



Achieving the Dream™

# 2015 ATD COHORT IMPLEMENTATION PLAN

**Deadline: May 16, 2016**

## INSTRUCTIONS

At the end of the planning period, all 2015 Achieving the Dream Institutions are expected to complete and submit an Implementation Plan. This provides an opportunity to translate the discovery and learning of the planning period into an overarching student success vision for the institution. Within the Implementation Plan, institutions articulate their student success priorities and identify efforts that will help them achieve these priorities. The plan should show how the institution will seek to improve systems, not simply initiate projects, along with thoughtful resource allocation to support such improvements.

*Please note: While your Implementation Plan is a valuable resource for Achieving the Dream and your coaches, its primary purpose is to guide your team as you move forward with this work. Thus, it is important to ensure it is written in a way that will help existing and new team members understand your institution's student success vision, as well as the plan for and understand their role in achieving it.*

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Institution Name: Onondaga Community College

## CONTRIBUTORS TO THE IMPLEMENTATION PLAN

Please list the name and titles of the Implementation Plan authors.

| Name                | Title                              |
|---------------------|------------------------------------|
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## STUDENT SUCCESS VISION

**a)** Briefly outline your overarching student success vision. *Note that this vision should be your ideal for how students will experience your college. It should include overarching, achievable goals that will act as key milestones as your college moves towards your student success vision.*

Our vision is that Onondaga Community College will be a place where all students receive the support they need to succeed, to thrive, and to persist to completion.

Onondaga’s new Mission and Values were adopted in 2015. They are the result of a year-long process involving students, staff, administration, and faculty. Our Mission and Values reflect our student success vision:

**Mission**

Onondaga Community College is Central New York’s partner in education for success. Achieving our Mission through:

- Student Access, Retention, Completion, Transfer
- Academic Excellence
- Student Engagement and Support
- Career and Workforce Advancement
- Responsible Stewardship of Resources
- Community Engagement



## Core Values

Onondaga Community College's core values are:

- **Students First** – Keep students at the center of all we do.
- **Learning** – Embrace the lifelong pursuit of knowledge and free expression of ideas in a safe environment to advance the individual and the community.
- **Excellence** – Strive for continual improvement and innovation to seek our highest potential.
- **Diversity** – Enrich learning through an inclusive campus environment that respects human dignity and difference.
- **Community** – Foster active and productive participation in building a mutually supportive environment for members of the campus and broader communities.
- **Responsibility** – Build a culture of integrity and accountability to develop both self and others.

**b)** Briefly describe your systemic change priorities that will help your institution achieve its student success vision. We recommend you identify 2-3 priorities. Each priority will likely be comprised of multiple student success efforts that work together to achieve systemic change. *Note: A student success effort is defined as a policy, practice, or procedure designed to reduce or eliminate barriers to students' progress and ultimate success in education and the labor market.*

Our "data year" made it clear that first-year persistence, both fall-to-spring and fall-to-fall, should be our key focus area. Our overarching priority is to enhance students' first year, improving the quality of their experiences and their outcomes. This broad goal will be achieved through these student success priorities:

- **Improve and refine welcome, onboarding, advising, and sustained support for students in their critical first year:**
  - Student welcome, orientation, advising, scheduling and associated efforts should be a comprehensive, cohesive system that positions incoming students at all levels of academic and social readiness for success in their first year and beyond.
- **Accelerate completion of developmental and/or gateway courses through holistic support systems:**
  - Substantial achievement gaps exist between those students ready to take credit-bearing courses and those needing developmental work. However, students who complete their developmental work close the gap with their "college-ready" peers. Additionally, all students face the challenge of successfully completing gateway courses in their majors. Our course offerings and related student supports should enable students to complete any needed developmental coursework in their first year and provide continuing support through success in the gateway course for each major.



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These student success priorities are aligned with Onondaga's 2016-2021 strategic plan, now in final draft stage and due for adoption in June of 2016. Two of our strategic goals are to:

- Provide students with equitable access to a clear and well-aligned path to their goals for success.
- Position students for success by implementing research validated methods and other high impact practices for early and ongoing student engagement in the educational process.

c) Provide a visual representation of how your priorities and related interventions work together to achieve your student success goals and vision. Please submit this visual together with your completed Implementation Plan.

In addition to the development of the Achieving the Dream Implementation Plan, Onondaga Community College has recently completed a comprehensive strategic planning process. The Board of Trustees will vote on the new strategic plan at their June 21, 2016 meeting. A comprehensive graphic that demonstrates our student success vision through the intersection of our ATD Implementation Plan and the new strategic plan will be submitted subsequent to formal adoption.

