



Section I: College Information

Name of College: Springfield Technical Community College **Submission Date:** May 15, 2008
Web site: www.stcc.edu

Name of Organization Receiving the Grant (if different from the college):

Mailing Address of Grant Recipient: 1 Armory Square, Suite One, P0 Box 9000,
Springfield, MA 01102-9000

Street Address (if different from above):

Purpose Statement (one sentence describing the purpose of this proposal): The purpose of this proposal is to request funding support for the design, implementation and evaluation of strategies intended to improve the first semester academic success and first to second semester persistence of STCC students.

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: Stephen Keller, Vice President,
Academic Affairs

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Address: 1 Armory Square, Suite One, P0 Box 9000, Springfield, MA 01102-9000

College President: Dr. Ira Rubenzahl

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Address: 1 Armory Square, Suite One, P0 Box 9000, Springfield, MA 01102-9000

Who has legal authority to execute a grant agreement on behalf of your organization?

Name and Title: Dr. Ira Rubenzahl, President

Telephone: 413-755-4906 **Fax:** 413-755-6308 **E-mail:** irubenzahl@stcc.edu

Address: 1 Armory Square, Suite One, P0 Box 9000, Springfield, MA 01102-9000

Who authorized this budget? Name and Title: Dr. Ira Rubenzahl, President

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Communication/Public Relations Contact Name and Title: Setta McCabe, Director,
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Section II. Proposal Narrative
(no more than 12 double-spaced pages, 12 point font, 1 inch margins)

- **Describe how you collected and analyzed qualitative and quantitative data. What student outcome data were examined? (step 2a)**

STCC's Director of Institutional Research, along with IT staff, used the fall semester to prepare the JBL submission. The Data Team, in consultation with the Core Team, developed reports for ongoing analysis. Data were disaggregated according to *Achieving the Dream* guidelines for the incoming cohorts Fall 2004 through Fall 2006 (see Appendices #1 through #3). In addition, qualitative data derived from student focus groups were summarized by group facilitators and reviewed by the Core and Data teams.

The Data Team prepared data reports based on an initial analysis of the five *Achieving the Dream* core indicators, which were reviewed and analyzed by the Core Team and shared with various constituencies on campus.

- **In what ways did you engage faculty, staff, students, and the community? (steps 2b and 2c)**

Following the Dallas Kick-Off event (July 8-12, 2007), the Data and Core Teams were formed with representation from faculty, professional staff and administration. *Achieving the Dream* Co-Chairs (Dr. Patrick Tigue, VP, Enrollment Management and Mr. Stephen Keller, VP, Academic Affairs) were appointed to both teams to ensure coordination. Both teams met throughout the academic year collecting and analyzing data, researching strategies, and sharing findings with the campus community.

On August 30, 2007, the college held its annual Faculty & Staff Professional Development Day dedicated solely to introducing *Achieving the Dream* to the campus. This event was attended by

representatives of the four Massachusetts state funders, James Tschechtelin, Coach and Mark Champion, Data Facilitator.

On September 28, 2007, a day-long STCC Board of Trustees retreat was held with *Achieving the Dream* as the sole agenda item. Coach James Tschechtelin developed the agenda in collaboration with President Rubenzahl, and served as the facilitator for the retreat. An overview of *Achieving the Dream* was presented to the Board with a particular emphasis on understanding the initiative in its national context, its ultimate purpose of transforming the college's decision-making process into one that is data driven, and the necessity to allocate institutional resources to ensure student success.

On October 12, 2007 a Data Summit was held on campus attended by seventy-five faculty, staff, and members of the Board of Trustees, including its Chairman. Roundtable discussions were organized around the five primary *Achieving the Dream* core indicators disaggregated by ethnicity, gender and income. As a result, several preliminary problem areas were identified and referred to the Core and Data Teams for further consideration. Additionally, a summary of the Data Summit proceedings was shared with the campus community via e-mail.

At the January 25, 2008 opening faculty meeting, Vice-President of Academic Affairs Keller presented progress to date of the *Achieving the Dream* initiative. A delegation of three faculty and five staff attended the February 5-8, 2008 Strategy Institute to identify best practices for possible adoption at STCC.

On March 5, 2008 a Campus Forum, attended by over one hundred faculty, staff and students summarized key findings of the Core and Data Teams and presented several possible strategic options. Following the Campus Forum, the Core Team met to select three strategies to be developed and implemented as year-one pilots.

Finally, a Strategy Summit was held on March 28, 2008 for the entire campus community. At this event the Core and Data Teams presented the three strategic initiatives, which are the focus of the STCC Implementation Plan.

To allow easy access to data and progress reports on the initiative at STCC, an *Achieving the Dream* link was created for the STCC website home page. In addition, *Data Notes* from *Achieving the Dream* was regularly distributed to the campus community via e-mail.

Student engagement:

On September 9, 2007 President Rubenzahl met with the STCC Student Government Association to brief student leaders about the *Achieving the Dream* initiative and to solicit their assistance in broadening the engagement of students. On November 7, 2007, President Rubenzahl discussed *Achieving the Dream* with two hundred students at a “Pizza with the President” event. Two student focus groups were held in December 2007 soliciting feedback from students, who had successfully completed their first semester at STCC. These discussions focused on challenges faced in the first semester at STCC and strategies that successful students employed to address these challenges. Student leaders participated in the Data Summit and the Campus Forum at which *Achieving the Dream* was discussed. Also, the *Achieving the Dream* initiative was highlighted as a feature in the campus newspaper.

