

**ANNUAL REFLECTION  
NARRATIVE**  
**DUE: MAY 8, 2014**



Achieving  
the Dream™

Community Colleges Count

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# Instructions

## INTRODUCTION

All Achieving the Dream institutions are required to submit an Annual Reflection (except colleges that entered ATD in 2013 that will submit an Implementation Plan). The Annual Reflection provides an opportunity to consider your institution's student success progress over the past year and to plan for the coming year. The Annual Reflection includes several components to guide your institution in this reflective process: the Principles Assessment Survey, Annual Reflection Narrative, Interventions Showcase Update, and Leader College Application (if relevant).

## COMPLETING AND SUBMITTING THE ANNUAL REFLECTION

**A. Principles Assessment Survey:** To facilitate your review and reflection process, Achieving the Dream provides the ATD Principles Assessment Survey, which should be used to solicit stakeholder feedback and group reflection as well as discussion. We recommend that your institution administer this survey to a representative group of stakeholders (administrators, faculty, staff, students, etc.) who have been involved in your reform work.

Administer the online survey by sharing the [link \(http://adobe.ly/1b9S6qt\)](http://adobe.ly/1b9S6qt) and ask stakeholders to **submit their survey by April 10, 2014**. Achieving the Dream will collect the results for your institution and send an aggregated response summary to your Core Team Leader by April 23, 2014. Please note that individual survey responses will be anonymous to both the institution and Achieving the Dream. Even individual survey responses will be identifiable only by an institution's IPEDS Unit ID.

Once you have completed the survey and received the aggregated responses, Achieving the Dream suggests that your institution engage a representative group of stakeholders to review and discuss your student success and equity work, the results of the Principles Assessment Survey, and your outcomes data for the five Achieving the Dream student success measures. This discussion will be informative as you complete the Annual Reflection Narrative.

**B. Annual Reflection Narrative:** Complete the Annual Reflection Narrative document and save the document as "Institution Name\_2014 Annual Reflection\_Date" [ex: Mountain

College\_2014 Annual Report\_5.10.14]. Return to the [Annual Progress Site](#) ([www.achievingthedream.org/annualprogress](http://www.achievingthedream.org/annualprogress)) where you will find a link to the Submission Site. Click on the Submission Site link and sign in with your email address and your institution's IPEDS number, and upload the saved document. Also, be sure to have your chart or graph ready to upload (see [Question 5](#) and [Appendix A](#)). The file should be saved as "Institution Name\_2014 Annual Reflection\_Data\_Date" [ex: Mountain College\_2014 Annual Reflection\_Data\_5.7.2014].

**C. Interventions Showcase Update:** Add new interventions and update existing interventions by going to the [Annual Progress Site](#) and following the link to the Interventions Showcase.

**D. Leader College Application (if relevant):** Institutions applying for initial Leader College status and institutions required to apply for Leader College recertification must also submit a Leader College Application with their Annual Reflection. More information about the Leader College Application can be found at the [Annual Progress Site](#).

## FEEDBACK

Institutions will receive feedback on their Annual Reflection by early fall of 2014.

## QUESTIONS

If you have a question about the Annual Reflection, please send an email to [info@achievingthedream.org](mailto:info@achievingthedream.org) or call 240-450-0075.

# Annual Reflection Narrative Questions

Please enter your responses directly into the spaces provided below.

Note that the period covered by this Annual Reflection is May 2013 - April 2014. Please reflect on activities during this time period throughout the narrative.

**Institution Name:** Los Angeles Trade Technical College

## 1) Contributors to the Annual Reflection

Achieving the Dream suggests that your institution engages a representative group of stakeholders to review and discuss your student success and equity progress, the results of the Principles Assessment, and data for the five Achieving the Dream student success measures (as described in Question 5 below).

| Names of Contributors to this Annual Reflection | Titles of Contributors to this Annual Reflection                                                                   |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Leticia Barajas                                 | Core Team Leader; Vice President, Academic Affairs and Workforce Development & Co-Chair, Student Success Committee |
| Jess Guerra                                     | Core Team Leader; Faculty, Diesel & Related Technologies and Co-Chair, Student Success Committee                   |
| Anna Badalyan                                   | Data Team Leader; Dean, Institutional Effectiveness                                                                |

(You may add more rows to this table as necessary)

## 2) Student Experience

In what ways is your reform work transforming the way students experience college?

### Question 2: Student Experience (2-3 Paragraphs)

LATTC's reform to positively transform the college experience for new and re-entering students, was strategically incorporated as a main component of the Strategic and Educational Master Plans. The plans include the framework for student success: the Pathways for Academic, Career and Transfer Success (PACTS). Thus, all student success efforts initiated within the past year have been guided by the PACTS model. PACTS framework is comprised of up to four distinct tiers, representing competencies students attain to reach key milestones in the completion of their unique college and career goal(s).

Each tier is comprised of multiple competencies that collectively prepare students to transition and progress through the next tier (which are referred to as "exit" competencies) and/or collectively demonstrate mastery of a program of study: **Foundational competencies (Tier 1)** are knowledge, skills/abilities and qualities students need to navigate and succeed in the structure and culture of a postsecondary institution, in general, and LATTC specifically, and to complete their individualized, PACTS plan. **Readiness competencies (Tier 2)** are knowledge, skills/abilities and qualities students attain to demonstrate they are "ready" to enter and progress in a program of study. At LATTC these competencies are commonly referred to as institutional core competencies because all students who are served by the college will make gains in one or more of these competencies. **Program of study core competencies (Tier 3)** are knowledge, skills/abilities and qualities students demonstrate to successfully complete the required sequence of courses that lead to one or more of the following: Industry-recognized credential, Certificate of Achievement, and/or 30 units in an AA/AS degree and/or transfer program of study. **Degree and/or transfer program of study competencies (Tier 4)** are knowledge, skills/abilities and qualities students demonstrate to successfully complete an AA/AS degree, IGETC and/or CSU General Education Certification, or transfer program of study.

The Bridges to Success (BTS) center serves as the centralized hub for the majority of the core matriculation services. This multi-pronged approach begins provides the following services:

- The new student orientation process is divided into delivery strategies: pre-orientation activities, orientation activities, and post-orientation activities.
- Assessments are proctored on site. Once the student completes the assessment, they are issued their results and continue to the next step in the onboarding process educational planning sessions known as the Counseling Institute.
- The Counseling Institute (CI) is a workshop designed and facilitated by counselors to address the following: educational goals and career path, prerequisites/co-requisites/advisories, sequential order of courses, and use of the Student Information System. Additionally, students develop an abbreviated SEP under the direction of counseling faculty.
- Registration.

### 3) Progress Statement

Please describe your institution's progress in improving student success and completion over the past academic year. Consider both the positive factors and challenges affecting the student success efforts at your institution. This summary may include aspects related to the institution's culture and environment such as leadership changes, engagement of full and part-time faculty, staff additions or transitions, state or federal influences, budget reductions, and reaffirmation of accreditation efforts.

#### Question 3: Progress Statement (No more than 2 pages; 1 page preferred)

LATTC has made great strides in improving student success and completions over the past academic years: certificate completions have been steadily going up from 682 (2012) to 1133 (2013) to 1211 (2014) and degree completions went up from 341 (2012) to 356 (2013) to 391 (2014).