[Recommend 300 – 500 words.]

## EVIDENCE

Provide an overview summary of the major findings from the analysis of quantitative and qualitative student outcome data that informed the selection of your student success priorities and efforts.

[Recommend 400 – 600 words.]

### Quantitative Data

**In recent years both two-year and six-year completion data for our first time in college students (first-time and new transfers) have been improving at a much slower pace than expected, indicating that our current efforts are not impacting students at scale.**

- The two-year graduation rate was 8.3% and 10% for fall 2011 and fall 2012 entering students, respectively. The six-year graduation rate was 14% and 15% for fall 2007 and fall 2008 entering students, respectively.
- The rate of transfer within two years was 23% and 25.4% for fall 2011 and fall 2012 entering students, respectively. The six-year transfer rate was 28% and 34% for fall 2007 and fall 2008 entering students, respectively.

- The fall-to-fall persistence rate for fall 2011 entering students was 41.4%, and for fall 2012 it was 44.2%. Among white students, the fall-to-fall persistence rate has risen from 44.4% (2011) to 47.3% (2012). For underrepresented minority students, persistence rates were 37% (2011) and 41% (2012).

**Successful course completion rates also indicated the need for reforms:**

- Successful course completion is defined as a student receiving a grade of “C” or better.
- The overall successful course completion rate was 67.8% for fall of 2012 and 66.1% for fall 2014.
- Among the top 20 enrolled courses, the success rate was 63.8% for fall 2012 and 61% for fall 2014.
- The success rate among the top 20 enrolled courses for students who were not college ready was 57% for fall 2012 and 54.4% for fall 2014. For students who were college ready, the success rate was 72.1% for fall 2012 and 68.4% for fall 2014.
- The success rate in initial college-level courses in math was 57.5% for fall 2012 and 54.6% for fall 2014. The success rate in comparable English courses was 64% for fall 2012 and 62% for fall 2014.
- The percentage of students with 24 or more college credits at the end of their second year was 29.1% for fall 2010 and 35.3% for fall 2012. Among white students, 33.4% reached this credit milestone for fall 2010 and 40.8% of them did so for fall 2012. Among underrepresented minority students, only 20.4% reached the credit milestone for fall 2010 and 24.9% did so for fall 2012.

**Developmental education coursework is of primary importance:**

Voluntary Framework of Accountability (VFA) and institutional data reveal that college readiness is a good indicator of student success. Students who are not college ready are less likely to graduate within two or three years. However, when these students complete their developmental coursework they often outperform students who were college ready upon entry. Despite this encouraging fact, our data reveals that the percentage of students who attempted their developmental coursework within two years has been declining. About a third of all students placed in developmental math pass the highest level developmental math and only 14% completed any college-level math. Data disaggregated by gender, race/ethnicity and socio-economic status reveal further disparities among subgroups within the cohort.

**Preliminary results from Prep for Success, ALP (English) and AMP (math) are promising and experimentation with the Emporium model in mathematics demonstrates an ongoing evolution of an approach to accelerate completion of the developmental sequence:**

- Students who participate in Prep for Success and then retake the Accuplacer English have a 60% chance of placement into college-level English
- Students who enroll in ENG-099 and ENG-103 concurrently (ALP) have a higher success rate in ENG-099 (88.8%) than those who do not (82.1%) and they also complete both courses within the same semester.
- Students placed in MAT-088 in fall 2015 who took it at their own pace had a success rate of 47.7% and instructor-led sections of MAT-088 had a success rate of 48.8%. These data are consistent with implementation of the model at other institutions where substantial gains were not observed until the method was in place for several years and brought to scale. The true advantage of the Emporium model is that unsuccessful students can continue the course in future semesters without repeating the course, thus saving time and money.

**There is a clear need for stronger support for our underrepresented minority students:**

- The fall 2012 fall-to-fall persistence rates for all students was 44.2%: 47.2% for white students, 41% for underrepresented minority students and 40% for black students.
- For fall 2012, 51.1% of all entering students were placed in at least one developmental course: 43.3% for white students, 69% for underrepresented minority students, and 74.2% for black students.
- For fall 2012, 35.3% of all entering students successfully completed 24 or more college credits: 40.8% for white students, 24.9% for underrepresented minority students, and 20.7% for black students.
- In two years, 10% of all entering students graduated: 12.4% for white students, 5.3% for underrepresented minority students, and 3.7% for black students.

