change that better communicated its mission in order to increase accessibility and enrollment among all students. The name change involved employees, community leaders, students, community surveys, and ultimately, the Arkansas State Legislature and Governor since it required new legislation to actually change the name from Ouachita Technical College to College of the Ouachitas.

8. Briefly describe how you have aligned your Achieving the Dream work with your institution's goals for improving student outcomes, other major initiatives designed to improve student success, accreditation and the institution's core activities, processes, and policies this year.

The Arts & Sciences Division has reinstated an Assessment Plan devoted exclusively to student success in the College's developmental education program which includes student outcomes in the areas of math, English, and reading. As we enter Year Five of our ATD initiatives, the College plans to transfer and incorporate the work that has been accomplished in this area into our assessment program.

Data obtained from our Achieving the Dream initiatives are linked with the College's analysis of its Strategic Plan's Key Performance Indicators with the Assessment Committee serving as the ATD Data Team.

The College recently completed its Self-Study for Accreditation through the North Central Association of the Higher Learning Commission with a team visit in September 2010. The data and the ATD initiatives were used extensively 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 commented on how the ATD work that we've undertaken prepared them for successfully conducting the Self-Study and obtaining accreditation.

A review of our Academic Reading program (which is not one of our ATD initiatives but is a natural evolution of our ATD work) revealed a link between low reading scores and graduation rates which led to the formation of a College Transition Taskforce. This taskforce, which involves developmental education instructors and administrators from the College as well as other state agencies and community members, investigated improving student outcomes by focusing on the most academically underprepared students to see how the College can align multiple college and state programs (DevEd, Workforce Education, Adult Basic Education) to better serve these students. As a result, OTC is implementing the College and Career Access Program (CCAP) in Fall 2011, in partnership with the Arkansas Department of Career Education, Adult Education Section. CCAP will offer free

reading, writing, and math courses to students desiring to enter college but whose assessment scores fall below the enrollment threshold. The goal of CCAP is to use adult education instructors and classrooms on a college campus to provide certifiable job skills and college preparation by focusing on specifically-diagnosed deficiencies.

9. In the summer of 2010, you received feedback from ATD on your 2010 annual report or implementation proposal. Have you incorporated that feedback into your practices and programs this year? If so, how? If not, why not?

Use of Evidence to Improve Policies, Programs, and Services
- *Continue to strengthen the institution's IR capacity so it can be responsive to requests for information and generate useful information for institutional decision-making.* The College purchased TracDat software and a "Blade" server integration platform in order to organize but more importantly, to store and to archive a portion of our IR data.
- *Continue to regularly disaggregate student data to identify achievement gaps.* In its role as the data team for the College's Achieving the Dream initiative, the Assessment Committee directed the Arts & Sciences Division to disaggregate and to further study Academic Reading data. This decision was based on below target course-level success rates, increased Fall 2010 course enrollment, and its natural progression in the review of the three areas of developmental education as studies in developmental writing and mathematics have neared completion.
- *In order to more effectively measure the effectiveness of interventions, increase sample size by scaling up interventions where possible.* All initiatives are up to scale. In Fall 2010, 84 percent of incoming students (190/225) participated in orientation. The Men on a Mission organization currently has 10 members and actively recruits from their target population each semester. All sections of Basic Grammar and Basic Composition have been converted to Basic Writing. Full scale for Intermediate Algebra is a choice between a traditional classroom and extended time math lab in addition to the regular math lab schedule.

Broad Engagement
- *Strengthen plans for sustained community, staff, students, and faculty engagement.* A review of the Communication Plan reveals a wide variety of methods were used to keep internal and external stakeholders informed and involved including new electronic signage throughout campus funded by ATD, faculty and staff in-services, regular reporting through various outlets, surveys/focus groups, and a formal review of data. One particularly effective method of communication is the College's Institutional Effectiveness Progress/Report Card. The report contains ATD, as well as, other relevant data and is distributed to a large constituency making it an effective tool for broad engagement. To broaden this distribution, plans are underway to provide a link to this document from the College's web page.