Through PACTS, the college is "reinventing itself," positive factors contributing to the college's success efforts are the direct result of the transition into the pathways. Within the last academic year the college began a complete reorganization into the tier system. The transformation from Certificate and Degree programs to the pathway model is currently undergoing and is already proven fruitful. Through this model the college has also been able to align the new SSSP requirements with the organizational changes occurring as a result of PACTS.

Organizational shifts for tier 1 and 2 area already undergoing and for tier 3 several programs of study have already began their transformation into programs of study core competencies. Along these lines, plans are in place to provide Career Pathway Counseling whereby counselors will be embedded in each pathway to provide direction and develop relationships with each student to help them stay focused on their chosen career path, and provide targeted services related to career planning and goal management.

Also within the past academic year the college has had several administrative changes to include: a newly elected College President whose leadership and support for PACTS has been instrumental to the work already undergoing. A new Vice President of Student Services, that has come in and completely supported tier 1 and who will be in charge of the tier 1 foundational competencies that includes knowledge, skills/abilities and qualities students need to navigate and succeed in college.

The PACTS framework was developed with full support from faculty and staff, engagement activities into its development gave the entire college as sense of ownership; thus its implementation although work intensive has been seamless and embraced by everyone.

External factors affecting the college progress have to do with student's readiness to enter and progress in a college program of study. This factor is expected to be addressed in tier 2 of the framework which supports math and English academic readiness as well as computing information and digital literacy.

## 4) Principles Assessment

For each principle listed below, please provide a brief analysis of your institution's aggregate responses regarding the principles inherent to the Achieving the Dream Student-Centered Model of Institutional Improvement.

- You may access complete definitions of each of the Five Principles [here](#).

**Principles Assessment Survey:** Your answers to this question should be informed by the Principles Assessment Survey, which assists institutions in gathering stakeholder feedback.

- Achieving the Dream recommends that your institution solicit feedback via this survey to a representative group of stakeholders (faculty, staff, students, etc.) who have been involved in your reform work.
- All surveys should be submitted by **April 10, 2014**. Achieving the Dream will provide a summary of the results by April 23, 2014 for institutions to use when completing their Annual Reflection Narrative.
- For more information about how to administer the survey, see the [Instructions](#) section of this document.

Each principle summary should be no longer than 3 paragraphs and may also include a synopsis of your institution's group discussions regarding each principle.

### How many people from your institution submitted an online Principles Assessment?

8

#### Question 4: Principles Assessment Analysis

##### Principle 1: Committed Leadership (2-3 Paragraphs)

College senior administrators are committed to programs and services to help close inequities in student outcomes across racial/ethnic and socio-economic differences in student groups. Such goals are continuously communicated through the college website, president's messages and news releases, college plans and the initiation and/or continuation and improvement of programs with target populations, along with changes in organization, policies and resources needed to carry them out.

Furthermore, the College President shows his commitment to student success by:

1. Providing regular reports to the college constituencies, and the LACCD board of trustees on student outcomes, their implications and the college's continuous quality improvement efforts and commitment towards improving student success rates.
2. Leading the monthly Days of Dialogue, an institutionalized forum that takes place the third Thursday of every month, established to exchange ideas and dialogue about issues and topics of institutional interest.
3. Leading the weekly Leadership meetings where college leaders gather to dialogue, establish, plan, develop and determine the course of actions for the college.
4. Providing support throughout the Accreditation Summer Campaign – these were weekly summer meetings from June 24 to August 14, established to facilitate gatherings of staff, faculty, administration and students. Participants dialogued on accreditation standards by answering evaluation questions and discussing evidence.
5. Providing a Monday morning blast email addressed to all college constituencies, to provide updates, plans and information about college events and activities.

##### Principle 2: Use of Evidence to Improve Policies, Programs, and Services (2-3 Paragraphs)

LATTC continues to examine its data to improve policies, programs and services. As such, policies are in place to ensure integrity of data collected and existing IR staff routinely collects, analyzes, reports longitudinal and disaggregated data to educate and assist college personnel in its interpretation and use towards institution-wide changes in programs and services.

The college continues to use its Program Review and Student Learning Outcome processes to review, assess, evaluate and improve its policies, programs and services. Assessment plans, forms, and resources to support the development, implementation, and institutionalization of a continuous assessment cycle are already in place.

In support of this very important activities, the college recently acquired a web based system “eLumen” and it is currently in the initial stages of its development. The goal will be to migrate the assessment and program review processes into the system in an effort to ensure data integrity, access and continuity.

The student success committee developed the Institutional-set Standards and scorecard, which are continuously monitored and shared with different committees and at different collegewide activities.

### Principle 3: Broad Engagement (2-3 Paragraphs)

Different strategies continue to be utilized to garner broad engagement in re-examining external/community conditions, prospective and current student characteristics, and the effectiveness of programs and services. Broad engagement in this work included student, faculty, and staff surveys; full- and half-day retreats; and Days of Dialogue. The college is committed to continuing to employ these broad engagement strategies (e.g., surveys, focus groups, retreats, Days of Dialogue, newsletters, blogs, twitters, etc.) as they have demonstrated effective results and also address college accreditation recommendations.

The college has institutionalized broad engagement activities by formally reserving the last Thursday of every month from 1:00 p.m. to 3:30 p.m. for campus-wide dialogue on assessment results, implementation, and student success and other institutional effectiveness matters. Faculty and staff are encouraged to refrain from scheduling meetings or classes during this time. Throughout the summer and in support of the college’s accreditation efforts, College-wide engagement was taken place during the summer of 2014 by allowing faculty and staff to attend weekly accreditation sessions on Thursdays from 1:15pm to 3:30pm. The goal of the sessions was to induce dialogue, entice engagement, generate understanding among all about the new accreditation standards, upcoming self-study deadlines and site visit, but most of all to solicit ideas, and gather evidence to incorporate into the self-study report.

### Principle 4: Systemic Institutional Improvement (2-3 Paragraphs)

The college continues to be committed to systematic institutional improvements as demonstrated by related activities and changes taking place as part of the migration into the PACTS model. This includes a various activities, moves and strategies being implemented in support of institutional improvements, such as:

- alignment with the EMP and the new SSSP requirements, where the college created a centralized one-stop registration center, “Bridges to Success.” In the center students find information related to admissions, enrollment, orientation, assessment, Ed Planning and Counseling all in one location.
- the creation of an Academic Connections program which will support the integration of computing and digital literacy competencies college-wide (Tier 2), in alignment with the current efforts noncredit and credit efforts underway in Academic Connections.
- re-engineering of a new Business/Small Business Entrepreneurship and related disciplines program to provide courses in support of the new pathways which will allow for business competencies to cross all programs of study and pathways in addition to innovating the business-related programs of study.

Within the next year the college will continue to move more programs and services towards the pathway model.

### Principle 5: Equity (2-3 Paragraphs)

Different college constituencies have taken on the challenge of digging deeper into the data to outline and identify equity gaps in disaggregated groups.