Community engagement:

On April 17, 2008 President Rubenzahl hosted a breakfast meeting attended by stakeholders from all segments of the community (government, social service agencies, K-12, churches, non-profit agencies, civic organizations, and local employers). After presenting an overview of *Achieving the Dream*, and sharing an outline of STCC’s proposed pilot initiatives, individuals were solicited to establish an advisory group to coordinate

community participation in the initiative.

What priority issues arose from your data analyses and discussions? Why did you choose these priorities? (step 2b)

Fall to Spring Attrition

Approximately twenty-five per cent (24.8 %) of new students who enter in the fall do not return for the subsequent spring semester. This trend was consistent across all three cohorts - Fall 2004 through Fall 2006 (see Appendix #4). Programmatic enrollment data from the Registrar indicate that forty-five percent (45%) of the non-returners were enrolled in the General Studies program. The data displayed in Appendix #4 reveal that attrition rates among minority students are greater than among majority students. The Data Team analyzed data on returning and non-returning students (see Appendix #5). Based upon gaps between the success level of returners and non-returners, and between minority and majority students, the Data and Core Teams agreed that the college should concentrate on fall to spring attrition, with an emphasis on general studies developmental students.

Low Completion Rate in Developmental Mathematics

For the cohorts Fall 2004 through Fall 2006, of the 3,727 students tested, there were 5,851 developmental placements. Eighty-four per cent (84%) of the placements were in developmental mathematics, as opposed to only thirty-nine per cent (39%) of placements in developmental reading and only thirty-four per cent (34%) in developmental writing (see Appendix #6). Data on developmental mathematics course pass rates, with C or better, indicate that only sixty-two percent (62.2%) of students pass developmental mathematics. Data further indicate that minority students lag behind majority students (see Appendix #7). Due to the large number of developmental math placements, the low completion rates, and the achievement gaps between

minority and majority students, the Core Team agreed to select developmental mathematics for study and improvement.

Academic Advising

The issue of academic advising surfaced during the Data Summit held in October 2007. Concerns about the college's advising system were consistently raised by faculty and professional staff throughout the planning year. Additionally, qualitative data from student focus groups described STCC's academic advising services as sometimes "unavailable and unhelpful."

- **What do you believe are the key contributing factors of each problem you intend to address? What evidence led you to this understanding? (step 2c)**

Fall to Spring Attrition

The first to second semester attrition of students in developmental courses, particularly developmental mathematics, is attributable to a lack of preparation in the foundational academic core areas of reading, writing and mathematics. This is supported by placement data for the Fall 2004 through Fall 2006 cohorts. These data show 3,138 developmental mathematics placements, 1,443 developmental writing placements, and 1,270 developmental reading placements (see Appendix #6).

We believe a second contributing factor to be a lack of overall college preparedness. Data generated by the STCC Office of Institutional Research indicate that sixty-two percent (62%) of the cohort qualifies as "first-generation to college." Typically, first-generation college students are unprepared for the demands and expectations of college. This position has been supported by qualitative feedback from faculty, staff, students and community leaders throughout the planning year process.

Low Completion Rate in Developmental Mathematics

As noted above, the rate of students successfully completing developmental math courses with

a C or better is sixty-two percent (62.2%). We believe the contributing factors to this low success rate include insufficient contact time, limited availability of tutoring services, and limitations in our present self-paced instructional model. Data indicate that the average student success rate in all levels of self-paced developmental mathematics is thirty-five percent (35.1%). Finally, feedback from students and mathematics faculty has identified insufficient contact time and limited tutoring services as problematic.

Academic Advising

One key factor contributing to our academic advising issue is a contractual limit, which restricts a faculty member's advising load to eighteen students. In addition, the absence of a core group of professional academic advisors results in a situation where there are not enough personnel for each student to be assigned a permanent advisor. This is inconsistent with national best practice literature, which emphasizes educational planning and provision of holistic, intrusive support for student success.

Moreover, there is no centralized advising department to provide students with walk-in advising services, nor is there a dedicated advising unit to provide resources and professional development for faculty and professional staff who provide academic advising services to students. Additionally, our spring 2007 CCSSE data indicate that fifty-four per cent (54%) of respondents view advising as "very important," while only nine percent (9%) report utilizing this service "often."

- **What measurable changes do you intend to achieve over the four-year period? (step 3)**

Over the next four years, STCC will implement initiatives to accomplish the following measurable changes:

- Reduce the fall to spring attrition rate of general studies developmental students. Presently, the fall to spring attrition rate for developmental students in general studies stands at twenty-six percent (25.9% - see Appendix #8) . ***By the end of four years, the goal is to reduce fall to spring semester attrition for this target population to 16%.***
- Increase the pass rate (C or better) of students in developmental mathematics. As previously noted, the pass rate of students in developmental mathematics is sixty-two percent (62.2%.) ***By the end of four years, the goal is to increase the pass rate (C or better) of students in developmental mathematics to 75%.***
- Increase the developmental course pass rate (C or better) of students, who test into three developmental disciplines (reading, writing and mathematics). Data indicate the pass rate (C or better) in developmental courses taken by this target population is fifty-nine percent (59.1% - see appendix #9). ***By the end of four years, the goal is to increase the developmental course pass rate for this target group to 75%.***
- **How will you bring about these changes? (step 4)**

Intrusive Advising

Intrusive advising involves intervention with at-risk students by professional proactive advisors. Utilizing best practices developed by our Student Support Services (SSS) Program, we will expand the reach of academic advising and increase student contact with advisors among the target population of first semester, general studies, developmental students. This will be accomplished by a newly created core Academic Advising Unit.