**Qualitative Data**

Our most recent 2015 CCSSE report indicates that OCC under-performs in every category of the benchmark of effective educational practices.

- Active and Collaborative Learning: 48.3 (30<sup>th</sup> decile), 59.4 (90<sup>th</sup> decile) for top performing institutions
- Student Support: 47.3 (20<sup>th</sup> decile), 58.0 (90<sup>th</sup> decile) for top performing institutions



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- Academic Challenge: 48.8 (30<sup>th</sup> decile), 56.6 (90<sup>th</sup> decile) for top performing institutions
- Student-faculty Interaction: 52.1 (70<sup>th</sup> decile), 58.9 (90<sup>th</sup> decile) for top performing institutions
- Support for Learners: 49.5 (40<sup>th</sup> decile), 59.8 (90<sup>th</sup> decile) for top performing institutions

Student focus groups conducted by OCC's Student Experience committee also indicated that there was lack of clarity in various college services (e.g. placement testing, advising etc.) as students move from one process to another. Student groups such as EOP and athletes who had advocates were more satisfied than those without such advocates.

### ENGAGEMENT

Describe your efforts to increase the breadth and depth of engagement with college stakeholders over your institution's planning period. How effective were these activities in engaging new stakeholders or deepening engagement? What strategies do you plan to adopt to broaden and deepen engagement over the coming year to build upon your successes?

[Recommend 400 – 600 words.]

Onondaga Community College has pursued intense and deep engagement with community stakeholders throughout the planning year. College leadership and both the Core and Data teams were and are sensitive to the need to define Achieving the Dream as not "just another initiative." The process of engagement must be broad, ongoing, and approached in differing ways so as to maximize audience, understanding of the issues, and the perception of commitment to change in a real and practical sense. Toward that end, Onondaga has pursued multiple engagement strategies.

A campus-wide Kick Off event provided the framework for College ATD engagement. Attended by over 300 Board members, faculty, staff, and students, the event featured national speakers from institutions that had shown success with large-scale reforms and served to introduce the campus community to our model for large scale community engagement, the Dream Café. Built from the World Café model, Dream Café 1.0 served to directly focus participants on generating analysis of our current state, Easy-to-consume summary data was provided on large posters to generate discussion amongst numerous groups of ten participants each. Feedback was gathered through comments written directly on poster-sized paper at each table. The comments were captured and summarized and distributed back to the community. Additional large-scale engagement events have been held throughout the planning including Dream Café 2.0, held in the spring, in which the focus of the event was shifted to capture the community's comments on possible pathways to improvement.



Recognizing the importance of coordinating ATD actions with other campus initiatives, the College also offered the Team Trifecta event which brought together teams working on ATD with the group developing the College's next strategic plan and the Middle-States accreditation steering committee. This event not only broadened ATD engagement but it insured that work in each area was coordinated and accounted for within other initiatives. Thus, ATD priorities are seamlessly reflected in the College's strategic plan and Middle States documentation.

After identifying Onondaga's principal achievement gaps, ATD also hosted a month-long series of "Big Idea" forums that served to promulgate the identified gaps amongst the community and to give voice to suggestions from the various campus constituencies for addressing these gaps. Forums were held for faculty, staff, and students where the data were shared and an example of a scaled initiative was presented. Participants were then asked to consider what scaled intervention(s) might work at Onondaga. The results of the forums were summarized and made available to the community. Once the target priorities were selected, faculty on the Core and Data teams presented the priorities to faculty leadership and, ultimately, to the faculty as a whole at a general meeting. Feedback was received and included in the implementation plan draft.

Once drafted, the plan was reviewed by the College's shared governance process, the College Leadership Council, as well as the President and the President's Executive Council. The feedback from each is included in the final document. Finally, the completed plan will be presented to the community as a part of the College's annual Assessment Day activities which will focus upon informing the College of the products of this year's efforts across the various initiatives, particularly ATD, Middle States, and the strategic plan.

Recognizing the importance of communicating with the campus in a coordinated and effective manner, the Core Team developed a communication plan early in the planning year and has continued to rely upon it as a guide for regular engagement. The group articulated specific communication goals with establishing ATD as a relevant brand on campus that communicated effectiveness, reform, and engagement as the priority. The team also recognized the importance of communicating and celebrating progress as a part of our engagement strategy. The plan identified key audiences and established the core vehicles for communicating about ATD on campus. These include a local ATD website, a periodic newsletter that is distributed electronically to all campus constituents, and regular updates provided to campus leadership groups by the Core Team Co-Chairs. Additionally, the Core Team decided it was important to host routine ATD-sponsored events that focused on local and national trends and issues. Titled ATD Brown Bags, these small group meetings (usually 10-20 participants) were held bi-weekly during both fall and spring semester with a different topic each week. Participants were provided with current information and asked to discuss. The sessions served to both inform the community and to increase awareness of the ATD brand in the community.