As such, the newly developed SSSP & Equity plans will incorporate strategies and activities with different methods to target student needs and focusing on:

- Improving course completion rates for groups whose rates fall below the college average,

- Increasing sensitivity to diversity issues among all college employees and creating a campus environment of understanding to retain students from diverse groups and ethnicities.
- Expanding activities to address high-risk students in Remedial Courses.
- Continuing to expand Tier 1 of the PACTS model and continue to embed the Counseling component to each pathway as they are engineered.

## 5) Student Success Data Trends

Please review and discuss your institution's **disaggregated data trends** for the five Achieving the Dream student success measures (see [Appendix A](#))

- ❖ In an effort to better guide institutions in student cohort tracking, Achieving the Dream has clarified the five Achieving the Dream student success outcome measures. Please be sure to review [Appendix A: Student Success Outcome Measures and Definitions](#) before running your data analysis to acquaint yourself with these new specifications.
- ❖ Achieving the Dream recommends that each institution analyze **at least four years of disaggregated data** for each measure.
  - We realize that some of the newer Achieving the Dream institutions may not have four years of disaggregated data available for each measure. If your institution is not able to analyze at least four years of data for a measure, we ask that you simply indicate this in the summary you give below.

I. For *at least* one measure, your institution will provide a chart or graph, which should be uploaded along with this narrative as a *separate document*. Achieving the Dream has several tools to assist institutions with creating charts and graphs that track student cohorts.

**Please indicate by typing “x” next to the tool your institution will use in generating its chart/graph:**

- \_\_\_ **Achieving the Dream Data Template:** An excel template that institutions can use to enter data and track student cohorts. You can access the ATD Data template on the [Annual Progress Site](#) and see an example of a completed template in [Appendix B](#).

**Note:** Institutions that are applying for Leader College Status or Leader College Recertification **must** use the ATD Data Template\* and complete the accompanying Leader College application.

- Institutions applying for Initial Leader College Status must complete the ATD Data Template for at least ONE ATD measure (one tab)
- Institutions applying for Leader College Recertification must complete the ATD Data Template for at least TWO ATD measures (two different tabs).

- \_\_\_ **Achieving the Dream Data Products:** Your institution has access to Achieving the Dream data products. These data products are based on all student data submitted to Achieving the Dream database by your institution. One of these data products is an Excel workbook provides summarized data for ATD student outcome measures by student cohort and by subgroups (gender, ethnicity, Pell recipients). To access these data products, please log on to the data submission site: [www.dreamwebsubmission.org](http://www.dreamwebsubmission.org).

- \_\_\_ **Institution-generated chart or graph:** Institutions may submit a self-generated chart or graph.

ii. Please provide one response *per outcome measure* that includes the following:

- (a) Description of your institution’s progress in comparison with previous year outcomes
- (b) Explanation of your institution’s progress in closing achievement gaps among the disaggregated student groups

| Question 5.ii: Data Analysis Summary                                                                                         |                                   |                                                                                                                                 |                          |                                                                                                                      |                                                |                       |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-----------------------|
| Measure 1: Completion of remedial or developmental instruction (2-4 Paragraphs)                                              |                                   |                                                                                                                                 |                          |                                                                                                                      |                                                |                       |
| Basic Skills Math                                                                                                            |                                   |                                                                                                                                 |                          |                                                                                                                      |                                                |                       |
| <span style="background-color: #c6e0b4; border: 1px solid black; padding: 2px;"> </span> <b>&gt;=1.0 At or above Equity;</b> |                                   | <span style="background-color: #fff2cc; border: 1px solid black; padding: 2px;"> </span> <b>0.8 - &lt;1.0 Almost at Equity;</b> |                          | <span style="background-color: #f4cccc; border: 1px solid black; padding: 2px;"> </span> <b>&lt;0.8 Below Equity</b> |                                                |                       |
| 2007-08 to 2012-13 Cohort                                                                                                    | Basic Skills Math Completion Rate | Number in the Cohort                                                                                                            | % Distribution of Cohort | Number Completing Basic Skills Math                                                                                  | % Distribution of Completing Basic Skills Math | Proportionality Index |
| <b>Total</b>                                                                                                                 | 8%                                | 1,845                                                                                                                           | 100%                     | 139                                                                                                                  | 100%                                           | -                     |
| <b>GENDER</b>                                                                                                                |                                   |                                                                                                                                 |                          |                                                                                                                      |                                                |                       |
| Female                                                                                                                       | 7%                                | 1,103                                                                                                                           | 60%                      | 75                                                                                                                   | 54%                                            | 0.90                  |
| Male                                                                                                                         | 9%                                | 742                                                                                                                             | 40%                      | 64                                                                                                                   | 46%                                            | 1.14                  |
| <b>RACE/ETHNICITY</b>                                                                                                        |                                   |                                                                                                                                 |                          |                                                                                                                      |                                                |                       |
| African-American                                                                                                             | 4%                                | 767                                                                                                                             | 42%                      | 31                                                                                                                   | 22%                                            | 0.54                  |
| Asian                                                                                                                        | 8%                                | 65                                                                                                                              | 4%                       | 5                                                                                                                    | 4%                                             | 1.02                  |
| Hispanic                                                                                                                     | 10%                               | 899                                                                                                                             | 49%                      | 91                                                                                                                   | 65%                                            | 1.34                  |
| White                                                                                                                        | 15%                               | 46                                                                                                                              | 2%                       | 7                                                                                                                    | 5%                                             | 2.02                  |
| Other                                                                                                                        | 25%                               | 8                                                                                                                               | 0%                       | 2                                                                                                                    | 1%                                             | 3.32                  |
| Unknown                                                                                                                      | 5%                                | 60                                                                                                                              | 3%                       | 3                                                                                                                    | 2%                                             | 0.66                  |
| <b>ECONOMIC DISADVANTAGE</b>                                                                                                 |                                   |                                                                                                                                 |                          |                                                                                                                      |                                                |                       |
| Yes                                                                                                                          | 7%                                | 1,519                                                                                                                           | 82%                      | 103                                                                                                                  | 74%                                            | 0.90                  |
| No                                                                                                                           | 11%                               | 326                                                                                                                             | 18%                      | 36                                                                                                                   | 26%                                            | 1.47                  |
| <b>DISABLED STUDENTS (DSPTS)</b>                                                                                             |                                   |                                                                                                                                 |                          |                                                                                                                      |                                                |                       |
| Yes                                                                                                                          | 4%                                | 222                                                                                                                             | 12%                      | 8                                                                                                                    | 6%                                             | 0.48                  |
| No                                                                                                                           | 8%                                | 1,623                                                                                                                           | 88%                      | 131                                                                                                                  | 94%                                            | 1.07                  |
| <b>AGE</b>                                                                                                                   |                                   |                                                                                                                                 |                          |                                                                                                                      |                                                |                       |
| <18                                                                                                                          | 18%                               | 66                                                                                                                              | 4%                       | 12                                                                                                                   | 9%                                             | 2.41                  |
| 18-24                                                                                                                        | 8%                                | 1,009                                                                                                                           | 55%                      | 84                                                                                                                   | 60%                                            | 1.11                  |
| 25-34                                                                                                                        | 6%                                | 402                                                                                                                             | 22%                      | 24                                                                                                                   | 17%                                            | 0.79                  |
| >35                                                                                                                          | 5%                                | 368                                                                                                                             | 20%                      | 19                                                                                                                   | 14%                                            | 0.69                  |