The advising model to be implemented will incorporate a holistic and intrusive approach that addresses all of the generally recognized key elements for student success including transition to college, ongoing support and mentoring, career and educational goal development, and

appropriate course selection. The initial staffing for this unit will consist of a full-time Director, two full-time professional staff academic advisors, and additional part-time advisors. A total of 400 students will be assigned to advisors in this unit for Fall 2008.

In addition to the student caseload served directly by the advisors, the Director will be responsible for developing resources and conducting ongoing professional development for faculty and professional staff, who provide academic advising services to students.

College Success Seminar:

A second target population are students, who place in all three developmental disciplines (reading, writing and mathematics). These students are the population least prepared to undertake college work. The College Success Seminar is a three-credit course designed to assist these students with developing the academic skills necessary to succeed in developmental and college level courses.

Faculty and staff will develop a uniform curriculum for the College Success Course, which will incorporate strategies to increase student academic skills, to better familiarize students with the college and the expectations of college, and to help direct them in the pursuit and development of personal and academic goals. A pilot consisting of four sections of College Success Seminar (80 students) will be implemented for Fall 2008.

Developmental Mathematics:

The third strategy involves all levels of developmental mathematics (arithmetic, pre-algebra and algebra). The target population will be students who place into any level of developmental mathematics.

Faculty in the Mathematics Department have identified several strategies. These include supplemental learning labs, course-embedded tutors, mediated self-paced instruction utilizing

CourseCompass software, pre- and post-testing and attitudinal surveys. Fifteen sections of developmental mathematics (300 students) will employ some combination of the aforementioned strategies in Fall 2008.

What evidence or rationale suggests that your strategies will be effective in increasing student success? (steps 2c and 4)

Intrusive Advising

Transforming the advising process was the number one issue identified by faculty and professional staff whenever strategic discussions were held. The CCSSE results from 2007 showed that fifty-four percent (54%) of respondents viewed academic advising as a “very important” service the college offered. Yet, CCSSE data also showed that only nine percent (9%) of students reported that they used this service “often.” Student focus group data indicate that some advisors at STCC are “unhelpful and unavailable.”

An analysis of outcomes data from our SSS Program indicates a positive impact on developmental student fall to spring retention as well as a positive correlation between SSS participation and developmental course pass rates (see Appendix #10). Fall to spring retention among developmental students who participated in SSS was on average twenty percent (20%) higher than students who did not participate in SSS.

Developmental Mathematics

Increasing the pass rate of students in developmental mathematics is critical for overall student success at STCC. Eighty-four percent (84% - see Appendix #6) of incoming students test into developmental mathematics. The pass rate (C or better) of students in the combined cohorts is only sixty-two percent (62.2%- see Appendix #11). At STCC, with a predominance of health, engineering, and technology programs, student success in mathematics is especially important.

STCC has previously improved success rates in developmental math through curricular innovation. In the Spring of 2006, web-assisted instruction was introduced in selected developmental math sections using MyMathLab software. The web-assisted sections experienced a pass rate of eighty-one percent (80.7%), with an average grade of “C”, as opposed to the pass rates in Spring 2005 lecture sections of sixty-three percent (62.5%), with an average grade of “D.” We believe the planned innovations noted above will have a similar positive effect on developmental mathematics outcomes.

College Success Seminar

There is literature to support the positive impact of college success courses. The Columbia University CCRC 2007 brief entitled Do Student Success Courses Actually Help Community College Students Succeed? states that, “We are therefore confident that at least some of the positive difference in students’ outcomes are related to participation in an SLS (student success) course.” Students in one focus group conducted at STCC identified the College Success Seminar as one of the factors in their initial success at the college.

Finally, the reluctance of our students to utilize available support services is revealed in our Spring 2007 CCSSE data, where 77% of respondents indicated they had not taken or planned to take a Study Skills/College Success course. This contrasts with our student focus group data that enrolling in such a course was one key strategy employed by students who successfully completed their first semester at STCC.

- **How will you assess progress? (step 6)**

For each strategic initiative, the faculty and staff implementing the pilots will work with the Data Team to develop an evaluation plan appropriate for each strategy (see *Proposed Evaluation Plan* -Appendix #12). The Data Team will identify indicators to be

tracked for formative evaluation (e.g., placement scores, attendance, pre-and post-test scores, completion of assignments). Qualitative data from focus groups, surveys, interviews and classroom observation also will be gathered. Following each academic year, summative data will be analyzed for each of the three strategic initiatives and progress measured.

- **Who will be responsible for collecting and analyzing evaluative data? (step 6)**

The IR Office and the Data Team will be responsible for collecting and analyzing data, and will report out its findings to the Core Team. The Core Team will be responsible for presenting the results to the campus and external communities.

- **How will you use the *Achieving the Dream* work to drive lasting change in core policies and practices at your institution? (step 3)**

Specifically, we will use *Achieving the Dream* at STCC to:

- Communicate to faculty, staff, students and community members the urgency of a student success agenda.
- Continually review campus policies and practices in order to remove unintentional barriers to student success.
- Build a culture of evidence on our campus and evolve into an institution where decision-making is data-driven..
- Provide the focal point for strategic planning at the institution.

