Section I: College Information

Name of College: **Ouachita Technical College**   Submission Date: **May 5, 2008**
Web site: **www.otcweb.edu**

Mailing Address of Grant Recipient: **One College Circle**
Malvern, AR 72104

Purpose Statement: **Ouachita Technical College will use the Achieving the Dream initiative to create and to institutionalize a culture of inquiry and evidence in order to improve programs and services that promote student success, that close achievement gaps, and that inform institutional decision-making and resource allocation.**

Proposed project start date: **July 1, 2008 and end date: June 30, 2012**
Total amount requested: **$400,000 over four years**

Achieving the Dream Core Team Leader Name and Title: **Dr. Sharon Seals, Chair of English**
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College President: **J. Barry Ballard, Ed.D.**
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Address: **One College Circle, Malvern, AR 72104**

Who has legal authority to execute a grant agreement on behalf of your organization?
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Who authorized this budget?   Name and Title: **Dr. J. Barry Ballard, President**
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Whom shall we contact regarding questions about this proposal?
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Summer Contact Name and Title, if different from above: **same as above**

Section II. Proposal Narrative

A small, rural single-campus institution with a student population that is 11 percent African American, 86 percent Caucasian, and 3 percent other ethnicities, Ouachita Technical College (OTC) is committed to applying Achieving the Dream's values and principles institution-wide in order to increase student success. This is evidenced by the integration of these philosophies into recently revised mission documents and into assessment, planning, and budgeting processes.

Describe how you collected and analyzed qualitative and quantitative data. What student outcome data were examined?

Data were collected and analyzed through a series of processes. The addition of a Programmer/Data Analyst, a direct result of the Achieving the Dream Investment Grant, was and is pivotal to the college's ability to "dig deep" when the data actually raises more questions in the quest to identify patterns and gaps.

JBL Associates, Inc.-defined cohort general and term data from fall 2004 through Summer II 2007 were assembled via the college's data management system (SunGuard's PowerCampus), the Arkansas Department of Higher Education's Student Information System, and the National Student Loan Clearinghouse. Compiled by the Office of Institutional Research, OTC placed particular emphasis on presenting disaggregated data related to the five Achieving the Dream Indicators of Institutional Improvement.

Nationally-normed survey data were also examined. Three Noel-Levitz instruments (the Student Satisfaction Inventory, Institutional Priorities Survey, and Priorities Survey for Online Learners) were administered in fall 2007. Results were studied to identify gaps between student needs and college practices. Data from the spring 2007 Community College Survey of Student Engagement (CCSSE) were analyzed to identify disparities related to student engagement.

Qualitative data were collected through a series of student, staff, faculty, and community focus groups and through discussions with developmental faculty, gatekeeper-course faculty, and student affairs representatives. Additionally, information received at the Kick-Off Institute and at the Strategy Institute, through consultations with OTC's coach, Dr. John Brockman, and data facilitator, Dr. Mike Flores; from discussions with peer institutions; and through a review of best practices related to student success was also considered.

Although shared and discussed institution wide, data were also analyzed by the Data Team. Their findings were forwarded to the Core Team for review and evaluation. An Expanded Core Team Planning Retreat resulted in the identification of priorities and the integration of Achieving the Dream strategies into the 2008-2013 Strategic Plan. A Board of Trustees retreat resulted in revised mission documents and validation of the college's priorities and strategic direction to imbue Achieving the Dream values for student success within the mission of the college.

Student outcomes data that led to the identification of priorities included low success rates in Intermediate Algebra (44 percent in the combined fall 2004, 2005, 2006 cohorts); the low percentage of cohort students who graduate, transfer, or re-enroll (44 percent for the fall 2004 cohort tracked through summer 2007); and the low persistence rates between Basic Grammar and Basic Composition, particularly of African Americans (51 percent as compared to 61 percent for the remaining student population in combined 2004, 2005, 2006 cohorts) and the low success rates of African Americans in Basic Composition (54 percent as compared to 70 percent for the total population in combined 2004, 2005, 2006 cohorts).

In what ways did you engage faculty, staff, students, and the community?

Data have been and will continue to be shared with all stakeholders. Students, faculty, staff, administration, board, community, and other constituents were engaged through surveys,

focus groups, and retreats. Input was also solicited via presentations to civic groups, public school representatives, and other higher education representatives. Many faculty and staff participated in discussion, research, and literature review to assess student success and to discuss the benefits of various strategies. Twenty-six faculty/staff/administrators serve on the Core Team, the Expanded Core Team, the Data Team, and/or the Communications Team. Stakeholder engagement will continue to be a part of the evaluation of chosen strategies and will be enhanced by an improved communication network that uses various media (dedicated website, newsletter, forums, focus groups, newspapers, etc.). The Assessment Committee will integrate data collected as a result of Achieving the Dream into the existing "performance indicators" reviewed annually.

What priority issues arose from your data analyses and discussions? Why did you choose these priorities?

Examination of the data and institution-wide discussions led to the identification of three priorities: (1) the need to improve student success in Intermediate Algebra; (2) the need to improve rates of student success, as measured by persistence, graduation, or transfer to other higher education institutions, particularly of African-Americans; and (3) the need to improve African-American success rates in Basic Composition.