**Math**

- Overall, gender was not a factor for disparity between either of the cohorts, except for students who started at one level below transfer. Among both cohorts, males at this level yielded relatively higher rates than females. However, this trend did not carry on to the lower levels and overall, the differences between the genders were marginal for both cohorts. In the 2009-11 cohort those who started below 2 levels had a marginally lower proportionality index (.78), but for the 2011-13 cohort those who started 2 levels below had improved to .89, suggesting overall progress.
- Age: For both cohorts, the bands of 18 -19 and 20-24 year olds had P.I.'s that were above .80, with only marginal variations along each level below transfer, with the exception of the 18-19 year olds who started at 1 level below transfer for the 2011-13 cohort. For this group, the PI was .69. On the other hand, the students who started at 1 level below in the 25-29 band had above .8 P.I.'s, with the 2011-

13 cohort having a higher index of 1.31 (vs. .84 for the 2009-11 cohort, suggesting progress in the recent years). However, the rest of the students in this age band who are distributed across the various levels of progression yielded rates that are lower than satisfactory. Similar results have been found during analyses for the institution's Student Equity Plan and the school has planned further investigations regarding this matter. Lastly, the 30 years+ cohort produced scattered rates, mainly because the data was not robust enough for reliable analysis.

- **Ethnicity:** Given the overall demographics of the campus, discussion is limited to the African-American, Asian and Hispanic students only. Overall, the Hispanic and Asian students had P.I.'s greater than .80, but among Hispanic students, the P.I.'s were marginally higher for the 2009-11 cohort than for the 2011-13 cohort across all 4 levels of progression. Conversely, the Asian students seemed to have improved overall, with the more recent cohort exhibiting relatively higher rates of progression than the 2009-11 cohort. Similarly, African-Americans students in the 2011-13 cohort have higher P.I.'s among the 2011-13 cohort, with all but those who started 2 levels below transfer producing rates that are above .80. This suggests an improvement from the 2009-11 rates, since for that cohort, those who started at 2, 3, and 4 levels below transfer had P.I.'s lower than .80. It is worth noting, that despite this marked progress among this demographic, the institution plans to investigate the problems related to African-American students' struggles with math courses further.
- **Financial Help:** For both cohorts the students who receive fee waivers have P.I.'s that are well above .8, with the 2011-13 cohort revealing marginally higher rates across all 4 levels. However, the students who do not receive fee waivers yielded far more disparaging rates across both cohorts, with the exception of students who started 3 levels below transfer. This matter was discovered during Student Equity Planning analyses, as well, and the school is further investigating this disparity.

### Basic Skills English

|                                 |                                      | <span style="background-color: #d9ead3; border: 1px solid black; padding: 2px;">&gt;=1.0 At or above Equity;</span> <span style="background-color: #fff2cc; border: 1px solid black; padding: 2px;">0.8 - &lt;1.0 Almost at Equity;</span> <span style="background-color: #f4cccc; border: 1px solid black; padding: 2px;">&lt;0.8 Below Equity</span> |                          |                                        |                                                   |                       |
|---------------------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------|---------------------------------------------------|-----------------------|
| 2007-08 to 2012-13 Cohort       | Basic Skills English Completion Rate | Number in the Cohort                                                                                                                                                                                                                                                                                                                                   | % Distribution of Cohort | Number Completing Basic Skills English | % Distribution of Completing Basic Skills English | Proportionality Index |
| <b>Total</b>                    | 21%                                  | 1,859                                                                                                                                                                                                                                                                                                                                                  | 100%                     | 398                                    | 100%                                              | -                     |
| <b>GENDER</b>                   |                                      |                                                                                                                                                                                                                                                                                                                                                        |                          |                                        |                                                   |                       |
| Female                          | 23%                                  | 1,117                                                                                                                                                                                                                                                                                                                                                  | 60%                      | 258                                    | 65%                                               | 1.08                  |
| Male                            | 19%                                  | 742                                                                                                                                                                                                                                                                                                                                                    | 40%                      | 140                                    | 35%                                               | 0.88                  |
| <b>RACE/ETHNICITY</b>           |                                      |                                                                                                                                                                                                                                                                                                                                                        |                          |                                        |                                                   |                       |
| African-American                | 16%                                  | 787                                                                                                                                                                                                                                                                                                                                                    | 42%                      | 127                                    | 32%                                               | 0.75                  |
| Asian                           | 29%                                  | 82                                                                                                                                                                                                                                                                                                                                                     | 4%                       | 24                                     | 6%                                                | 1.37                  |
| Hispanic                        | 25%                                  | 883                                                                                                                                                                                                                                                                                                                                                    | 47%                      | 220                                    | 55%                                               | 1.16                  |
| White                           | 32%                                  | 31                                                                                                                                                                                                                                                                                                                                                     | 2%                       | 10                                     | 3%                                                | 1.51                  |
| Other                           | 9%                                   | 11                                                                                                                                                                                                                                                                                                                                                     | 1%                       | 1                                      | 0%                                                | 0.42                  |
| Unknown                         | 25%                                  | 65                                                                                                                                                                                                                                                                                                                                                     | 3%                       | 16                                     | 4%                                                | 1.15                  |
| <b>ECONOMIC DISADVANTAGE</b>    |                                      |                                                                                                                                                                                                                                                                                                                                                        |                          |                                        |                                                   |                       |
| Yes                             | 21%                                  | 1,487                                                                                                                                                                                                                                                                                                                                                  | 80%                      | 316                                    | 79%                                               | 0.99                  |
| No                              | 22%                                  | 372                                                                                                                                                                                                                                                                                                                                                    | 20%                      | 82                                     | 21%                                               | 1.03                  |
| <b>DISABLED STUDENTS (DSPS)</b> |                                      |                                                                                                                                                                                                                                                                                                                                                        |                          |                                        |                                                   |                       |
| Yes                             | 14%                                  | 185                                                                                                                                                                                                                                                                                                                                                    | 10%                      | 26                                     | 7%                                                | 0.66                  |
| No                              | 22%                                  | 1,674                                                                                                                                                                                                                                                                                                                                                  | 90%                      | 372                                    | 93%                                               | 1.04                  |
| <b>AGE</b>                      |                                      |                                                                                                                                                                                                                                                                                                                                                        |                          |                                        |                                                   |                       |
| <18                             | 30%                                  | 108                                                                                                                                                                                                                                                                                                                                                    | 6%                       | 32                                     | 8%                                                | 1.38                  |
| 18-24                           | 22%                                  | 1,042                                                                                                                                                                                                                                                                                                                                                  | 56%                      | 234                                    | 59%                                               | 1.05                  |
| 25-34                           | 20%                                  | 369                                                                                                                                                                                                                                                                                                                                                    | 20%                      | 72                                     | 18%                                               | 0.91                  |
| >35                             | 18%                                  | 340                                                                                                                                                                                                                                                                                                                                                    | 18%                      | 60                                     | 15%                                               | 0.82                  |