We intend that this will have a lasting and profound effect on our organization, increasing our capacity and will to assist our students achieve greater success.

- **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? (NA)**

Leadership of *Achieving the Dream* must flow from the President and Board of Trustees. The President will use his office to direct resources and to solicit commitment from

the college community to the necessary transformational process if the goals are to be met.

Throughout our first year, the STCC Board of Trustees has been closely involved in the planning process. The Board understands that their support and leadership are critical if the goals of *Achieving the Dream* are to be realized.

While our current model centers the work within the leadership of academic and student affairs, we are re-examining it. If the work is to be truly transformational, we will need to involve all senior leadership at the college and the divisions they oversee.

We have begun to engage key members of the community – public school officials, directors of area community based organizations, and business leaders – in conversations about how they may use their talents and energy to support *Achieving The Dream*.

- **How will your plans influence the allocation and/or reallocation of institutional resources for 2008-2009 and beyond? (step 3)**

The implementation of the academic advising strategy described earlier includes a commitment of approximately \$160,000 in institutionalized salaries to support three full-time professional academic advisors. In addition, our CFO has earmarked \$150,000 of operational funds to support *Achieving the Dream* activities during FY 2008-2009. These funds will be available to support the planning, faculty and staff development, evaluation and other resource needs of all three strategic initiatives. As evaluation data becomes available from the pilot initiatives, it will inform decisions relative to expanding effective practices and/or implementing additional strategies. It is reasonable to project a significant level of institutional funding will continue in future budget cycles throughout the remaining “official” years of *Achieving the Dream* and beyond.

Appendix #1
Cohort Profile Demographic Overview
Gender

JBL Cohort Term:		<u>Gender</u>		Total
		Male	Female	
F2004	<i>Headcount</i>	708	835	1543
	<i>% within F2004 Term</i>	45.9%	54.1%	100%
F2005	<i>Count</i>	755	871	1626
	<i>% within F2005 Term</i>	46.4%	53.6%	100%
F2006	<i>Count</i>	742	891	1633
	<i>% within F2006 Term</i>	45.4%	54.6%	100%
Total	<i>Count</i>	2205	2597	4802
	<i>% within Combined Total</i>	45.9%	54.1%	100%

Appendix #2
Cohort Profile Demographic Overview
Race/Ethnicity

Race/Ethnicity by Major Ethnic Groups

JBL Cohort Term:		Black	Hispanic	White	Other/ Unknown	Total
F2004	<i>Headcount</i>	206	232	892	213	1543
	<i>% within F2004 Term</i>	13.4%	15.0%	57.8%	13.8%	100%
F2005	<i>Count</i>	217	314	927	168	1626
	<i>% within F2005 Term</i>	13.3%	19.3%	57.0%	10.3%	100%
F2006	<i>Count</i>	196	271	960	206	1633
	<i>% within F2006 Term</i>	12.0%	16.6%	58.8%	12.6%	100%
Total	<i>Count</i>	619	817	2779	587	4802
	<i>% within Combined Total</i>	12.9%	17.0%	57.9%	12.2%	100%

Appendix #3
Cohort Profile Demographic Overview
Low Income (Defined as Pell Recipients)

JBL Cohort Term:		PELL		Total
		Non-Pell Recipient	Pell Recipient	
F2004	<i>Headcount</i>	1011	532	1543
	<i>% within F2004 Term</i>	65.5%	34.5%	100%
F2005	<i>Count</i>	1370	256	1626
	<i>% within F2005 Term</i>	84.3%	15.7%	100%
F2006	<i>Count</i>	1180	453	1633
	<i>% within F2006 Term</i>	72.3%	27.7%	100%
Total	<i>Count</i>	3561	1241	4802
	<i>% within Combined Total</i>	74.2%	25.8%	100%

Appendix #4
Profile of NonReturning Students
By Race/Ethnicity

Race/Ethnicity by Major Ethnic Groups

JBL Cohort Term:		Black	Hispanic	White	Other/ Unknown	Total
F2004	<i>No Longer Enrolled Headcount</i>	59	77	182	48	366
	<i>2nd Semester NonReturn Rate within Race/Ethnicity</i>	28.6%	33.2%	20.4%	22.5%	23.7%
	<i>Total Headcount</i>	206	232	892	213	1543
	<i>2nd Semester NonReturn Rate within Race/Ethnicity</i>	100%	100%	100%	100%	100%
F2005	<i>No Longer Enrolled Headcount</i>	64	93	205	40	402
	<i>2nd Semester NonReturn Rate within Race/Ethnicity</i>	29.5%	29.6%	22.1%	23.8%	24.7%
	<i>Total Headcount</i>	217	314	927	168	1626
	<i>2nd Semester NonReturn Rate within Race/Ethnicity</i>	100%	100%	100%	100%	100%
F2006	<i>No Longer Enrolled Headcount</i>	86	91	196	52	425
	<i>2nd Semester NonReturn Rate within Race/Ethnicity</i>	43.8%	33.6%	20.4%	25.2%	26.0
	<i>Total Headcount</i>	196	271	960	206	1633
	<i>2nd Semester NonReturn Rate within Race/Ethnicity</i>	100%	100%	100%	100%	100%
Total	<i>No Longer Enrolled Headcount</i>	209	261	583	140	1193
	<i>2nd Semester NonReturn Rate within Race/Ethnicity</i>	33.8%	31.9%	21.0%	23.9%	24.8%
	<i>Total Headcount</i>	619	817	2779	587	4802
	<i>2nd Semester NonReturn Rate within Race/Ethnicity</i>	100%	100%	100%	100%	100%