Priority 1: Increase success in Intermediate Algebra. As a pre-requisite to the required College Algebra, Intermediate Algebra is a necessity for most associate degree students. Currently, this course is delivered through a self-paced, computer-aided, mastery learning system known as I CAN Learn. Students not completing all lessons by the end of the semester receive a "D" with the expectation of re-enrollment the following semester. Of the cohort students enrolled in Intermediate Algebra between fall 2004 and summer 2007, 31 percent received a "D," precluding them from advancing to College Algebra and pointing to a wide-spread problem of non-completion within one semester and, therefore, creating a barrier to subsequent enrollment

into College Algebra. Only 44 percent of the cohort enrolled in Intermediate Algebra fall 2004 through summer 2007 completed with a "C" or better and could matriculate into College Algebra.

Priority 2: Increase student success of all students while narrowing the gap between African-American and all students. Data indicate a low percentage of students actually graduate, transfer, or re-enroll in a timely manner (44 percent of fall 2004 cohort by summer 2007). Additionally, qualitative data gathered from focus groups indicate that students lack direction and general college knowledge. These facts, coupled with national findings related to the first-year experience, reveal the need to implement an improved and inclusive first-year student experience. Davig & Spain (2003-2004) indicate that introducing first-year student to study skills, advising information, curriculum planning, and group activities are significantly related to persistence. Noel-Levitz and CCSSE data also point to the importance of student engagement, goal direction, and academic services.

Priority 3: Increase African-American success in Basic Composition. Currently, Basic Grammar and Basic Composition are teacher-led in a technology-enhanced, 15-computer station classroom. Cohort data indicate that something is amiss between Basic Grammar (lowest developmental level) and Basic Composition (highest developmental level) among African Americans. Although the success rate of African Americans in Basic Grammar is 66 percent, close to the 71 percent success rate of Caucasians, in Basic Composition the rate drops to 54 percent, as compared to 70 percent for the total population.

English faculty also examined Compass placement scores, grades, and GPAs of Basic Grammar students and found (1) Compass scores were not a predictor of course success; and (2) students still needed grammar and mechanics review when they progress to Basic Composition. A

faculty member's research indicates that "only when students use grammar repeatedly in the context of their own extended writings will they get the practice they need" to write clearly.

What do you believe are the key contributing factors of each problem you intend to address? What evidence led you to this understanding?

Priority 1: Increase success in Intermediate Algebra. Low success rates (44 percent) and student interviews have indicated the need for changes in Intermediate Algebra. The high number of "D" grades due to non-completion of the I CAN Learn delivery indicates that students need more "time on task" in order to master the material and denotes a need for an extended session. The February 2008 Student Focus Group expressed dissatisfaction with the I CAN Learn lab delivery and revealed their desire for a traditional, teacher-led method. Grade data and internal surveys also indicate students have been or believe themselves to be more successful in a traditional classroom.

Priority 2: Increase student success of all students while narrowing the gap between African-American and all students. Low rates of graduation, transfer, or re-enrollment and student and faculty focus groups reveal that students are not receiving the information and general guidance they need for success upon entry. Students were unaware of vital information such as library resources, co-curricular activities, college email accounts, degree requirements, transfer methods, and other college resources. Results of the November 2007 Noel-Levitz Student Satisfaction Inventory indicated this need. The item "I seldom get the 'run around' when seeking information on this campus" was identified as one of the college's challenges. Student focus groups echoed these findings.

Priority 3: Increase African-American success in Basic Composition. Student GPAs indicate that African-American and Caucasian students have the academic skills to master the expected outcomes of Basic Composition, but African-Americans succeed at much lower rates

than do Caucasians. English instructors, the Data Team, and the planning retreat groups discussed that possible barriers to success might be that the type of writing done in Basic Composition (emotionally charged personal experience writing) could be anathema to the cultural norms of African Americans, and Basic Grammar works on sentence-level writing skills and the sentences are generally not the students' own. In contrast, Basic Composition works on paragraph-level skills using students' own sentences and ideas.

Further study of what African Americans like to both read and write should be conducted and then integrated into Basic Composition to develop a rigorous and engaging learning experience. Also, because Basic Grammar Compass scores were not predictive of course success, combining the two courses might enhance the motivation students exhibit in Basic Grammar, yet cover the outcomes of Basic Composition. Additionally, combining the courses would accelerate student progress into the gateway course of Composition I.

What measurable changes do you intend to achieve over the four-year period?

As a result of implemented strategies, the college expects the following improvements. However, upon evaluation of each priority and its accompanying targeted measurements, revisions and the reallocation of resources may be required.

Priority 1: Increase success in Intermediate Algebra (IA) for all students.
- Baseline F04-Su07 IA Success Rate (Grades A-C):   44 percent
- Projected F08–Sp10 IA Success Rate for both piloted deliveries   49 percent
- Projected F10–Sp12 IA Success Rate for new delivery or deliveries   54 percent

Priority 2: Increase student success of all students while narrowing the gap between African-American and all students.
Fall-to-Fall Retention (first to second) for all students and for African-Americans (AA):
- Baseline F04 to F05:   41 percent (total population);   34 percent (AA) (Gap= 7)
- Baseline F05 to F06:   42 percent (total population);   36 percent (AA) (Gap= 6)
- Projected F08 to F09:   44 percent (total population);   38 percent (AA) (Gap= 6)
- Projected F09 to F10:   46 percent (total population);   41 percent (AA) (Gap= 5)
- Projected F10 to F11:   48 percent (total population);   43 percent (AA) (Gap= 5)
- Projected F11 to F12:   50 percent (total population);   46 percent (AA) (Gap= 4)