## English

- **Gender:** For the 2009-11 cohort, the rates between the males and females were similar, with the exception of the 2 levels below transfer for males (.78 vs 1.15). For the 2011-13 cohort, females consistently yielded higher rates, with the greatest disparity for males being at the 3 levels below transfer (.54, vs 1.39 for females).
- **Age:** The 18-19 and 20-24 bands across the two cohorts all had satisfactory proportionality indices, with the 2011-13 cohort having higher rates at each level than the previous cohort. However, again, for the 25-29 year old students, there were disparities noted across the 3 levels. For the 2009-11 cohort, those who were at 1 and 3 levels below transfer had rates as low as .70 and .67 respectively, whereas for the 2011-13 cohort both of those levels had improved (to 1.07 and .84, respectively), but this cohort had problems for those who started at 2 levels below transfer (.69). Thus, while there was some progress, there are still some areas that need further clarification and the school is presently investigation the issues pertaining this demographic, particularly because this issue is a recurring one and has been also noted in the Student Equity Plan.
- **Ethnicity:** While over time, the Hispanic students have shown progress at each level of English, the 2011-13 cohort of African Americans seems to be struggling at each of the 3 levels analyzed. For the 2009-11 cohort, Af-Am students all had P.I.'s greater than .80, whereas the 2011-13 cohort has P.I.'s that range from .53 to .71. This issue is being investigated campus wide, in order to determine the root causes and identify ways to remedy this serious disparity. The data for the Asian students is overall similar, but a lower proportion of Asian students were progressing during the 2011-13 years, primarily due to lower enrollment rates and not due to matters relating to success.
- **Fee Wavers:** Much like the Math students, the students who receive fee waivers are over performing and progressing consistently, with only marginal differences among the 2 cohorts that are not worth noting. However, the students who did not receive fee waivers among the 2009-11 cohort yielded rates that were below .80 at each of the 3 levels of English courses analyzed. Although there is an improvement for the 2011-13 cohort, where only the students who started at 2 levels below yielded rates below .80, the institution is still looking to investigate this matter and determine why the students who do not receive fee waivers seem to perform.

### Measure 2: Completion of college-level gateway courses (2-4 Paragraphs)

|                                                                                                                    | 2011 | 2012 | 2013 | 3 year<br>change<br>College |
|--------------------------------------------------------------------------------------------------------------------|------|------|------|-----------------------------|
| <i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 3 years</i> | 11%  | 11%  | 15%  | 4%                          |
| <i>2.2 Percentage of new student cohort successfully completing English 101 and Math 125 (or above) in 6 years</i> | 13%  | 18%  | 15%  | 2%                          |

LATTC is primarily considered a CTE College, CTE certificates do not require English 101 and Math 125 courses, and most CTE certificates have completion requirements below 30 units.

### Measure 3: Course completion with a grade of "C" or better (2-4 Paragraphs)

|                                               |                           | <span style="background-color: #c6e0b4; border: 1px solid black; padding: 2px;">&gt;=1.0 At or above Equity;</span> <span style="background-color: #fff2cc; border: 1px solid black; padding: 2px;">0.8 - &lt;1.0 Almost at Equity;</span> <span style="background-color: #f4cccc; border: 1px solid black; padding: 2px;">&lt;0.8 Below Equity</span> |                                          |                                   |                                           |                          |
|-----------------------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-----------------------------------|-------------------------------------------|--------------------------|
| Fall 2013 Credit Students<br>15 years & older | Course<br>Success<br>Rate | Number of<br>Courses<br>Enrolled                                                                                                                                                                                                                                                                                                                       | % Distribution<br>of Courses<br>Enrolled | Number of<br>Courses<br>Completed | % Distribution<br>of Courses<br>Completed | Proportionality<br>Index |
| <b>Total*</b>                                 | 53%                       | 3,489                                                                                                                                                                                                                                                                                                                                                  | 10%                                      | 1,833                             | 8%                                        | -                        |
| <b>GENDER</b>                                 |                           |                                                                                                                                                                                                                                                                                                                                                        |                                          |                                   |                                           |                          |
| Female                                        | 52%                       | 2,023                                                                                                                                                                                                                                                                                                                                                  | 58%                                      | 1,060                             | 58%                                       | 1.00                     |
| Male                                          | 53%                       | 1,466                                                                                                                                                                                                                                                                                                                                                  | 42%                                      | 773                               | 42%                                       | 1.00                     |
| <b>RACE/ETHNICITY</b>                         |                           |                                                                                                                                                                                                                                                                                                                                                        |                                          |                                   |                                           |                          |
| African-American                              | 43%                       | 1,157                                                                                                                                                                                                                                                                                                                                                  | 33%                                      | 494                               | 27%                                       | 0.81                     |
| Asian                                         | 59%                       | 86                                                                                                                                                                                                                                                                                                                                                     | 2%                                       | 51                                | 3%                                        | 1.13                     |
| Hispanic                                      | 58%                       | 1,994                                                                                                                                                                                                                                                                                                                                                  | 57%                                      | 1,153                             | 63%                                       | 1.10                     |
| White                                         | 63%                       | 60                                                                                                                                                                                                                                                                                                                                                     | 2%                                       | 38                                | 2%                                        | 1.21                     |
| Other                                         | 57%                       | 35                                                                                                                                                                                                                                                                                                                                                     | 1%                                       | 20                                | 1%                                        | 1.09                     |
| Unknown                                       | 49%                       | 157                                                                                                                                                                                                                                                                                                                                                    | 4%                                       | 77                                | 4%                                        | 0.93                     |
| <b>ECONOMIC DISADVANTAGE (BOGG RECIPIENT)</b> |                           |                                                                                                                                                                                                                                                                                                                                                        |                                          |                                   |                                           |                          |
| Yes                                           | 54%                       | 2,587                                                                                                                                                                                                                                                                                                                                                  | 74%                                      | 1,391                             | 76%                                       | 1.02                     |
| No                                            | 49%                       | 902                                                                                                                                                                                                                                                                                                                                                    | 26%                                      | 442                               | 24%                                       | 0.93                     |
| <b>DISABLED STUDENTS (DSPS)</b>               |                           |                                                                                                                                                                                                                                                                                                                                                        |                                          |                                   |                                           |                          |
| Yes                                           | 50%                       | 422                                                                                                                                                                                                                                                                                                                                                    | 12%                                      | 210                               | 11%                                       | 0.95                     |
| No                                            | 53%                       | 3,067                                                                                                                                                                                                                                                                                                                                                  | 88%                                      | 1,623                             | 89%                                       | 1.01                     |
| <b>FOSTER YOUTH</b>                           |                           |                                                                                                                                                                                                                                                                                                                                                        |                                          |                                   |                                           |                          |
| Yes                                           | 41%                       | 66                                                                                                                                                                                                                                                                                                                                                     | 2%                                       | 27                                | 1%                                        | 0.78                     |
| No                                            | 53%                       | 3,423                                                                                                                                                                                                                                                                                                                                                  | 98%                                      | 1,806                             | 99%                                       | 1.00                     |
| <b>VETERANS</b>                               |                           |                                                                                                                                                                                                                                                                                                                                                        |                                          |                                   |                                           |                          |
| Yes                                           | 71%                       | 76                                                                                                                                                                                                                                                                                                                                                     | 2%                                       | 54                                | 3%                                        | 1.35                     |
| No                                            | 52%                       | 3,413                                                                                                                                                                                                                                                                                                                                                  | 98%                                      | 1,779                             | 97%                                       | 0.99                     |

Based on campus research there are no substantial gaps for given population groups. The only group that is slightly below equity based on proportionality index is success of foster youth students enrolled in basic skill courses.