Appendix #5: Returners vs. Non-Returners (Fall 2004, Fall 2005, Fall 2006)

<u>Returners - 3019</u>			<u>Non-Returners - 1148</u>		
White	1918	63.53%	White	583	50.78%
Black	346	11.46%	Black	205	17.86%
Hispanic	450	14.91%	Hispanic	222	19.34%
Other	305	10.10%	Other	138	12.02%
Placed DRDG-091	361	11.96%	Placed DRDG-091	158	13.76%
Placed DRDG-092	464	15.37%	Placed DRDG-092	178	15.51%
Took Dev. Reading if placed	586	71.03%	Took Dev. Reading if placed	218	64.88%
Reading Pass Rate	430	73.38%	Reading Pass Rate	69	31.65%
Placed DWRT-099	918	30.41%	Placed DWRT-099	394	34.32%
Took DWRT-099 if placed	786	85.62%	Took DWRT-099 if placed	298	75.63%
DWRT-099 pass rate	493	62.72%	DWRT-099 pass rate	66	22.15%
Placed ARTH-071	973	32.23%	Placed ARTH-071	473	41.20%
Took ARTH-071 if placed	692	71.12%	Took ARTH-071 if placed	313	66.17%
ARTH-071 pass rate	461	66.62%	ARTH-071 pass rate	81	25.88%
Placed ALGB-081	812	26.90%	Placed ALGB-081	271	23.61%
Took ALGB-081 if placed	563	69.33%	Took ALGB-081 if placed	192	70.85%
ALGB-081 pass rate	412	73.18%	ALGB-081 pass rate	47	24.48%
Placed ALGB-091	270	8.94%	Placed ALGB-091	78	6.79%
Took ALGB-091 if placed	180	66.67%	Took ALGB-091 if placed	56	71.79%
ALGB-091 pass rate	128	71.11%	ALGB-091 pass rate	17	30.36%
Took FRES-160 in Fall	270	8.94%	Took FRES-160 in Fall	92	8.01%
Participated in SSS program	134	4.44%	Participated in SSS program	16	1.39%
College-level class pass rate	7144	81.39%	College-level class pass rate	960	34.15%
College-level class failure rate	1250	14.24%	College-level class failure rate	1098	39.06%
College-level class withdrawal rate	383	4.36%	College-level class withdrawal rate	753	26.79%
Dev-level class pass rate	2476	68.49%	Dev-level class pass rate	361	26.10%
Dev-level class failure rate	749	20.72%	Dev-level class failure rate	530	38.32%
Dev-level class withdrawal rate	390	10.79%	Dev-level class withdrawal rate	492	35.57%

Appendix #6
Cohort Profile Demographic Overview
Developmental Placement

JBL Cohort Term		Total Students Taking a Placement Test*	Took Math Test and Placed in Developmental Math	Took English Test and Placed in Developmental English	Took Reading Test and Placed in Developmental Reading
F2004	<i>Headcount</i>	1199	981	517	398
	<i>% of Total Headcount</i>		81.8%	43.1%	33.2%
F2005	<i>Headcount</i>	1297	1106	497	463
	<i>% of Total Headcount</i>		85.3%	38.3%	35.7%
F2006	<i>Headcount</i>	1231	1051	429	409
	<i>% of Total Headcount</i>		85.4%	34.8%	33.2%
Total	<i>Headcount</i>	3727	3138	1443	1270
	<i>% of Total Headcount</i>		84.2%	38.7%	34.1%

*Approximately 78% of the JBL Cohort students took at least one placement test.

Appendix #7

Developmental Math Pass Rate by Race/Ethnicity

JBL Term	Race Ethnicity	Enrolled in Dev Math 1st Term	Passed Developmental Math I with a C or Better	Pass Rate
F2004	Black	116	55	47.4%
	Hispanic	123	71	57.7%
	White	370	233	63.0%
	Other/Unknown	<u>59</u>	<u>46</u>	78.0%
F2004 Total		668	405	60.6%
F2005	Black	122	71	58.2%
	Hispanic	159	90	56.6%
	White	402	267	66.4%
	Other/Unknown	<u>60</u>	<u>34</u>	56.7%
F2005 Total		743	462	62.2%
F2006	Black	89	41	46.1%
	Hispanic	131	81	61.8%
	White	430	296	68.8%
	Other/Unknown	<u>78</u>	<u>45</u>	57.7%
F2006 Total		728	463	63.6%
Total	Black	327	167	51.1%
	Hispanic	413	242	58.6%
	White	1202	796	66.2%
	Other/Unknown	<u>197</u>	<u>125</u>	63.5%
Total		2139	1330	62.2%

Appendix #8
Second Semester Return Rate
General Studies Students
Placing in at least One Developmental Courses