Systemic Institutional Improvement
- *Expand the Intermediate Algebra pilot, which the data show is increasing success, and plan for bringing it to full scale.* See Use of Evidence – bullet 3
- *Continue to strengthen plans to scale up and institutionalize other successful interventions.* See Use of Evidence – bullet 3
- *Institute campus-wide, evidence-based processes for diagnosing gaps in student achievement, formulating strategies to address gaps, evaluating strategies, and using the results to make further improvements.* The College has the framework in place for these campus-wide, evidence-based processes through our current data collection systems for the Assessment and Strategic Plans and the administration of Noel-Levitz and CCSSE surveys. The use of TracDat will only work to strengthen these processes.

10a. Provide brief descriptions of your ATD interventions/strategies in the chart below. Add charts as needed, limit 10. Adjust column and row sizes as necessary.

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading/ N/A	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
1) Implement a choice of multiple delivery methods for Intermediate Algebra	Fall 2008	Dev. Education	Math	Acad. Under-prepared	*Number - 70 Percentage of total enrollment 8% Percentage of target enrollment 100%*	341	54% will earn C or better in IA	53% earned C or better
Intervention Description: Provide students with a delivery method choice of regular math lab, extended time math lab, and traditional lecture class. Work plan includes observing retention and success rates in IA as well as success in College Algebra.								

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading/ N/A	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
2) Revise IA curriculum after curriculum mapping	Fall 2010	Dev. Education	Math	Acad. Under-prepared	*Number - 80 Percentage of total enrollment 9% Percentage of target enrollment 100%*	80	54% will earn C or better in IA	53% earned C or better
Intervention Description: Reviewed and revised IA curriculum as it relates forward to College Algebra outcomes. Review also prompted mapping backward to Basic Algebra and Basic Math (prerequisites to IA) and the development of a common final exam for CA. Work plan includes observing retention and success rates to monitor effects of curriculum mapping.								

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading/ N/A	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
3) Build on Basic Writing strategies that show promising results	Fall 2009	Dev. Education	English	Acad. Under-prepared	*Number - 20* *Percentage of total enrollment 2%* *Percentage of target enrollment 100%*	79	70% will score 6 or above on e-Write	93.6% scored 6 or above

Intervention Description: Work plan includes incorporating interactive technology (added a Smart Board with ATD funds), having a tutor present in the classroom, designing classroom activities that appeal to various learning styles and multiple intelligences, and analyzing student feedback from exit letters and narrative reflection to tailor future assignments. Evaluation includes tracking BW students' e-Write scores.

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading/ N/A	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
4) New Student Orientation	Fall 2009	FYE	N/A	First-time, full-time & Black/ African American	*Number - 141* *Percentage of total enrollment 15%* *Percentage of target enrollment 56%*	400	Fall-to-Fall Retention 46% (total) 41% (AA)	Fall-to-Fall Retention 45.12% (total) 41.03% (AA)

Intervention Description: Mandatory orientation for all first-time, full-time students. Work plan includes use of Noel-Levitz and focus groups to revise and refine content and scheduling.

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading/ N/A	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
5) Men on a Mission social support group	Fall 2008	Equity	N/A	Black/ African American males	*Number - 10 Percentage of total enrollment 1% Percentage of target enrollment 16%*	42	Semester-to-Semester Retention 75%	76%
Intervention Description: A social networking program specifically addressing the retention and success of African-American males. Work plan includes increasing participation; tracking retention and success rates; building relationships; and campus/community involvement.								

*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, Other, Program Evaluation Process, Student Success Course, Student Support Services, Supplemental Instruction, Tutoring

**Target Student Group (choose all applicable):

- *Age: From _ to _*
- *Gender: Male/Female*
- *Race: American Indian/Alaskan Native, Asian, Black/African American non-Hispanic, Hispanic, Native Hawaiian/Other Pacific Islander, White, non-Hispanic, All, Other*
- *Financial aid status*
- *GPA range: From_ To_*
- *First-time students*
- *Student enrollment status: Part Time/Full Time*
- *Academically underprepared students*
- *ESL/ESOL/ELL*
- *First Generation*
- *Other: Please Describe*

10b. How do these interventions address achievement gaps or equity concerns on your campus?