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Moving forward, the plan calls for the development of multiple implementation teams that will address the two identified priorities. ATD envisions maintaining our communication plan but adapting it with strategies focused around the work of implementation. Established strategies like the website, newsletter, and ATD Brown Bags will continue also with an adapted focus on implementation and further data sharing.



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### PRIORITY WORK PLANS

In this section, we ask for more detail on each student success priority you have set. You should have 2-3 priorities. We also ask you to complete a work plan for each priority. The work plans should incorporate all student success efforts, including institutional policy and procedure changes planned for each priority area. Indicate the year each step will be completed. Designate a staff member who is responsible for ensuring completion.

#### Priority 1

##### Priority 1 Work Plan

###### **Name and Description of Priority**

*Improve and refine welcome, onboarding, advising, and sustained support for students in their critical first year.*

In order to prepare first-time students for success here and beyond, Onondaga Community College will implement a comprehensive set of programs and services designed to improve fall-to-spring and fall-to-fall persistence in the first year, and ultimately improve graduation rates. The areas of focus will include college readiness, college orientation, and student engagement programming emphasizing the first semester, but also continuing throughout the first year, as well as a case management approach that employs active advising and academic planning as core processes designed to increase student success.

Related interventions to this priority are:

- Identified structures for developing and coordinating first year efforts.
- Identified core components of the first year, including student learning outcomes and assessment protocols, linking existing activities to these student learning outcomes.
- Incorporated active, ongoing advising into students' first year based on best practice research.
- Supported professional development of faculty and staff with the knowledge and skills necessary for this work.
- Intentional connections among efforts to achieve priority one with those designed to address priority two. Acknowledged link between successful completion of developmental and/or gateway courses in the first year and a successful first year program.



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### Priority Goals

Student welcome, orientation, advising, scheduling, and associated efforts should be a comprehensive, cohesive system that positions incoming students at all levels of academic and social readiness for success in their first year and beyond.

### Measurable Yearly Indicators:

All outcome measures will rely upon the Main Cohort as established by VFA. The VFA Main Cohort includes all entering students who enroll at Onondaga for the first time, either full-time or part-time, in either credit-bearing or developmental courses, who have a high school diploma, a GED, or other high school completion equivalent. These students do not need to be classified as degree- or credential-seeking.

- Complete inventory of all first year activities and initiatives and their respective outcomes
- List of developed initiatives to be piloted in year two and implemented in year three and four
- Data on student participation in pilot and, ultimately, adopted interventions
- Developed faculty and staff development opportunities with tracking of intended skill development
- Year over year improvement in the rates of completion of developmental instruction and advancement to credit-bearing courses
- Year over year improvement in the successful completion of the initial college-level gateway courses in math and English
- Year over year improvement in the successful completion of the gateway course in each major
- Year over year improvement in rates of course completion with a grade of "C" or better

These outcome measures, already included in OCC's SUNY Excels Performance Improvement Plan, will be used:

- Achieve 85% fall-to-spring retention for the 2020 entering fall main VFA cohort
- Achieve 65% retention fall-to-fall for the 2020 entering fall main VFA cohort
- Achieve a three-year graduation rate of 22% for the main VFA cohort by 2019



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| Major Action Steps  | Y1 | Y2 | Y3 | Y4 | Lead Staff Member(s)  | Resources Required   |
|---|----|----|----|----|---|--|
| <p>Establish a first year team under assigned and accountable leadership whose responsibility will be to coordinate all efforts to enhance students' first year experience, including planning and assessment activities</p> <p>Produce a college-wide inventory of all current first year activities, initiatives, and outcomes</p> <p>Engage faculty and staff in critical analysis of current first year activities and initiatives, testing these against best in industry, and with reference to the analysis conducted by the student experience committee, 2015-2016. Topics for discussion and decision-making will include:</p> <ul style="list-style-type: none"> <li>Welcome/orientation content, delivery modes, formats, and attendance requirements</li> <li>Applicability of research-based active and ongoing advising tactics such as: 15 to finish; standardized automatic course withdrawal guidance; mandatory advising; degree maps; structured first semester course schedules; career planning, programming, and experience</li> <li>Consideration of student success learning opportunities as relevant to different academic programs (e.g., first year seminar course, living and learning communities, contextualized learning, non-cognitive skills instruction)</li> </ul> |    |    |    |    | <p>Provost</p> <p>VP Student Engagement and Learning Support</p> <p>Faculty and Key Staff</p> | <p>To be determined once specific coordinated interventions are selected</p> |