Students Who Place in One or More Developmental Courses	Students Enrolled In General Studies Program	2nd Semester Return Rate		
		No Longer Attending	Still Enrolled	Total
F2004 Total	Headcount % within Enrollment By Major	115 25.1%	343 74.9%	458 100%
F2005 Total	Headcount % within Enrollment By Major	138 26.6%	380 73.4%	518 100%
F2006 Total	Headcount % within Enrollment By Major	121 26.0%	345 74.0%	466 100%
JBL Cohort Total	Headcount % within Enrollment By Major	374 25.9%	1068 74.1%	1442 100%

Appendix #9
First Semester Pass Rate
Developmental Students
Placing Developmental in All Three Subjects

JBL Term	Developmental Course Enrolled	Number of Courses Enrolled	Number Passed with a C or Better	Percent Passing with a C or Better
F2004	Reading 01	202	135	66.8%
	English 01	212	107	50.5%
	MATH 01	<u>197</u>	<u>114</u>	57.9%
F2004 Development Courses		611	356	58.3%
F2005	Reading 01	234	161	68.8%
	English 01	247	144	58.3%
	MATH 01	<u>214</u>	<u>121</u>	56.5%
F2005 Development Courses		695	426	61.3%
F2006	Reading 01	184	122	66.3%
	English 01	209	103	49.3%
	MATH 01	<u>175</u>	<u>100</u>	57.1%
F2006 Development Courses		568	325	57.2%
Three Term Total	Reading 01	620	418	67.4%
	English 01	668	354	53.0%
	MATH 01	<u>586</u>	<u>335</u>	57.2%
Three Term Development Courses		1874	1107	59.1%

Appendix #10: Student Support Services Program Outcomes Data (Fall 2004, Fall 2005, Fall 2006)

<u>SSS Participants</u>	150			<u>Non-SSS Participants</u>	4017		
Placed DRDG-091	58			Placed DRDG-091	460		
College-level course success rate	60	44	73.33%	College-level course success rate	745	419	56.24%
Developmental course success rate	180	124	68.89%	Developmental course success rate	1094	530	48.45%
Fall to Spring retention rate	58	50	86.21%	Fall to Spring retention rate	460	310	67.39%
Placed DRDG-092	43			Placed DRDG-092	600		
College-level course success rate	60	45	75.00%	College-level course success rate	1327	861	64.88%
Developmental course success rate	111	87	78.38%	Developmental course success rate	1161	599	51.59%
Fall to Spring retention rate	43	40	93.02%	Fall to Spring retention rate	600	425	70.83%
Placed DWRT-099	120			Placed DWRT-099	1192		
College-level course success rate	152	120	78.95%	College-level course success rate	2233	1329	59.52%
Developmental course success rate	350	256	73.14%	Developmental course success rate	2578	1303	50.54%
Fall to Spring retention rate	120	107	89.17%	Fall to Spring retention rate	1192	811	68.04%
Placed ARTH-071	102			Placed ARTH-071	1344		
College-level course success rate	132	105	79.55%	College-level course success rate	2967	1783	60.09%
Developmental course success rate	280	199	71.07%	Developmental course success rate	2388	1191	49.87%
Fall to Spring retention rate	102	89	87.25%	Fall to Spring retention rate	1344	884	65.77%
Placed ALGB-081	31			Placed ALGB-081	1052		
College-level course success rate	52	38	73.08%	College-level course success rate	3127	2168	69.33%
Developmental course success rate	80	61	76.25%	Developmental course success rate	1387	859	61.93%
Fall to Spring retention rate	31	28	90.32%	Fall to Spring retention rate	1052	784	74.52%
Placed ALGB-091	6			Placed ALGB-091	342		
College-level course success rate	10	9	90.00%	College-level course success rate	1143	837	73.23%
Developmental course success rate	14	14	100.00%	Developmental course success rate	383	228	59.53%
Fall to Spring retention rate	6	6	100.00%	Fall to Spring retention rate	342	264	77.19%

Appendix # I I
Developmental Math Pass Rate

JBL Term	Developmental Math Course	Course Enrollment	Passed Math with a C or Better	Percent Pass with a C or Better
F2004	ARITHMETIC	332	195	58.7%
	ALGEBRA I	252	157	62.3%
	ALGEBRA 2	84	53	63.1%
F2004 Developmental Math Enrollment		668	405	60.6%
F2005	ARITHMETIC	382	220	57.6%
	ALGEBRA I	262	174	66.4%
	ALGEBRA 2	99	68	68.7%
F2005 Developmental Math Enrollment		743	462	62.2%
F2006	ARITHMETIC	329	203	61.7%
	ALGEBRA I	299	188	62.9%
	ALGEBRA 2	100	72	72.0%
F2006 Developmental Math Enrollment		728	463	63.6%
Total	ARITHMETIC	1043	618	59.3%
	ALGEBRA I	813	519	63.8%
	ALGEBRA 2	283	193	68.2%
Total Developmental Math Enrollment		2139	1330	62.2%