Success Rate (unduplicated numbers of students who graduate, transfer, or re-enrolled by third academic year which is within 150% of time for two-year award as defined by IPEDS) for all students and for African-Americans (AA):

- Baseline F04 cohort to Su07:   44 percent (total population); 36 percent (AA) (Gap=8)
- Projected F06 cohort to Su09:   45 percent (total population); 38 percent (AA) (Gap=7)
- Projected F07 cohort to Su10:   46 percent (total population); 40 percent (AA) (Gap=6)
- Projected F08 cohort to Su11:   47 percent (total population); 42 percent (AA) (Gap=5)
- Projected F09 cohort to Su12:   48 percent (total population); 44 percent (AA) (Gap=4)

Priority 3: Increase African-American success in Basic Composition.
African-American Basic Composition success rate (goal is to raise them to the current, comparable total population's three-year average success rate of 70 percent):

- Baseline F04 to Su07:   54 percent
- Projected F08 to Su09 in piloted groups: 59 percent
- Projected F09 to Su10 in piloted groups: 62 percent
- Projected F10 to Su11for new delivery: 66 percent
- Projected F11 to Su12 for new delivery: 70 percent

How will you bring about these changes?

Overall, positive transformation will occur by making data-driven decisions, adopting best practices, and providing professional development. Strategies will be implemented through a collaborative effort; in some cases, projects will be piloted to test their value and to guide possible expansion.

Priority 1: Increased Success in Intermediate Algebra. To identify the most beneficial method for delivery of Intermediate Algebra, two alternatives will be piloted F08-Sp10: (1) an I CAN Learn math lab class that requires 60 percent more class time (240 minutes a week vs. the current 150 minutes a week); (2) a traditional, teacher-led class that meets the standard 150 minutes a week. Data from these two alternatives will be compared with the current I CAN Learn 150 minute per week delivery to determine the most successful method or combination of methods for a F10 implementation.

Priority 2: Increase student success of all students while narrowing the gap between African-Americans and all students. To increase the percentage of students who graduate,

transfer, or re-enroll, first-year experience components, particularly orientation, will be further reviewed and revised. Additional data (gathered particularly through stakeholder focus groups) and best practices will be studied to revise and implement a "first-year experience" targeted at providing students with connection, direction, and necessary non-academic skills.

Priority 3: Increased African-American Success in Basic Composition. To increase success in Basic Composition and to bridge the persistence gap between Basic Grammar and Basic Composition among African-Americans, a class will be piloted that combines the two developmental English courses into one class. Focus groups will be conducted to collect input on course content revision. Faculty will also be trained in writing pedagogies that contextualize grammar instruction and situate it within students' own writing products. A variety of other steps may also be needed, such as changing texts, contract grading, and software adaptations.

If the piloted Basic Grammar/Basic Composition class proves successful, its use will be expanded and then be piloted as a component of two learning communities (one for AA/transfer-bound students and one for AAS/applied science students). If the accelerated combination is successful in both, OTC will expand its use, eliminating Basic Grammar from the curriculum altogether.

What evidence or rationale suggests that your strategies will be effective in increasing student success?

Intermediate Algebra Strategies: The rationale behind an extended math lab delivery is evidenced by the high number of "D" grades. By requiring extra lab time, and therefore more "time on task," an increase in students who successfully complete in one semester is anticipated. Intermediate Algebra grade data prior to the 2003 implementation of the I CAN Learn lab and delivered in a traditional teacher-led classroom had a higher success rate (53 percent) than the current math lab's 44 percent success rate. These data, coupled with student focus group

discussions, point to the need to offer Intermediate Algebra in a teacher-led classroom. Both of these interventions will be studied and compared to the current practice to determine which method(s) should be adopted.

First-Year Experience Strategies: National data indicate that students who are involved in a comprehensive first-year program tend to persist and succeed at higher rates than those who do not; they are more prepared and equipped with the basic knowledge of how to be a successful college student. Current college practices intended to orient and engage new students are neither comprehensive nor seamless.

Basic Grammar/Basic Composition Strategies: National evidence indicates that the more developmental courses a student must take, the less likely they are to complete their degree. If students can master the similar outcomes of two courses in one semester, it will accelerate their completion of developmental classes so that they can sooner enroll in gateway courses.

How will you assess progress?

The college will assess progress by collecting quantitative and qualitative data and evaluating results annually. This analysis has been incorporated into OTC's existing assessment process. Specifics on the assessment of planned strategies are as follows.

Intermediate Algebra Strategies: To determine success of the interventions in Intermediate Algebra, students will be pre- and post-tested and will be given a common course final exam to measure value added and to establish a baseline comparison. Intermediate Algebra success rates and grade distributions, sequential course progress from Intermediate Algebra to College Algebra, College Algebra success rates, and retention and degree completion rates will continue to be monitored.

First-Year Experience Strategies: To determine the impact of an inclusive and a more targeted, intrusive first-year experience, the success rates of the new-initiative group will be compared to a cohort of students prior to its implementation. Additionally, through student focus groups, CCSSE data, and the Student Satisfaction Inventory, feedback from students will also be analyzed.

Basic Grammar/Basic Composition Strategies: The Compass e-Write test will be administered to students at the beginning of Basic Grammar and at the end of Basic Composition to gather baseline scores. After delivery of a piloted combination Basic Grammar/Basic Composition course, student Compass e-Write pre- and post-test scores will be compared to those taking the courses separately. Also, e-Write scores from the combination class will be compared to pre-test scores of students enrolled in Composition I as gathered during the Title III initiative.