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|--|--|--|--|---|--|
| <p>Identify, align, and formalize the core components of OCC's first-year program, including student learning outcomes and assessment protocols</p> <p>Recommend improvements, changes, and/or new initiatives linked to these components and student learning outcomes</p> <p>Consider data necessary for effective assessment in future years and plan to gather same</p> <p>Share full first year program with governance entities for feedback</p> |  |  |  |   |  |
| <p>Pilot and assess improvements, changes, and/or new initiatives</p>  |  |  |  | <p>Provost</p> <p>VP Student Engagement and Learning Support</p> <p>Faculty and Key Staff</p> |  |
| <p>Implement improvements, changes, and/or new initiatives at scale; assess year 3</p>   |  |  |  | <p>Provost</p> <p>VP Student Engagement and Learning Support</p> <p>Faculty and Key Staff</p> |  |
| <p>Assess year 4 results; evaluate overall effectiveness</p>   |  |  |  | <p>Provost</p> <p>VP Student Engagement and Learning Support</p>                              |  |



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|  |  |  |  | Faculty and Key Staff                      |  |
| Professional development of faculty and staff:   |  |  |  | Provost                                    |  |
| Create opportunities for faculty and staff to identify needed skills   |  |  |  | VP Student Engagement and Learning Support |  |
| Develop professional development and training opportunities based on need: workshops and seminars, conferences and mentorships, etc. |  |  |  | Faculty and Key Staff                      |  |

### Anticipated Implementation Challenges

Describe any concerns that need to be resolved before implementation and how you will resolve them. This may include a description of necessary policy changes and how they will be pursued.

[Limit to 400 words.]

The principal challenge will be to identify and then, ultimately, coordinate an array of currently disparate first-year-relevant programming and to align each with a common set of learning outcomes. At this time, the depths of the challenges that await are unknown pending the complete identification of all elements that will constitute a holistic first-year program. Additionally, existing interventions have been assessed for effectiveness at varying levels of depth. Demonstrating what practices have been impactful will be a major effort. Finally, consideration must be given to what and how needed data will be collected and available for analysis. Early planning to identify, collect, and maintain needed assessment data is critical.

### Scaling

Briefly describe how you will scale these efforts to achieve your student success vision. In your response, please consider staffing and other necessary resources. Estimate the number of students enrolled or otherwise benefiting in Years 1-4. Estimate proportion of target population served according to the “some” (less than 25%), “more” (between 25 and 60%), and “most” (more than 60%) designations.

[Limit to 400 words.]



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For the Fall 2012 main VFA cohort, less than 70% of students persisted into the spring semester and less than 50% persisted into the subsequent fall. After full implementation, we expect our coordinated interventions to directly impact all first year students at the college. Additional resources are unknown, but will be included as recommendations in the inventory of first year initiatives compiled in year one. Notably, this priority is consistent with the College's new strategic plan and the institution is committed to making resources available for the project.

### Priority 2

#### Priority 2 Work Plan

##### **Name and Description of Priority**

*Accelerate Completion of Developmental and/or Gateway Courses through holistic support systems*

Our data indicate that many students do not return after their first semester or first year. Our data also indicate that students who complete developmental courses and begin major classes within the first year are more likely to persist and graduate. This priority is meant to help students complete all developmental and gateway courses in the first year. Scaling and supporting existing programs designed to ensure proper placement will eliminate unnecessary developmental work for some students, allowing them to begin their credit-bearing courses. For students who require developmental coursework, expanding and scaling our already successful developmental education initiatives and enhancing academic support will provide the best opportunity for students to succeed in their developmental courses and move on to gateway courses more quickly. Departments will identify appropriate gateway courses for each major, allowing students and faculty to have a clear picture of the coursework and skills necessary for continued success.

Related interventions to this priority are:

- Enhanced support for students in developmental courses
- Scaled expansion of successful existing Developmental Education initiatives
- Identified appropriate gateway courses for programs
- Scaled and supported programs to ensure proper placement
- Non-cognitive skill instruction
- Intentional connections between efforts to achieve priority two with those designed to address priority one. Acknowledged link between successful completion of developmental and/or gateway courses in the first year and a successful first year program.