- According to Fall 2010 data, 86% of incoming students require math remediation and 60% require English remediation. Interventions in math are designed to address achievement gaps by offering students a choice of delivery methods that align with their learning style and by streamlining the curriculum to boost early completion. Whereas the interventions in English are designed to address these gaps by implementing successful instructional methods that result in better writing as indicated by improved e-Write scores.
- The New Student Orientation and Men on a Mission are designed to increase student engagement through specific and intentional activities such as tours, registration, and social functions which we believe will positively impact retention rates for all students including the Black/African American subgroup

For the purpose of this question, an achievement gap is a disparity in outcomes among student subgroups. Subgroups may be defined by a variety of characteristics, including race/ethnicity, gender, enrollment status, Pell grant eligibility, or other characteristics pertinent to your student population.

10c. Briefly describe your evaluation plans for the interventions described above.
Each intervention is a part of its respective initiative's logic model containing detailed work plans. Specific evaluation plans include results of the COMPASS e-Write exam used as a posttest, review of retention and success tracking data, and use of survey results such as CCSSE and Noel-Levitz.

10d. Have you used evaluation data from these interventions to improve any of your student success interventions? If so, what specific improvements were made? Yes

- A review of our COMPASS posttest scores led us to the curriculum mapping of Intermediate Algebra which better aligned IA with College Algebra. In turn, we mapped backwards to the two IA prerequisite courses. Consequently, the data has resulted in a review and realignment of our entire developmental math curriculum sequence.
- After reviewing students' previous e-Write scores, the e-Write cutoff scores in Basic Writing have been raised.
- A focus group and surveys resulted in revised content and scheduling of New Student Orientation.
- In-house surveys reveal that the Men on a Mission demographic has changed from older, married students to young, unmarried students which has caused a modification in activities and strategies to address their different circumstances.

10e. What evaluation obstacles (if any) have you faced?
The main obstacle has been inadequate training of personnel responsible for administering the COMPASS exit exams, one of our main data sources. These staff members are receiving professional development funded with ATD monies. A second obstacle would be low numbers of students in some of the original pilots that affected our ability to make data-driven decisions. However, eventually the data was sufficient to

take the interventions to scale. Lastly, the time lapse between gathering/analyzing data and decision-making/implementation of intervention can be an obstacle.

10f. If any of the interventions above have been scaled up, please describe how.
All interventions are fully available to their target groups.

10g. If any interventions have been canceled, please briefly describe them and why they were cancelled. We have not canceled any interventions. However, we did discontinue one of our alternate instructional methods in Intermediate Algebra due to low enrollment.

10h. Briefly describe any substantial changes you propose to make to the interventions listed above. Note any interventions you have chosen to discontinue and describe why you chose to discontinue them.
- English faculty will raise the COMPASS e-Write cutoff score.
- Math originally piloted four delivery methods but canceled the hybrid class option due to low enrollment.
- English found that requiring a tutor to attend classes with students did not increase student usage of the tutor so that activity was discontinued.

10i. Briefly describe any new interventions you plan to implement.
- We do not plan to implement any new interventions in the coming year.

NOTES:
- ***All colleges must answer questions 11a,11b and 11c regardless of whether or not they are applying for Leader College status.***
- ***Question 11 will be considered in the ATD Leader College determination process for those colleges applying for that status.***
- ***For information about the Leader College designation process, please see "ATD Leader College Information" on the members only section of the ATD website.***
- ***An example of a successful Leader College application is at the end of this document.***

11a. Provide a graph or chart presenting evidence of improvement in student achievement over three or more years[1] on one of the following measures[2].

- *Course completion*
- *Advancement from remedial to credit-bearing courses*
- *Completion of college-level "gatekeeper" math and English courses*
- ***Term-to-term and year-to-year retention***
- *Completion of certificates or degrees*

In the chart or graph,
- Include baseline performance data and three additional years of performance data.
- The performance data should be represented as a rate (percentage) and as a number of students.
- Include the numbers of students as a percentage of total enrollment
- Disaggregate data, if applicable.

If you are unable to document improvement in outcomes on one of the measures above, please identify one of the measures you have targeted for improvement, providing the same cohort data requested above.