Who will be responsible for collecting and analyzing evaluative data?

JBL-outlined Achieving the Dream data will continue to be collected and analyzed through a process similar to that used to determine outlined priorities. The Office of Planning and Assessment (IR), with assistance from the recently added programmer/data analyst, will collect and present disaggregated data related to the five Achieving the Dream Indicators of Institutional Improvement and to the specific priorities/strategies previously outlined. Through the leadership of the Data Team, the data analysis will be communicated to all stakeholders and published with other annual college "performance indicators" considered by the college's Assessment Committee. Ultimately, data will be evaluated college-wide and changes adopted based on the evidence. Specifics on the evaluation of selected priorities/strategies follow:

Intermediate Algebra Strategies: Math faculty will administer all tests, and scores will be collected and organized by the Arts and Sciences (AS) Division Chair and communicated to the

institutional research office for inclusion in annually published data. Math faculty, in conjunction with the AS Division chair and Data Team, will evaluate data.

First-Year Experience Strategies: The Vice President of Student Affairs will lead a cross-sectional team to focus on qualitative and quantitative data in order to pilot, modify, and adjust first-year experience strategies, particularly the revision of new student orientation.

Basic Grammar/Basic Composition Strategies: Testing Services will administer the pre- and post-test Compass e-Write. The Testing Coordinator and the English Department Chair will communicate score results to institutional research for inclusion in the data set. The English Department Chair, AS Division Chair, English faculty, the Data Team, and Vice President of Planning and Assessment will analyze and evaluate the data.

How will you use the Achieving the Dream work to drive lasting change in core policies and practices at your institution?

This work has already led to major changes at OTC. Achieving the Dream's values and principles have been integrated into the Mission Statement (the Board added "continuous improvement through a system of inquiry, evidence, and accountability" to the Purposes) and Statement of Values. The examination of data has not only been implemented into strategies for this proposal, but into the 2008-2013 Strategic Plan and self-study plans for re-accreditation as well. The Achieving the Dream model, "Data-Driven Process for Institutional Change," has been adopted as OTC's strategic and operational planning model and integrated into assessment processes.

The addition of the programmer/data analyst position has already been incorporated into the college culture. Faculty and staff have increased their data requests and studies, thus progressing toward a "culture of evidence and inquiry."

Who will lead this work and how will they engage others inside and outside the institution? What will be the role of the president/chancellor and the governing board?

As a member of the Core Team and through his supervision of the Core Team leader and the other team members, the President will continue to direct the Achieving the Dream initiative. Qualitative data from other educational partners, community members, and other external stakeholders as well as from students, administration, faculty, and staff will continued to be collected. The evaluation of these data, of quantitative Achieving the Dream data, and of previously college-identified performance indicators will lead to informed decisions through planning and, thus, budgeting. The Board has acted on its commitment to these efforts by mandating their inclusion in the college's strategic direction for 2008-2013. The Board of Trustees and the President are committed to ensuring that the data drives the budget.

How will your plans influence the allocation and/or reallocation of institutional resources for 2008-2009 and beyond?

To undertake all three of these initiatives, each strategy will be planned with the input of the chief financial officer and with leaders of the College. Use of the grant funds will be incorporated into the on-going, college-funded systems of scheduling, staffing, professional development, assessment, planning and budgeting. The Core Team which includes all OTC budget planners are committed to ensuring successful interventions are funded in the future. Additionally, as student retention and success rates improve, college revenues will increase. By strengthening data-driven decision making and reallocating dollars accordingly, Achieving the Dream will have a lasting impact on assessment, planning, and budgeting at OTC.

Section III. Proposal Action Plan and Timeline

Priority Area 1: Increase student success in Intermediate Algebra (IA). (This priority is directly related to three of the five Achieving the Dream Indicators of Institutional Improvement: (#1) Complete developmental courses; (#3) Successfully complete the courses they attempt; (#4) Re-enroll from term to term and year to year.)

Evidence/Rationale: Data indicate a high number of "D" grades in the current delivery of the math lab delivery of IA (31 percent). Students who do not complete all of the computer-generated lessons within one semester receive a "D" with the expectation of re-enrollment and completion in a subsequent semester. Additionally, grade distribution indicates that prior to the implementation of the math lab, the student success rate was 53 percent as compared to the math lab's 44 percent rate. Therefore, by piloting a class requiring an extra 90 minutes per week math lab time (rather than the current policy of optional, additional lab time) and a traditional, 150-minute per week teacher-led delivery, and then comparing those data with the current math lab delivery, the college will investigate and institutionalize the method (or the combination of methods) that proves to be the most effective.

Measurable Changes after Two Years: Improve Intermediate Algebra success rates (grades A-C) for the pilot courses from 44 percent to 49 percent.