### **Priority Goals**

Substantial achievement gaps exist between those students ready to take credit-bearing courses and those needing developmental work. However, students who complete their developmental work close the gap with their "college-ready" peers. OCC's course offerings and related supports should enable students to complete any needed developmental and gateway coursework in their first year.

### **Measurable Yearly Indicators:**

All outcome measures will rely upon the Main Cohort as established by VFA. The VFA Main Cohort includes all entering students who enroll at Onondaga for the first time, either full-time or part-time, in either credit-bearing or developmental courses, who have a high school diploma, a GED, or other high school completion equivalent. These students do not need to be classified as degree- or credential-seeking.

These interim formative progress measures will be used to assess progress towards project outcomes:

- A complete assessment plan for all existing developmental interventions to inform plans to scale said efforts
- Complete list of faculty-approved gateway courses developed using a consistent definition of a gateway course for each program by the end of year one
- Identified initiatives intended to increase completion of developmental courses selected and a plan to bring them to scale complete by end of year one
- Innovative initiatives identified and evaluated as effective in year one and two that are ready for implementation in year three
- Year over year improvement in the rates of completion of developmental instruction and advancement to credit-bearing courses
- Year over year improvement in the successful completion of the initial college-level gateway courses in math and English
- Year over year improvement in the successful completion of the gateway course in each major
- Year over year improvement in rates of course completion with a grade of "C" or better

These project outcome measures will be used:

- Increase participation in Prep for Success (or other interventions intended to establish competency for credit-bearing coursework) by 15%
- Increase the number of students who complete required developmental coursework in year two of the project by 10% and 40% by year 4
- Once gateway courses are defined and identified, increase in number of students who complete gateway courses will mirror the increase in completion of developmental coursework



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| Major Action Steps  | Y1 | Y2 | Y3 | Y4 | Lead Staff Member(s)   | Resources Required   |
|---|----|----|----|----|--|--|
| <p><b>Preparation</b></p> <p>Develop and implement assessment plans for placement assistance services, developmental education, and support services</p> <p>Develop a plan to collect and maintain data necessary for identified assessment indicators</p> <p>Assess success of current initiatives to inform scaling efforts</p> <p>Decide upon a campus-wide definition of "gateway course" that considers both the "gateway" to credit-bearing courses and the "gateway" to success within majors; appropriate gateway courses determined for each major</p> <p>Consider whether and how best to integrate non-cognitive skills instruction into developmental and credit-bearing courses</p> <p>Investigate alternative/innovative supports for specific developmental and identified gateway courses</p> |    |    |    |    | Provost<br>VP Student Engagement and Learning Support<br>Faculty and Key Staff<br>Academic Departments for Determination of Gateway Courses for Each Major | <i>Support and assistance</i><br>IPAR; faculty; marketing, IT; advising; recruitment; CAL Center<br><br><i>Budgetary allocations</i><br>faculty/instructors; tutors; administrative staff; equipment/technology; stipends/release time |
| <p><b>Implementation-stage 1</b></p> <p>Implement expansion of existing successful developmental and gateway approaches as supported by evidence; ensure appropriate staff, faculty, and technology</p> <p>Bring existing supports for students in developmental and gateway courses to scale to match scaling of existing successful approaches to</p>   |    |    |    |    | Provost<br>VP Student Engagement and Learning Support<br>Faculty and Key Staff   | <i>Support and assistance</i><br>IPAR; faculty; marketing, IT; advising; recruitment; CAL Center; Teaching Center; facilities; grants; classroom space   |



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| <p>developmental education;</p> <p>Provide training for relevant faculty/instructors/staff to support wider implementation of approaches to be scaled including coursework, placement assessments, and academic support strategies</p>   |  |  |  |  | <p><i>Budgetary allocations</i></p> <p>faculty/instructors; tutors; administrative staff; equipment/technology; stipends/release time</p>  |
| <p><b>Implementation-stage 2</b></p> <p>Pilot new initiatives developed in stage 1</p> <p>Coordinate developmental and gateway courses and academic supports to ensure students have necessary skills for potential success</p>  |  |  |  | <p>Provost</p> <p>VP Student Engagement and Learning Support</p> <p>Faculty and Key Staff</p>  | <p><i>Support and assistance</i></p> <p>IPAR; faculty; marketing, IT; advising; recruitment; CAL Center; Teaching Center; room allocations</p> <p><i>Budgetary allocations</i></p> <p>faculty/instructors; tutors; administrative staff; equipment/technology; stipends/release time</p> |
| <p><b>Assessment</b></p> <p>Standardize assessment, documentation, and reporting methods for consistent use in ATD program evaluation</p> <p>Formally connect ATD program assessment with established course assessment protocols functioning under the purview of the Learning Outcomes Assessment Committee (LOAC)</p> |  |  |  | <p>Provost</p> <p>VP Student Engagement and Learning Support</p> <p>Faculty and Key Staff: (Learning Outcomes Assessment Committee (LOAC), AVP Academic Support Services, Chief IPAR</p> | <p><i>Support and assistance</i></p> <p>IPAR; faculty; IT</p> <p><i>Budgetary allocations</i></p> <p>stipends/release time; administrative staff</p>   |