#### Measure 4: Term-to-term and year-to-year retention (2-4 Paragraphs)

|                                  |     |
|----------------------------------|-----|
| 3.2 Persistence - Fall to Spring |     |
| Fall10-Spring11                  | 79% |
| Fall11-Spring12                  | 79% |
| Fall12-Spring13                  | 82% |
| 3 year-change                    | 2%  |
| 3.2 Persistence - Fall to Fall   |     |
| Fall10-Fall11                    | 64% |

|               |     |
|---------------|-----|
| Fall11-Fall12 | 65% |
| Fall12-Fall13 | 67% |
| 3 year-change | 3%  |

Persistence in both Fall to Spring and Fall to Fall has slightly increased.

To transform the institution the PACTS model was developed. Since PACTS is based on pathways with clear academic and career goals, it is predicted that this will help students persist (retain) in their path to completion.

#### Measure 5: Completion of certificates or degrees (2-4 Paragraphs)

| <span style="color: green;">■</span> <b>&gt;=1.0 At or above Equity;</b> <span style="color: orange;">■</span> <b>0.8 - &lt;1.0 Almost at Equity;</b> <span style="color: pink;">■</span> <b>&lt;0.8 Below Equity</b> |                               |                             |                                     |                            |                                                        |                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------|-------------------------------------|----------------------------|--------------------------------------------------------|-----------------------|
| 2007-08 to 2012-13 Unprepared Cohort                                                                                                                                                                                  | Unprepared Student Award Rate | Number in Unprepared Cohort | % Distribution of Unprepared Cohort | Unprepared Receiving Award | % Distribution of Unprepared Students Receiving Awards | Proportionality Index |
| <b>Total</b>                                                                                                                                                                                                          | 16%                           | 1,053                       | 100%                                | 170                        | 100%                                                   | -                     |
| <b>GENDER</b>                                                                                                                                                                                                         |                               |                             |                                     |                            |                                                        |                       |
| Female                                                                                                                                                                                                                | 17%                           | 567                         | 54%                                 | 94                         | 55%                                                    | 1.03                  |
| Male                                                                                                                                                                                                                  | 16%                           | 486                         | 46%                                 | 76                         | 45%                                                    | 0.97                  |
| <b>RACE/ETHNICITY</b>                                                                                                                                                                                                 |                               |                             |                                     |                            |                                                        |                       |
| African-American                                                                                                                                                                                                      | 11%                           | 325                         | 31%                                 | 36                         | 21%                                                    | 0.69                  |
| Asian                                                                                                                                                                                                                 | 27%                           | 41                          | 4%                                  | 11                         | 6%                                                     | 1.66                  |
| Hispanic                                                                                                                                                                                                              | 18%                           | 615                         | 58%                                 | 108                        | 64%                                                    | 1.09                  |
| White                                                                                                                                                                                                                 | 40%                           | 5                           | 0%                                  | 2                          | 1%                                                     | 2.48                  |
| Other                                                                                                                                                                                                                 | 17%                           | 41                          | 4%                                  | 7                          | 4%                                                     | 1.06                  |
| Unknown                                                                                                                                                                                                               | 23%                           | 26                          | 2%                                  | 6                          | 4%                                                     | 1.43                  |
| <b>ECONOMIC DISADVANTAGE</b>                                                                                                                                                                                          |                               |                             |                                     |                            |                                                        |                       |
| Yes                                                                                                                                                                                                                   | 17%                           | 947                         | 90%                                 | 158                        | 93%                                                    | 1.03                  |
| No                                                                                                                                                                                                                    | 11%                           | 106                         | 10%                                 | 12                         | 7%                                                     | 0.70                  |
| <b>DISABLED STUDENTS (DSPTS)</b>                                                                                                                                                                                      |                               |                             |                                     |                            |                                                        |                       |
| Yes                                                                                                                                                                                                                   | 17%                           | 107                         | 10%                                 | 18                         | 11%                                                    | 1.04                  |
| No                                                                                                                                                                                                                    | 16%                           | 946                         | 90%                                 | 152                        | 89%                                                    | 1.00                  |
| <b>AGE</b>                                                                                                                                                                                                            |                               |                             |                                     |                            |                                                        |                       |
| <18                                                                                                                                                                                                                   | 16%                           | 507                         | 48%                                 | 80                         | 47%                                                    | 0.98                  |
| 18-24                                                                                                                                                                                                                 | 23%                           | 113                         | 11%                                 | 26                         | 15%                                                    | 1.43                  |
| 25-34                                                                                                                                                                                                                 | 11%                           | 283                         | 27%                                 | 31                         | 18%                                                    | 0.68                  |
| >35                                                                                                                                                                                                                   | 22%                           | 150                         | 14%                                 | 33                         | 19%                                                    | 1.36                  |

The groups that are below equity based on proportionality index are African American, not economically disadvantaged students, and students between the ages of 25-34.

- iii. After reviewing your analysis of each of the five measures, outline your institution's plans for sustaining and building increases and addressing decreases and achievement gaps.

**Question 5.iii: Continuous improvement plans for building increases and addressing decreases (No more than 1 Page)**

LATTC defines at-risk students as:

1. Students enrolled in Basic Skills courses
2. Students who have not identified an educational goal and course of study
3. Students on Academic or Progress Probation and Financial Aid Dismissal

#### At-Risk Students – Enrolled in Basic Skills Courses – Identification/Strategies/Services

Basic Skills students are students enrolled in developmental courses that Title 5 specifies as pre-collegiate basic skills. These courses are designed to address the reading writing and computational skill deficiencies of students not meeting the skills required for the associate degree, transfer and/ or other college level courses. Counselors identify students using multiple measures, which include assessment/placement results, one and one dialogue about educational history, work experience and other relevant information. In 2013-14 4,122 unduplicated students were enrolled in credit basic skills courses.

#### Strategies/Activities – Follow-Up Services:

1. Student Mentors (CGCAs): Students are assigned a CGCA who will ensure that all appropriate supportive services are utilized. The CGCA will assist students to make a personal connection very early in their experience at the college with faculty, staff and with other students. Students will be identified once they complete their assessment and attend the counseling institute and will be notified then to attend the various supportive services as needed.
2. Courses: Courses enable students to become more proactive in advocating for themselves as well as assuming responsibility for completing their comprehensive SEP which will lead to achieving their educational goals. Courses offer an in-depth study of topics such as motivation, effective goal-setting, self-esteem, critical thinking, life skills, reading, memory, time management, wellness, etc.
3. Tutoring Services: Expand campus tutoring for at-risk students. Extend tutoring hours during peak periods. Ensure there is adequate evening and weekend coverage to target this population. Due to the high concentration of at-risk students in basic skills math and English courses the college plans to expand embed tutoring for these courses to improve success. Some of the college categorical programs provide online tutoring for students to access at their convenience.
4. Workshops: Refer students to Academic Connections for a series of interactive workshops targeting at-risk students. Workshop topics include: improving academic habits of mind, writing skills, mathematics, refining study skills, improving motivation and developing critical thinking skills, etc.