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: 40.77 percent (total population); 34.04 percent AA for a Gap of 6.72 percent.

Baseline F05 to F06: 41.67 percent (total population); 36.36 percent AA for a Gap of 5.30 percent.

Actual F06 to F07: 48.21 percent (total population); 41.67 percent for AA for a Gap of 6.54 percent.

Actual F07 to F08: 43.30 percent (total population); 35.29 percent for AA for a Gap of 8.00 percent.

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 4.74 percent.

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

Actual F09 to F10: 45.12 percent (total population); 41.03 percent AA for a Gap of 4.10 percent.

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
Baseline 2004	Total Population	287	117	40.77%	
	African Americans	47	16	34.04%	6.72%
Baseline 2005	Total Population	312	130	41.67%	
	African Americans	55	20	36.36%	5.30%
2006	Total Population	251	121	48.21%	
	African Americans	36	15	41.67%	6.54%
2007	Total Population	261	113	43.30%	
	African Americans	34	12	35.29%	8.00%
2008	Total Population	259	130	50.19%	
	African Americans	33	15	45.45%	4.74%
Start of Intervention 2009	Total Population	246	111	45.12%	
	African Americans	39	16	41.03%	4.10%

Cohort Year		Cohort N First Fall	Re-enroll 1st Spring	Retention Rate	AA/Total Gap
Baseline 2004	Total Population	287	199	69.34%	
	African Americans	47	32	68.09%	1.25%
Baseline 2005	Total Population	312	226	72.44%	
	African Americans	55	37	67.27%	5.16%
2006	Total Population	251	186	74.10%	
	African Americans	36	22	61.11%	12.99%
2007	Total Population	261	199	76.25%	
	African Americans	34	27	79.41%	-3.17%
2008	Total Population	259	195	75.29%	
	African Americans	33	26	78.79%	-3.50%
Start of Intervention 2009	Total Population	246	181	73.58%	
	African Americans	39	27	69.23%	4.35%

Note that not only has the Fall-to-Fall Retention achievement gap decreased between the Overall Student Population and African American students (from 6.72 to 4 percent) but Retention overall has improved from 40.77 percent in Fall 04/Fall 05 to 50 percent Fall 08/Fall 09 for students overall, an increase of 19.23 percent. African American student retention has also increased from 34.04 percent to 47.03 %, an increase of 7 percent.

11b. Briefly describe at least one intervention you have implemented to achieve the improvement in student outcomes **documented in Question 11a** above, including why you believe the intervention helped to improve the student outcomes in 11a.

After Achieving the Dream work revealed the need for improvement in retention, our intervention addresses the First Year Experience of all students. This intervention takes a multi-prong approach which includes 1) a mandatory new student orientation that includes registration; 2) a required freshman seminar with a scavenger hunt tour of the campus; and 3) the social networking/support program Men on a Mission which specifically addresses the success and retention of African American males.   Since a large majority of our student population is first-generation college students, we believe they need intrusive guidance and support on how to successfully navigate the college environment and that this increased support has helped lead to improvement in this area.

11c. Regarding the intervention **described in 11b** above:
- Was this intervention developed as part of your college's ATD work? Yes
- Complete the following chart, adding or deleting rows as necessary:

Students involved in New Student Orientation:

Year	Number of Students in [New Student Orientation]	Students in intervention as % of total enrollment	Students in intervention as % of target population [first-time, full-time cohort]
2009-2010	# - 141	16%	57%

12. Is there anything else you would like ATD or your funder (if applicable) to know about your work this year?

Arkansas' governor signed important legislation this spring that will help the state achieve the goal of doubling the state's number of college graduates by 2025. Act 1202 changes the formula that funds our colleges and universities placing a greater emphasis on student progress and degree completion. Another new law will help direct students who are severely underprepared to complete a program of study through Adult Education that prepares them for college courses before they get to campus. These goals at the state-level will directly impact OTC as we move into Year Five and serve as a springboard as we complete our time with ATD and move forward.

Are there tools or technical assistance that ATD can provide to support Achieving the Dream on your campus? None at this time.

End report narrative.