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Utilize data to inform scaling and reform efforts, and pilot of new initiatives

Continually monitor industry for evolving best practices in developmental and gateway education

officer, Director Academic Advising/ Counseling, Math Diagnostics Coordinator, Department Chairs, Director Testing Services, AVP Research/Grants)

### Anticipated Implementation Challenges

Describe any concerns that need to be resolved before implementation and how you will resolve them. This may include a description of necessary policy changes and how they will be pursued.

[Recommend 400 – 600 words.]

All campus constituencies agree that students will benefit from completing developmental and math/English gateway courses in the first year. Further, students in some programs, particularly those that begin in credit-bearing courses, will benefit from early and successful completion of gateway courses in their major. Additional personnel, or compensation for current staff and faculty, may be needed at various stages of this plan. Bringing these interventions to scale will take additional labor and will require budgetary allocations to support the effort. Several interventions will also require the use of additional technology and physical space to achieve the objectives. Finally, consideration must be given to what and how needed data will be collected and available for analysis. Early planning to identify, collect, and maintain needed assessment data is critical.



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### Scaling

Briefly describe how you will scale these efforts to achieve your student success vision. In your response, please consider staffing and other necessary resources. Estimate the number of students enrolled or otherwise benefiting in Years 1-4. Estimate proportion of target population served according to the “some” (less than 25%), “more” (between 25 and 60%), and “most” (more than 60%) designations.

[Recommend 400 – 600 words.]

Most of the efforts detailed here are current initiatives that need to be brought to scale. However, before that can be done, each will require review, so most of the first year will be spent on evaluation and assessment programs. Scaling these interventions will begin in year two. The initial increase in utilization may not require additional staffing or faculty, but the need will increase by the end of year two. By year three, additional budgetary allocations will be necessary for technology, staffing, and lab space to accommodate the larger population enrolled in these courses and participating in these support services. It is hopeful that the increased retention and success achieved by students targeted by these interventions will translate to greater graduation, transfer, and employment rates of our students.



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### COMMUNICATING YOUR STUDENT SUCCESS VISION

How will you communicate your plans and progress to relevant stakeholders? Please consider how you will communicate with all your key stakeholder groups, including your board of trustees, faculty, staff, students, and local community. *Note: You may wish to review achieving the Dream's Communications Plan template for additional guidance. This can be found on ATD Connect at [connect.achievingthedream.org](http://connect.achievingthedream.org).* [Recommend 400 – 600 words.]

#### **Communication Goals:**

- Engage internal stakeholders across all levels of the college.
- Communicate progress and celebrate successes and (especially) early wins.
- Promote OCC as an Achieving the Dream institution.

#### **Key Audiences:**

*(Note: communication strategies and frequency/intensity will differ according to each unique audience):*

- Employees (Faculty, Staff and Administrators, Affiliates)
- College groups and organizations (CLC, FEC, OCCAC, Staff Association, Diversity Council, etc.)
- Current students and student leadership
- College-affiliated boards
- Community-based organizations
- K-12 school district leaders, teachers and guidance counselors
- Accrediting agencies

#### **Strategies by Goal:**

##### **Goal 1:**

##### **Engage internal stakeholders across all levels of the college.**

- Develop ATD dedicated pages for both the employee website and the student website. Contain within the sites details about Achieving the Dream, why it's important, our student success vision, Core and Data Team members, timeline, progress updates, etc.
- Explain the "why" by educating the campus about the difference between Equity and Equality using invited speakers, online videos, stall signs, banners, etc. Broadly share the data showing the achievement gaps.
- Ensure broad representation and enthusiasm at the "Big Idea" sessions – communicate the agenda, schedule, follow-up, etc. to the broad campus community.
- Capture ideas outside of the sessions with an online e-input form that is directed to the Core Team.
- Report ideas submitted both at the sessions and online to the campus community (campus input into the selection process?).