#### Students without an Educational Goal and/or Program of Study

This student population is identified during the Counseling Institute; a group counseling session designed for developing an abbreviated SEP. Students without an educational goal and/or program of study are instructed at the Counseling Institute to enroll in a Counseling/Personal Development class, taught by a team of counselors, to explore and identify their career pathway. By completion of class, students will have developed their comprehensive SEP.

#### Strategies/Activities – Follow-Up Services:

Academic and Progress Probationary Students and Financial Aid Dismissal

Academic and Progress Probation Students

The number of students on academic and/or progress probation for Fall 2014 is 2,192. A student's academic standing and progress is calculated at the end of the fall and spring semesters, based only on LATTC cumulative (CUM) units and grade point average (GPA). However, the LACCD Board recently revised the policy to calculate the cumulative units and GPA based on all nine colleges in the LACCD.

Academic and Progress Probation calculations begin after a student has attempted 12 units or more at LATTC. Students are placed on Academic Probation when their total GPA for all LATTC coursework falls below 2.0. Students are placed on Progress Probation when the percentage of coursework at LATTC has an entry of "W", "I", "NP", and "NC" which reaches or exceeds fifty percent (50%) of the coursework attempted.

#### Financial Aid

The disqualified financial aid students will also be considered at risk. Students' satisfactory academic progress

is checked after each semester in a report generated by LACCD. For fall 2014, the total number of disqualified financial aid students equaled 7,383.

Strategies/Activities – Follow-Up Services for Academic Probation, Progress Probation and Dismissal/Financial Aid Disqualified Students:

1. Student Mentors (CGCAs): All students who are on probation, progress probation, dismissal and disqualified financial aid students will be assigned a CGCA to ensure that all appropriate supportive services are utilized. The students will be notified by personal phone calls, e-mails and by school messenger, once they are identified by LACCD reports at the end of spring and fall semesters. They will be case managed by CGCAs, under supervision of a counselor; the relationship will foster the students' belief in their potential as they are appropriately challenged and supported academically and personally. Students will experience high engagement at the college, and have multiple opportunities to receive constructive feedback to move them forward to completing their goals.

2. Counseling/Personal Development classes: Counseling/Personal Development courses enable students to become more proactive in advocating for themselves as well as assuming responsibility for completing their comprehensive SEP which will lead to achieving their educational goals. Courses offer an in-depth study of topics such as motivation, effective goal-setting, self-esteem, critical thinking, life skills, reading, memory, time management, wellness, etc.

3. Counseling Services: One on one appointment with a counselor to evaluate transcript for possible line-outs, academic renewals, course substitutions and other strategies to improve students' academic standing and update their comprehensive SEP as needed.

4. Tutoring Services: Expand campus tutoring for at-risk students. Extend tutoring hours during peak periods. Ensure there is adequate evening and weekend coverage to target this population. Due to the high concentration of at-risk students in basic skills math and English courses, the college plans to expand embed tutoring for these courses to improve success. Some of the college categorical programs provide online tutoring for students to access at their convenience.

5. Workshops: Present a series of interactive workshops targeting at-risk students. Topics include improving academic habits of mind, writing skills, mathematics, refining study skills, improving motivation and developing critical thinking skills.

In addition, students who are on financial aid probation (due to excess units attempted and/or unsatisfactory academic progress) must attend a financial aid workshop and/or see Counselors for a mandatory student education plan in order to reinstate eligibility for financial aid awards.

## 6) Goals and plans for 2014-2015:

Based on analysis of your progress over the past year, including your student success data and stakeholder input, please identify at least three goals for your institution's student success work, 2 to 3 planned action steps to advance these goals in the 2014-15 academic year.

### Goal 1: (To close the equity gaps and increase overall Degree completion rates)

- Expand student support and faculty mentoring (UMOJA)
- Conduct student focus groups
- Integrate SSSP on-boarding efforts with Pathway strategies
- Expand Department and Pathway Counseling & classroom faculty collaborative strategies
- Establish campaign promoting campus awareness on financial aid /other services
- Develop and pilot strategies to increase math and English competencies for students in pathway
- Review, recommend and revise course scheduling – within the pathway
- Review and revise PLOs and their alignment with industry
- Review and revise curriculum maps for PLO & SLO alignment

### Goal 2: (To close the equity gaps and increase overall Course completion rates)

- Monitor Course Completion rates (Set-Standard) on regular basis.
- Review assessment cut off scores
- Compile data for prerequisites impact analysis.
- Identify, develop and pilot strategies for students on academic and/or progress probation.
- Provide Faculty and Support staff professional development activities related to special populations, pedagogy, new teaching and learning and support strategies given the diverse population we serve.

### Goal 3: (To close the equity gaps and increase Basic Skills Progression)

- Monitor Basic Skill progression rates on regular basis.
- Provide Faculty that teach BS training on Basic Skill Cohort Tracker tool.
- Crosswalk and outline entry and exit course competencies for Basic Skills courses based on CB 21 rubrics provided by the CCCCCO.
- Review and update MIS Course Identifier codes (e.g. CB-21)
- Evaluate assessment and placement policies and procedures.
- Review and revise course scheduling.
- Identify and pilot one follow-up strategy.

## 7) Sharing

If you would like to share additional information about your institution's progress and reflection process, please use the space below.

### Question 7

Enter Answers Here

# Appendix A:

## Achieving the Dream Student Success Measures & Definitions

### GENERAL STUDENT SUCCESS DATA SPECIFICATIONS

Achieving the Dream recommends:

- ❖ That each institution analyze **at least four years of disaggregated data** for each measure.
  - We realize that some of the newer Achieving the Dream institutions may not have four years of disaggregated data available for each measure. If your institution is not able to analyze at least four years of data for a measure, we ask that you simply indicate this in the summary you give below.
- ❖ That **data be disaggregated on at least three levels:**
  - Ethnicity/race, gender, and income status (Pell or non-Pell recipients).

For an example of how to disaggregate data within a cohort please see **Appendix B: ATD Data Template Example**.

### ANALYZING YOUR DATA

Achieving the Dream has developed the following tools to assist institutions with tracking student success data and presenting results:

- ❖ Achieving the Dream Data Template
- ❖ Achieving the Dream Data Products

Institutions applying for initial Leader College status or Leader College Recertification must submit a **completed ATD Data Template** along with the appropriate Leader College Application and Annual Reflection narratives. You can learn more about the Leader College application and recertification processes [here](#).

### DEFINING COHORTS

Achieving the Dream has identified three ways for institutions to define their cohorts when analyzing data for the Annual Reflection. It is expected that you would also disaggregate data on at least three levels: ethnicity/race, gender, and income status.

- ❖ The **ATD Cohort** includes all students who are first-time degree or certificate-seeking students new to your institution during the fall term, including students who were previously enrolled as dual-enrollment high school students.
- ❖ **First Time in College (FTIC)** refers to any students who are in college for the first time (any college)
- ❖ **First-Time to Institution** refers to any students who are new to attending your institution

## STUDENT SUCCESS MEASURES

In an effort to better guide institutions in student cohort tracking, Achieving the Dream has clarified the five Achieving the Dream student outcome measures. Below you will find the specifications for each.