Appendix #12 – Data Team Proposed Evaluation Plan

Research Questions	Method/ Design	Data Source	Time Frame	Person/Group Responsible
<p><u>End of 1st Term</u> Has the initiative improved student academic performance by increasing the number of courses passed with a C or better?</p>	<p>I. Establishing appropriate Tracking Capacity</p>	<p>a. Designate initiative course sections with the relevant Special Purpose Code on Datatel</p> <p>b. Create three initial initiative cohort groups under Other Cohorts on Datatel to support longitudinal tracking</p>	<p>Beginning Summer 2008 and ongoing through out the initiative</p>	<p>IT and IR Staff</p>
<p><u>End of 2nd Term</u> Has the initiative contributed to improved retention of its participant students between terms and did the academic improvement experienced in the first term translate to the second term performance?</p>	<p>II. Establishing College-wide Evaluation Standards</p>	<p>c. Create base demographic profile file for initial initiative cohorts</p> <p>a. The data elements that will be required to effectively evaluate a pilot initiative must be defined before the start of the initiative and the appropriate mechanisms for data collection implemented from the outset.</p> <p>b. Once the data elements are agreed upon, all faculty and staff participating in that pilot initiative will collect like data within and appropriate to the initiative on all participating students</p> <p>c. In the event that formal control groups are created as part of the pilot initiative, like data will be collected on them as well.</p> <p>d. Data collected will be maintained electronically in consistent medium, language and format. Participating faculty/staff</p>	<p>Beginning Summer 2008 and ongoing through out the initiative</p>	<p>Initiative Chairs in collaboration with the Data Team</p>

		person may do the data entry themselves or appropriate support can be provided.		
Do leading indicators such as grades, attendance, homework completion, and level of student engagement provide predictive tools to inform intrusive advising/ case management support?	III. Creating Formative evaluation opportunities	<ul style="list-style-type: none"> a. The Data Team will work with the chairs of the three initial initiatives to identify any leading indicators that can be used as an evaluation of progressive students' success. b. Such indicators may include but are not limited to attendance, early grades, and other evidence of student engagement where appropriate. c. A data repository such as Blackboard, Excel or Access will be used to capture the data for analysis. 	Beginning Summer 2008 and ongoing through out the initiative	Initiative Chairs in collaboration with the Data Team
How do we know the initiative has had an impact?	IV. Creating Comparison Groups	<ul style="list-style-type: none"> a. Where formal control groups are not established, the defined leading indicators can be used to establish comparison groups within the initiative based on the students' level of engagement. b. Mid-term and/or end of term focus group or survey research will be used to determine causes and/or contributing factors influencing the levels of student engagement. c. The performance of the comparison group members will be evaluated based on the key achieving the Dream benchmarks. 	As Needed	Initiative Chairs in collaboration with the Data Team

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Section III. Proposal Action Plan and Timeline
(complete this form for each priority area; add rows to the work plan as needed)

Priority Area: **ACADEMIC ADVISING**

Evidence/Rationale: **Transforming the advising process was a very significant issue identified by faculty, staff and students.**

Data indicate that students served by our Student Support Services intrusive advising model had higher developmental course pass rates and higher fall to spring retention.

Measurable Changes after Two Years: **Decrease fall to spring attrition of general studies developmental students by 5%.**

Measurable Changes after Four Years: **Decrease fall to spring attrition of general studies developmental students by 10%.**

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Establish core Academic Advising unit consisting of 1 Director of Academic Advising and 2 Academic Advisors.	x				Pat Tigue Ray Blair
Identify and assign student caseload of 125 students to each Academic Advisor.	x	x	x	x	Deborah Carpenter Kamari Collins Nitza Martinez
Design and conduct academic advisor development activities and assistance for faculty and professional staff advisors.	x	x	x	x	Deborah Carpenter
2 full-time academic advisors implement intrusive advising model, including proactive outreach and communication techniques for a combined caseload of 250 student	x	x	x	x	Deborah Carpenter Kamari Collins, Nitza Martinez
Utilize holistic advising techniques including student learning and college readiness assessment; life goals exploration; career/educational goal clarification; college success skill development; mentoring; assistance with educational program planning and course selection.	x	x	x	x	Deborah Carpenter Kamari Collins, Nitza Martinez

Implement Pilot---Split Advising Model for General Studies students placing at one or more developmental class (400 students).	x				Academic Advising Department
Hire two part-time Academic Advisors (college-funded) to accommodate intrusive advising for incoming General Studies students placing at one or more developmental class for a total of 400 students.	x				Academic Advising Department
Implement Pilot---Split Advising Model for General Studies students placing at one or more developmental class (550 students).		x			Academic Advising Department
Hire two additional part-time Academic Advisors (college-funded) to accommodate intrusive advising for incoming General Studies students placing at one or more developmental class for a total of 550 students.		x			Deborah Carpenter
Include in the Split Advising Model students matriculating in Liberal Arts Transfer, Early Childhood, Business and Law Enforcement/Criminal Justice placing at one or more developmental class.			x		Deborah Carpenter
Hire three additional part-time Academic Advisors (college-funded) to accommodate intrusive advising for up to 760 incoming General Studies, Liberal Arts Transfer, Early Childhood, Business and Law Enforcement/Criminal Justice placing at one or more developmental class.			x		Deborah Carpenter
Include in the Split Advising Model students matriculating in Engineering Technology and Engineering/Science Transfer placing as one or more developmental class.				x	Deborah Carpenter

Hire one additional part-time Academic Advisor (college-funded) to accommodate intrusive advising for up to 820 incoming General Studies, Engineering Technology, Engineering/Science Transfer, Liberal Arts Transfer, Early Childhood, Business and Law Enforcement/Criminal Justice placing at one or more developmental class.				x	Deborah Carpenter
Conduct summative evaluation at the end of each semester and compare data from pilot groups with general population of developmental general studies students.	x	x	x	x	Date Team and Academic Advising Unit Staff
Expand or eliminate strategies based upon data analysis of pilot outcomes.					Core Team and Academic Advising Unit Staff