Measurable Changes after Four Years: Improve Intermediate Algebra success rates from initial 44 percent to 54 percent for new delivery classes.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
1.1 Develop an Intermediate Algebra (IA) final that will be used to both pre- and post test multiple sections. A common final exam will be used for pre- and post-testing.	X				Math Faculty AS Division Chair
1.2 Administer the above common final exam as a pre- and post-test in each section (including pilot delivery methods) of Intermediate Algebra.	X	X	X	X	Math Faculty AS Division Chair
1.3 Implement alternative delivery methods—(1) pilot an extended math lab session (self-paced, computer delivered, 240 minutes a week); (2) pilot a traditional, classroom session (not self-paced, delivered by an instructor,	X	X	X	X	AS Division Chair

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
150 minutes a week). (The current 150-minute per week math lab sessions will continue to be offered.)					
1.4 Gather and analyze quantitative and qualitative data to assess results. Specifically, student success rates and student interviews concerning the three delivery systems for the current math lab delivery, the extended math lab, and the face-to-face course; assess changes in policy and practice to abandon those that do not produce intended results.		X	X	X	Math Faculty AS Division Chair Institutional Research Data Analyst Data Team
1.5 Possible expansion of all IA courses, perhaps aiming toward offering an extended time (240 minutes) instructor-delivered option, as well as the extended time ICL option, if data justified.			X	X	Math Faculty AS Division Chair
1.6 Build on IA strategies that suggest promising results	X	X	X	X	Math Faculty AS Division Chair
1.7 Incorporate IA strategies into annual operational plan.	X	X	X	X	AS Division Chair
1.8 Engage stakeholders through focus groups and communication concerning this priority.	X	X	X	X	AS Division Chair Communications Team Core Team
1.9 Refine annual budget, identify needed resources, secure commitments of college resources to support continued improvement regarding priority; integrate effective changes into the operational plan and the budget.	X	X	X	X	AS Division Chair VP Finance President Board

Priority Area 2: Increase student success of all students while narrowing the gap between African-American and all students. (This priority is directly related to each of the five Achieving the Dream Indicators of Institutional Improvement: (#1) Complete developmental courses; (#2) Complete "gatekeeper" courses; (#3) Successfully complete the courses they attempt; (#4) Re-enroll from term to term and year to year; (#5) Earn certificates and degrees.)

Evidence/Rationale: Data indicate (1) significant gaps in first-year to second-year retention (F04 to F05=41 percent; F05 to F06=42 percent), particularly among African-Americans (F04 to F05=34 percent; F05 to F06=36 percent); (2) low rates of success as measured by graduation, transfer, or re-enrollment after three academic years—150 percent of time to degree-completion for a two-year program—(44 percent of fall 2004 total cohort by summer 2007; 36 percent of fall 2004 African-American cohort by summer 2007). This quantitative data in conjunction with qualitative student data indicate the need for an improved first-year experience.

Measurable Changes after Two Years: (1) Increase first-year to second-year retention from the F04 to F05 41 percent rate to 46 percent for F09 to F10 for all students and from 34 percent to 41 percent for African-American Students. (2) Increase cohort success rate (graduate, transfer, or re-enrollment) by third academic year (150 percent of time for associate degree) from 44 percent for the total F04 cohort tracked through Summer 2007 to 46 percent for the F07 cohort measured to Summer 2010 and from 36 percent for African-American F04 cohort students to 40 percent for F07 cohort students.

Measurable Changes after Four Years: (1) Increase first-year to second-year retention from F04 to F05 41 percent rate to 50 percent for F011 to F12 for all students and from 34 percent to 45 percent for African-American Students. (2) Increase cohort success rate (graduate, transfer, or re-enrollment) by third academic year (150 percent of time for associate degree) from 45 percent for the total F04 cohort tracked through Summer 2007 to 48 percent for the F09 cohort measured to Summer 2012 and from 36 percent for African-American F04 cohort students to 44 percent for F09 cohort students.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
2.1 Appoint a cross-sectional team that includes student and community representatives to further study, implement, and evaluate a comprehensive first-year experience (FYE).	X	X	X	X	President VP Student Affairs
2.2 Design and develop a comprehensive orientation program that includes aspects that are vital to new students and that adhere to best practices.	X				VP Student Affairs FYE Team Division Chairs

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
2.3 Pilot an improved orientation in the spring of 2009 (year one); implement an improved process in fall 2010 (year two), including on-going evaluation through student feedback	X	X	X	X	VP Student Affairs FYE Team Division Chairs
2.4 Provide advisor training for faculty advisors and advising staff.	X	X	X	X	VP Instruction VP Student Affairs Division Chairs
2.5 Improve support for African-American students by establishing a task force to determine best practices (year one), to pilot and implement strategies (years two, three, four), and to evaluate their impact.	X	X	X	X	President (who will appoint a Minority Student Task Force
2.7 Use appropriate survey instruments (Noel-Levitz and CCSSE) and student focus groups to gather data to improve the first-year experience, to identify possible barriers to retention and student success, and to evaluate implemented interventions.	X	X	X	X	VP Student Affairs VP Instruction VP Planning and Assessment (IR)
2.8 Build on FYE strategies that suggest promising results.	X	X	X	X	VP Student Affairs FYE Team
2.9 Measure identified student outcomes, benchmarking progress and interpreting findings; asses changes in policy and practice, abandon those that do not produce intended results.	X	X	X	X	VP Planning & Assessment (IR) Data Analyst
2.10 Incorporate First-year Experience strategies into annual operational plan.	X	X	X	X	VP Student Affairs
2.11 Engage stakeholders through focus groups and communication concerning this priority.	X	X	X	X	VP Student Affairs Communication Team Core Team
2.12 Refine annual budget, identify needed resources, secure commitments of college resources to support continued improvement regarding priority; integrate effective changes into the operational plan and the budget.	X	X	X	X	AS Division Chair VP Finance President Board

Priority Area 3: Increase African-American student success in Basic Composition. (This priority is directly related to three of the five Achieving the Dream Indicators of Institutional Improvement: (#1) Complete developmental courses; (#3) Successfully complete the courses they attempt; (#4)Re-enroll from term to term and year to year.)