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- Encourage involvement and support by those departments/offices/staff impacted by the selected Big Ideas through regular and in-person (as possible) engagement opportunities, data access, briefings and updates.
- Conduct Campus Forums and/or Information Sessions to provide more detailed updates, report on progress and challenges, and gather input.
- Broadly communicate and share the Student Success Vision.

### **Goal 2:**

#### **Communicate progress and celebrate successes and (especially) early wins.**

- Provide brief, but regular (monthly?) email updates from the Core and Data Team to the campus community to communicate key milestones and progress. Utilize website links as appropriate to broaden the use of the sites as updated and reliable resources.
- Update websites with key progress indicators and regular updates to the status of each.
- Hold celebrations with speakers, refreshments, and accolades for big success achievements. Communicate these celebrations and milestones to the campus community – photos, video, etc.
- Deploy members of the Core and Data Teams to department meetings and student meetings to regularly update on progress and success, respond to questions, etc.

### **Goal 3:**

#### **Promote OCC as an Achieving the Dream institution.**

- Maintain regular updates on ATD progress on various affiliated board agendas as appropriate.
- Highlight Achieving the Dream as a major story in the inaugural issue (Fall 2015) of Today @OCC and in the 2014-15 Report to the Community (Fall 2015). Provide regular updates as appropriate.
- Utilize the College's social media properties – most notably Facebook (10,000+ friends) and Twitter (3,000 followers) to communicate key milestones and reference public website for details.
- Liberally (within ATD guidelines) employ the Achieving the Dream logo on the College's web properties, publications, displays, and materials.
- Incorporate ATD principles into the development and execution of the College's Marketing and Recruitment plans, including messaging, visuals, graphics, advertising and other tactics.
- Incorporate Achieving the Dream into key tactics targeting appropriate audiences, including the annual Superintendent's breakfast, Directors of Guidance events and communications, college-HS faculty summits, BOCES events, collaboration with high schools and CBO's.



## EQUITY AGENDA

Based on your institutional reflections and analysis of data over the past year, in which areas did you discover that students experience the biggest disparity in service or outcomes? How do your student success priorities and component efforts address these disparities?

[Recommend 400 – 600 words.]

The Data Team discovered that underrepresented minorities, particularly African American students, disproportionately place into developmental courses. For the fall 2012 cohort, 43.3% of white students placed in at least one developmental course as compared to 69% for underrepresented minorities and 74.2% for black students. The Data further revealed that students that complete their developmental sequence in the first year are substantially more likely to persist into the second year. Therefore, the Core Team chose as one priority a focus on enrollment and completion in the developmental sequence. Implementation of the tactics within this priority will disproportionately benefit students of color, particularly African American students, given the proportionately higher number needing developmental education.

Furthermore, with 40.8% of white students successfully completing 24 or more college credits as compared to 24.9% for underrepresented minorities and 20.7% for black students, the Core Team established a focus on the development of a robust and coordinated first-year program and as a priority for our plan. An organized and intentional first-year program improves connection to the institution and improved access to academic and social support for participating students. The extant literature, as well as internal qualitative data, argue that intentional actions to improve connection and support disproportionately benefit students of color who are more likely to come to college with less active support networks and less knowledge of how to effectively access college support systems. For similar reasons, placing a priority on tactics in the first year that address advising gaps will also lead to disproportionate improvements for student of color for similar reasons.

## ADDITIONAL RESOURCES/SUPPORT FROM ACHIEVING THE DREAM

What professional development/resources from Achieving the Dream, Inc. and/or your coaching team would be most helpful to your college as you begin implementing your work?

The function of the Core and Data teams during the planning year are substantially different than managing the change process associated with implementation. Guidance from coaches and experienced ATD institutions would be useful in effectively making this transition.



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## ADDITIONAL INFORMATION

Is there additional information you would like Achieving the Dream to know as we consider this Implementation Plan? What else should the reviewers of your Implementation Plan know about your efforts over the planning period? Is there any relevant contextual information regarding your institution or your state that will help the reviewers understand your Implementation Plan?

Onondaga's implementation plan has been developed in tandem with the institution's new strategic plan and with the college's Middle States Self-Study design process. It was and is critical to our success that these three key projects be conducted synchronously so that the work is conducted efficiently and that the successes of one project support the achievement of the others. Notably, strategic plan goals subsume ATD plans and both are being pursued sensitive to Middle States requirements.