Priority Area: **DEVELOPMENTAL MATHEMATICS**

Evidence/Rationale: **Increasing the pass of students in developmental math is critical for overall success at the college. The pass rate (C or better) of students in developmental mathematics courses is only 62.2%.**

Measurable Changes after Two Years: **Increase passing rates in developmental math courses by 6.5%.**

Measurable Changes after Four Years: **Increase passing rates in developmental math by 13%.**

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Math department will implement interventions: embedded tutors; supplemental labs; mediated self-paced instruction; pre- and post testing.	x	x	x	x	Professor Burns, Chair
Math department will determine which data it plans to track in order to accomplish formative evaluation.	x				Professor Burns, Chair
Work with Data Team to develop processes for capturing and analyzing data from the formative evaluation	x				Professor Burns Lucie Lewis
Conduct summative evaluation at the end of each semester and compare data from pilot groups with general population of developmental math students	x	x	x	x	Data Team and Mathematics Faculty
Analyze outcomes from each pilot to determine efficacy of each strategy.	x	x	x	x	Data Team and Math Department
Expand or eliminate strategies based upon data analysis of pilot outcomes.		x	x	x	Core Team and Math Department

Priority Area: **COLLEGE SUCCESS COURSE**

Evidence/Rationale: **Students who place into all three developmental courses are at high risk and the least prepared to undertake college coursework. The literature supports the positive impact of college success courses on providing the academics skills necessary for success in college.**

Measurable Changes after Two Years: **Increase the overall course pass rate (C or better) of students who tested into all three developmental disciplines (reading, writing, mathematics) to 67%.**

Measurable Changes after Four Years: **Increase the over all course pass rate (C or better) of students who tested into all three developmental disciplines (reading, writing and mathematics to 75%.**

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Form work team of freshman seminar faculty to develop a uniform curriculum and expected outcomes/competencies for the course	x				Professor Andersen
Identify indicators and develop strategies for tracking student behavior and patterns to inform formative evaluation.	x	x	x	x	Professor Andersen College Success Course Faculty
Implement four sections of College Success Seminar	x				Professor Andersen and Pickett
Conduct summative evaluation at the end of each semester and compare data from pilot groups with general population of developmental students	x	x	x	x	College Success Faculty and Data Team
Analyze outcomes from each pilot to determine efficacy of each strategy.	x	x	x	x	Data Team and College Success Faculty
Expand or eliminate strategies based upon data analysis of pilot outcomes.		x	x	x	Core Team and College Success Faculty

Lucie K. Lewis B.S. American International College

M.Ed. Springfield College

Ed.D. William Howard Taft University

Lucie Lewis has been the Director of Institutional Research at STCC since 1987. Dr. Lewis has demonstrated a commitment to excellence in education through her professional development activities. Since joining STCC, Dr. Lewis has attended numerous seminars/conferences on assessment and strategic planning including NECHMS and AIR training institutes on management, planning, statistics and technology in order to maximize the effectiveness of the Office of Institutional Research. While working to support the College's access to meaningful strategic information, Dr. Lewis also works to improve the quality of students coming into the college system through her work in K-12 with the Springfield School Volunteers and the city's Step Up Springfield initiative. Her desire to be part of the communities' efforts to improve our schools and bring our city's children to proficiency, build their self-efficacy, develop their love for learning and restore their sense of hope and belief is the same passion that energizes her work in Institutional Research.

Ira H. Rubenzahl

B.A. Princeton University

Ph.D. Massachusetts Institute of Technology

Ira Rubenzahl assumed the Presidency of STCC on July 26, 2004, after eight years as President of Capital Community College in Hartford, Connecticut, another Achieving the Dream institution. He taught physics and mathematics at Greenfield Community College in Greenfield, Massachusetts where he began his administrative career rising to Chief Academic Officer. Dr. Rubenzahl received a B.A. phi beta kappa and with highest honors from Princeton University and a PhD in physics from M. I. T.

Professor Marcia Sias

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Marcia Sias is a tenured English professor at Springfield Technical Community College (STCC) and a graduate of Westfield State College earning a bachelor's degree in 1989 and a master's degree in English in 1995. She was awarded Course of Distinction for Technical Report Writing from Massachusetts Colleges Online in 2005. She has been General Studies Curriculum Coordinator since 2002. Professor Sias chartered the STCC Campus Civitan Club in 2001, is club advisor, and serves on the Board of Directors for Civitan International New England District. Professor Sias is also a member of the National Council of Teachers of English and Delta Kappa Gamma Society International.

Patrick E. Tigie

B.A. Framingham State College

M.S. Syracuse University

Ed.D. University of Massachusetts, Amherst

Dr. Tigie has served Springfield Technical Community College as the Vice President for Enrollment Management/Student Affairs since December of 2004 and has served Springfield Technical Community College in a variety of other student affairs positions since 1982. After completing a Bachelor's Degree in History/Secondary Education at his hometown state college in 1971, he moved on to Syracuse University to earn a Master's Degree in Student Personnel Administration in 1973. Dr. Tigie's professional experience prior to Springfield Technical Community College includes student affairs work at both two-year and four-year institutions as well as the Massachusetts Department of Education. He completed a Doctoral Degree in Higher Education Administration from the University of Massachusetts/Amherst in 1986.