Evidence/Rationale: In Basic Grammar, the lowest developmental level of English, the success rates of African-Americans (66 percent) and Caucasians (71 percent) are similar; however, in Basic Composition, the subsequent English developmental course, the gaps widens from a 70 percent success rate for the total population to a 54 percent success rate for African-Americans.

Measurable Changes after Two Years: Increase success rates of African American students in Basic Composition from 54 percent to 62 percent.

Measurable Changes after Four Years: Increase success rates of African American students in Basic Composition to 70 percent, comparable to that of the total population.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
3.1 Provide grammar pedagogy training, mentoring, syllabus construction, and active teaching training to two developmental education faculty.	X				Chair, English English Faculty
3.2 Conduct focus groups with African-American students to collect feedback on topic preferences.	X				Chair, English
3.3 Pilot accelerated Basic Grammar/Basic Composition combination course paired with trained faculty in the ReadWriteHere lab; measure student writing progress using Compass e-Write.	X				Chair, English English Faculty
3.4 Assess results of Compass e-Write, retention, success rates, etc. If successful, offer additional combination courses as part of college learning communities.		X			Chair, English English Faculty AAS Faculty
3.5 Offer only combination courses unless data shows otherwise.			X	X	Division Chair English Chair AA English Faculty

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
3.6 Offer combination course as part of Learning Communities for select programs.				X	Division Chairs English Chair
3.7 Measure identified student outcomes, benchmarking progress and interpreting findings; assess changes in policy and practice, abandoning those that do not produce intended results.	X	X	X	X	VP Planning & Assessment (IR) Data Analyst
3.8 Build on Basic Grammar/Basic Composition strategies that show promising results.	X	X	X	X	English Chair
3.9 Incorporate Basic Grammar/Basic Composition strategies into annual operational plan.	X	X	X	X	English Chair
3.10 Engage stakeholders through focus groups and communication concerning this priority.	X	X	X	X	English Chair Communications Team Core Team
3.11 Refine annual budget, identify needed resources, secure commitments of college resources to support continued improvement regarding priority; integrate effective changes into the operational plan and the budget.	X	X	X	X	English Chair VP Finance President Board

Attachment A—Itemized List of Anticipated Expenses

(Evaluation of each of the college's priorities could translate into changes regarding anticipated expenses and, therefore, necessitate the reallocation of financial resources delineated for each of the four years.)

<u>Year 1</u>

Direct Costs—Personnel Expenses
Salaries
- Data Analyst/Programmer, 75% salary/time $30,600
  (the college will pay 25% of this salary)
- Traditional Intermediate Algebra Class instructor ($2,000 per semester)   4,000
- English instructor ($1,600 per semester)   3,200
- Professional English tutor ($12 x 20 hours per week)   12,480
- Extended time math lab instructor   1,000
- Fringe Benefits ($4,200 x 75% salary/time + 21.65% of base)   9,775
  (Fringe paid only for Data Analyst/Programmer, other positions are part-time.)

Other Direct Expenses
Materials and Supplies
- Software for English classroom   4,000
  (if needed for curriculum revision or enhancement; the college
  will pay for on-going maintenance and licensing fees; if not needed
  expense will be reallocated)
- Reference materials related to strategies   1,000
- First-Year Experience strategies   2,945
- Internal and External Focus Group materials   1,000

Stipends for Faculty/Staff
- Basic Grammar/Basic Composition course development   2,000

Travel
- Arkansas State AtD Meetings   500

Meetings/Conferences
- Professional development for Basic Grammar/Basic Comp   2,000
- AtD Annual Institute (Air, hotel, per diem for 5 people)   7,500
- Professional development regarding first-year experience   4,500
- Professional development regarding student success   3,500

Evaluation
- Consultant/evaluators, testing, surveys, data consultants, etc. for:
  Intermediate Algebra strategies   2,750
  First-Year Experience strategies   4,500
  Basic Grammar/Basic Composition strategies   2,750

Total for Year 1   *$100,000*

Year 2

Direct Costs—Personnel Expenses
Salaries
- Data Analyst/Programmer, 75% salary/time $31,520
  (the college will pay 25% of this salary)
- Traditional Intermediate Algebra Class instructor ($2,000 per semester)   4,000
- English instructor ($1,600 per semester)   3,200
- Professional English tutor ($12 x 20 hours per week)   12,480
- Extended time math lab instructor   1,000
- Fringe benefits ($4,200 x 75% salary/time + 21.65% of base)   9,975
  (Fringe paid only for Data Analyst/Programmer, other positions are part-time.)

Other Direct Expenses
Materials and Supplies
- First-year Experience   3,325
  (speakers, postage, food, promotional items, etc.)
- Forums and other stakeholder engagement activities   3,000

Stipends for Faculty/Staff
- Faculty/Staff supporting initiatives   3,000

Travel
- Arkansas State AtD Meetings   1,000

Meetings/Conferences
- AtD Annual Institute (Air, hotel, per diem for 5 people)   7,500
- Professional development for Basic Grammar/Basic Comp   2,000
- Professional development regarding first-year experience   4,500
- Professional development regarding student success   3,500

Evaluation
- Consultant/evaluators, technical assistance/consultation
  testing, data consultants, surveys, focus groups, etc.:
  Intermediate Algebra strategies   2,750
  First-Year Experience strategies   4,500
  Basic Grammar/Basic Composition strategies   2,750

Total for Year 2   *$100,000*

Year 3

Direct Costs—Personnel Expenses
Salaries
- Data Analyst/Programmer, 75% salary/time $32,465
  (the college will pay 25% of this salary)
- Traditional Intermediate Algebra Class instructor ($2,000 per semester)   4,000
- English instructor ($1,600 per semester)   3,200
- Professional English tutor ($12 x 20 hours per week)   12,480
- Extended time math lab instructor   1,000
- Fringe benefits ($4,200 x 75% salary/time + 21.65% of base)   10,175
  (Fringe paid only for Data Analyst/Programmer, other positions are part-time.)

Other Direct Expenses
Materials and Supplies
- First-year Experience   3,250
  (speakers, postage, food, promotional items, etc.)
- Forums and other stakeholder engagement activities   2,250
- Reference materials   680

Stipends for Faculty/Staff
- Faculty/Staff supporting initiatives   3,000

Travel
- Arkansas State AtD Meetings   1,000

Meetings/Conferences
- AtD Annual Institute (Air, hotel, per diem for 5 people)   8,000
- Professional development for Basic Grammar/Basic Comp   2,000
- Professional development regarding first-year experience   4,500
- Professional development regarding student success   2,000

Evaluation
- Consultant/evaluators, technical assistance/consultation
  testing, data consultants, surveys, focus groups, etc.:
  Intermediate Algebra strategies   2,750
  First-Year Experience strategies   4,500
  Basic Grammar/Basic Composition strategies   2,750

Total for Year 3   *$100,000*

Year 4

Direct Costs—Personnel Expenses
Salaries
- Data Analyst/Programmer, 75% salary/time $33,440
  (the college will pay 25% of this salary)
- Traditional Intermediate Algebra Class instructor ($2,000 per semester)   4,000
- English instructor ($1,600 per semester)   3,200
- Professional English tutor ($12 x 20 hours per week)   12,480
- Extended time math lab instructor   1,000
- Fringe benefits ($4,200 x 75% salary/time + 21.65% of base)   10,390
  (Fringe paid only for Data Analyst/Programmer, other positions are part-time.)

Other Direct Expenses
Materials and Supplies
- First-year Experience   3,000
  (speakers, postage, food, promotional items, etc.)
- Forums and other stakeholder engagement activities   2,000

Stipends for Faculty/Staff
- Faculty/Staff supporting initiatives   3,000

Travel
- Arkansas State AtD Meetings   1,000

Meetings/Conferences
- AtD Annual Institute (Air, hotel, per diem for 5 people)   8,000
- Professional development for Basic Grammar/Basic Comp   2,000
- Professional development regarding first-year experience   4,450
- Professional development regarding student success   2,040

Evaluation
- Consultant/evaluators, technical assistance/consultation
  testing, data consultants, surveys, focus groups, etc.:
  Intermediate Algebra strategies   2,750
  First-Year Experience strategies   4,500
  Basic Grammar/Basic Composition strategies   2,750

Total for Year 4   *$100,000*

Attachment B—Biographical Sketches of Achieving the Dream Key Staff

College President—Dr. J. Barry Ballard has been the President of Ouachita Technical College for seven years. He is a product of career and technical education having completed a drafting program in high school, an Associate Degree in mechanical design technology at a technical institute, a Bachelor's Degree in industrial education, and a Master's Degree in technical education. His Doctorate in higher education administration is from Oklahoma State University where he focused on 2-year college administration. He has worked as a technician in industry, an instructor and an administrator in a 2-year college, a university faculty member, a state program supervisor, a technical education consultant in Brazil (SA), a dean of a technical college, a president of three technical colleges, the Arkansas Director of Vocational Education, an agency head, and a cabinet member for both Governors Frank White and Bill Clinton. Under his leadership, the college's enrollment has increased significantly, student retention and graduation rates have improved. He has also established a comprehensive one-stop workforce center, received funding for a Title III program focused on increasing retention/graduations rates and started a career pathways program helping low income parents succeed in college.

Core Team Leader/English Department Chair/Basic Composition Initiative Leader—Dr. Sharon Seals began at OTC as English faculty in 1997 and has been the Chair of the English Department for three years, where she manages 13 adjunct faculty. Her Bachelor of Arts degree is in English from the University of Saint Mary in Leavenworth, Kansas. Her MA is in 19th Century British and American Literature from Michigan State University and her Ed.D. is in Higher Education Administration with an emphasis in English Education from Nova Southeastern University. Dr. Seals is managing the college's National Alliance of Concurrent Enrollment Partnerships certification. In addition to her administrative work, Dr. Seals teaches Composition I and II and various literature courses. She has been selected as Faculty Member of the Year by her students and her peers multiple times.

Vice President for Planning & Assessment (Institutional Research)—June F. Prince has been an educator since 1976 and has pre-kindergarten through college-level experience. Prince joined Ouachita Technical College in 1991 as business faculty. Prior to her current position, she was the college's chief student affairs officer. She continues direct involvement in student learning as an adjunct psychology instructor in classroom and online environments. Prince launched the college's first Assessment Plan in 1991; she continues to coordinate assessment and planning with the philosophy that decision-making should be data driven. Appointed accreditation coordinator in 1993, Prince has directed the college through three comprehensive evaluations—the attainment of candidacy in 1994, initial accreditation in 1996, and continuing accreditation in 2001. In 2004, she directed the effort leading to Commission approval of online degree programs. Prince contributed to OTC's funded Title III proposal; implemented benchmarking emphasizing success, persistence, and graduation rates; serves on the local Adult Education Advisory Committee. She holds a BSE in business and an MSE in counseling.

Vice President of Instruction—Dr. Susan Karr has been the Vice President for Instruction at OTC since 1993. She lead the implementation of the first online classes in 1997 and since then, online offerings have grown to two associate degree programs and over fifty courses. She initiated the CCSSE and the CCFSSE surveys at OTC, and is responsible for the College's membership in the National Institute for Staff and Organizational Development (NISOD). In addition to her administrative duties, she also teaches online sociology classes part-time. Before 1993 she served as the Dean of Instruction at Indiana Technical College in Muncie, Indiana; as the Director of Faculty Grants and Instructor of Education at University of North Carolina at Pembroke; as the Dean of Planning, Management, and Evaluation at North Arkansas College in Harrison, Arkansas; and as the Learning Center Director for the United States Army in Wiesbaden, Germany. She received a Ph.D. in Community College Leadership from the University of Texas at Austin, and worked on the staff of the NISOD. She also received an M.Ed from Boston University and a B.A. in Psychology from the University of Maryland.

Intermediate Algebra Initiative Leader/Arts and Sciences Division Chair—Pat Simms began at Ouachita Technical College in 1993 as mathematics faculty and now serves as Chair of the Arts and Sciences Division. Simms received a Bachelor and a Master of Science in Education from Henderson State University. He has taught at Ouachita Technical College for fourteen years, where he served the College in many capacities--SGA Advisor, Faculty Council Chair, Professional Standards Chair, and Curriculum Chair. He currently serves as the I Can Learn Math Lab Coordinator, and is on their nationally recognized mathematics council. Under Simms, student success and retention rates in the ICANLEARN Math Lab have gone from 74 percent to 89 percent. He has led efforts to focus on improved retention all developmental classes also. Simms has several presentations to his credit, including a national League for Innovations presentation. He was awarded the Faculty Member of the Year by the Arkansas Association of Two-Year Colleges.

First-year Experience Initiative Leader/Vice President of Student Affairs—Through May 2008, this position was held by William Roark who came to the college in 2004 as the Title III Learning Specialist. Since that time, he has been promoted to the Title III Director and was then called upon to assume the position of Vice President of Student Affairs due to his unique ability to recognize the holistic vision of the college and proven ability in managing people. As Mr. Roark has accepted a position at another college, OTC is involved in a search for this position; an appointment will be made by the President prior to July 1. Selecting an individual capable of leading this initiative and of working collaboratively on the components of Achieving the Dream will be a priority.

Chief Financial Officer—Dr. Roger A Coomer has been the Vice President of Finance and Administration since 1995. He has 30 years of experience as a chief financial officer at two-year colleges. He has worked in Michigan, Texas and Arkansas and has Bachelor's Degree in economics from Michigan State University, a Master's Degree in economics from Western Michigan University and a Doctorate in higher education administration from Texas Tech. University. He has been a member of the national association of college and university business officers for 30 years and also a member the

Arkansas Association of College and University Business Officers and the Arkansas Association of Purchasing Officers for the last ten years. Dr. Coomer manages OTC's finances and accounting, maintenance and custodial operations, bookstore, information technology, bookstore, and human resources.

Communications Team Contact/Director of Development—Amber J. Lindsey joined the Ouachita Technical College staff in 1995 as Director of Marketing and Public Relations, where she developed, organized, and coordinated advertising efforts, college publications, special events, and community related activities. She has devoted a great deal of time serving on various boards and committees in Hot Spring County (Malvern/HSC Chamber of Commerce TV Auction, HSCMC Foundation Board, HSC American Cancer Society Relay for Life, etc) representing OTC's commitment to the community. When the College began a Title III program in 2003, Lindsey transitioned from Director of Marketing and PR to her current position as Director of Development, while also serving as the Executive Director of the OTC Foundation. Prior to coming to OTC, Lindsey served as a Press Assistant for Governor Jim Guy Tucker in addition to interning in the Press Office for Governor Bill Clinton. She holds a B.A. in Sociology from the University of Arkansas at Little Rock.

Programmer/Data Analyst—Jennie Ashcraft has been with Ouachita Technical College for six months and was hired as a direct result of the Achieving the Dream initiative. She has a Bachelor of Science in Computer Information Systems and has been in the IT field as a System Analyst for nine years. Since assuming her duties at Ouachita Technical College, Jennie has been instrumental in retrieving data for use by the Achieving the Dream Core and Data Teams and preparing data in a user-friendly format. She has also and continues to enhance the college's Achieving the Dream website. Her data analyst skills have proven to be a valuable asset to the college and the skills will be useful with the progression of Achieving the Dream.

Director of Computer Services—David W. See has been the director of Computer Services for Ouachita Technical College for four years. He retired from the army after 22 years of service in 2002. He holds an Associate of Applied Science degree in Computer Information Systems at Ouachita Technical College and a Bachelor of Science in Management Information Systems at Franklin University. He is currently pursuing a MBA with an emphasis in IT management from Webster University. Since assuming the position as Director of Computer Services he has implemented many successful projects that have improved the technology of Ouachita Technical College. Mr. See also serves on the Achieving the Dream Expanded Core Team and is also involved in the reporting of the data. He was awarded the Alumni of the Year by Arkansas Association of Two-Year Colleges and by Ouachita Technical College.