### **Measure 1:**

#### **Successfully complete remedial or developmental instruction**

**Definition:** Number and Percentage of Students Successfully Completing Developmental Course Requirements within 2 years

- ❖ Successful completion is defined as earning a “C” or better.

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts:

- ❖ All students in the ATD Cohort referred to Developmental Math, English, and/or Reading
- ❖ All FTIC students referred to Developmental Math, English, and/or Reading
- ❖ All First Time to Institution students referred to Developmental Math, English, and/or Reading

### **Measure 2:**

#### **Enroll in and successfully complete the initial college-level or gateway courses**

**Definition:** Number and Percentage of Students Successfully Completing Gateway Courses within 3 Years

- ❖ Successful completion is defined as earning a “C” or better in gateway English and/or Math.

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts and report gateway completion in either English and/or Math:

- ❖ All students in the ATD Cohort
- ❖ All FTIC students
- ❖ All First Time to Institution students

### **Measure 3:**

#### **Complete the courses they take with a grade of "C" or better**

**Definition:** Number and Percentage of Students Successfully Completing Courses with a “C” or Better

The measure is calculated as a ratio of all credit hours successfully completed to all credit hours attempted.

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts:

- ❖ All students in the ATD Cohort
- ❖ All FTIC students

- ❖ All First Time to Institution students
- ❖ All students in your institution

### **Measure 4:** **Persistence**

**Definition:** Number and Percentage of Students Persisting from Term-to-Term or Year-to-Year

Institution may define persistence in one of two ways:

- (1) Term-to-term: first enrollment term to next major term (e.g. Fall to Spring)
- (2) Year-to-Year (e.g. Fall to Fall)

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts:

- ❖ All students in the ATD Cohort
- ❖ All FTIC students
- ❖ All First Time to Institution students
- ❖ All students except those graduating or transferring

### **Measure 5:** **Attain a certificate or degree**

**Definition:** Number and Percentage of Students Attaining a Degree or Credential within 4 Years

**Cohort Definition Options:** Institutions should define the cohort of students that they track in this measure by choosing one of the following cohorts:

- ❖ All students in the ATD Cohort
- ❖ All FTIC students
- ❖ All First Time to Institution students

# Appendix B:

## Achieving the Dream Data Template Example

|    | A                                                                                                                                                                | B                             | C            | D            | E                | F            | G            | H                | I            | J            | K                | L            | M            | N |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------|--------------|------------------|--------------|--------------|------------------|--------------|--------------|------------------|--------------|--------------|---|
| 1  | <b>Institution Name:</b>                                                                                                                                         | Springfield Community College |              |              |                  |              |              |                  |              |              |                  |              |              |   |
| 2  | <b>Persist from Term-to-Term or Year-Year</b>                                                                                                                    |                               |              |              |                  |              |              |                  |              |              |                  |              |              |   |
| 3  |                                                                                                                                                                  |                               |              |              |                  |              |              |                  |              |              |                  |              |              |   |
| 4  | <b>Define the Persistence (Fall to Fall/Fall to Spring, etc.)</b>                                                                                                | <b>Fall to Spring</b>         |              |              |                  |              |              |                  |              |              |                  |              |              |   |
| 5  | Note: Enter the most recent year that your college will submit data for in cell A7-9 and the header rows will pre-populate with the BEGINNING year of the cohort |                               |              |              |                  |              |              |                  |              |              |                  |              |              |   |
| 6  | <b>All students in the ATD cohort</b>                                                                                                                            |                               |              |              |                  |              |              |                  |              |              |                  |              |              |   |
| 7  | <b>2013-2014</b>                                                                                                                                                 | <b>2010-2011</b>              |              |              | <b>2011-2012</b> |              |              | <b>2012-2013</b> |              |              | <b>2013-2014</b> |              |              |   |
| 8  |                                                                                                                                                                  |                               |              |              |                  |              |              |                  |              |              |                  |              |              |   |
| 9  |                                                                                                                                                                  | N                             | # Successful | % Successful | N                | # Successful | % Successful | N                | # Successful | % Successful | N                | # Successful | % Successful |   |
| 10 | All                                                                                                                                                              | 3,691                         | 2,758        | 74.72%       | 3,754            | 3,002        | 79.97%       | 3,592            | 2,869        | 79.87%       | 3,417            | 2,621        | 76.70%       |   |
| 11 |                                                                                                                                                                  |                               |              |              |                  |              |              |                  |              |              |                  |              |              |   |
| 12 | Hispanic                                                                                                                                                         | 489                           | 371          | 75.87%       | 508              | 405          | 79.72%       | 573              | 465          | 81.15%       | 645              | 493          | 76.43%       |   |
| 13 | African American                                                                                                                                                 | 366                           | 257          | 70.22%       | 393              | 291          | 74.05%       | 412              | 314          | 76.21%       | 392              | 300          | 76.53%       |   |
| 14 | White                                                                                                                                                            | 2,524                         | 1,901        | 75.32%       | 2,585            | 2,090        | 80.85%       | 2,366            | 1,898        | 80.22%       | 2,144            | 1,633        | 76.17%       |   |
| 15 | Male                                                                                                                                                             | 1,646                         | 1,222        | 74.24%       | 1,667            | 1,298        | 77.86%       | 1,616            | 1,258        | 77.85%       | 1,492            | 1,136        | 76.14%       |   |
| 16 | Female                                                                                                                                                           | 2,045                         | 1,536        | 75.11%       | 2,087            | 1,704        | 81.65%       | 1,976            | 1,611        | 81.53%       | 1,925            | 1,485        | 77.14%       |   |
| 17 | Pell                                                                                                                                                             | 938                           | 777          | 82.84%       | 1,320            | 1,120        | 84.85%       | 1,445            | 1,229        | 85.05%       | 1,586            | 1,287        | 81.15%       |   |
| 18 | Non-Pell                                                                                                                                                         | 2,753                         | 1,981        | 71.96%       | 2,434            | 1,882        | 77.32%       | 2,147            | 1,640        | 76.39%       | 1,831            | 1,334        | 72.86%       |   |
| 19 | Subgroup 1: ENTER NAME (Optional)                                                                                                                                |                               |              | NA           |                  |              | NA           |                  |              | NA           |                  |              | NA           |   |
| 20 | Subgroup 2: ENTER NAME (Optional)                                                                                                                                |                               |              | NA           |                  |              | NA           |                  |              | NA           |                  |              | NA           |   |
| 21 | Subgroup 3: ENTER NAME (Optional)                                                                                                                                |                               |              | NA           |                  |              | NA           |                  |              | NA           |                  |              | NA           |   |
| 22 | Subgroup 4: ENTER NAME (Optional)                                                                                                                                |                               |              | NA           |                  |              | NA           |                  |              | NA           |                  |              | NA           |   |
| 23 | ** A cohort should be a general/large population of students, such as: ALL new or FTIC students or ALL new or FTIC students referred to developmental education. |                               |              |              |                  |              |              |                  |              |              |                  |              |              |   |
| 24 | A cohort cannot be defined as a group of students that has received the benefit of a specific intervention.                                                      |                               |              |              |                  |              |              |                  |              |              |                  |              |              |   |
| 25 | Cell B10 Represents 36% of total enrollment.                                                                                                                     |                               |              |              |                  |              |              |                  |              |              |                  |              |              |   |
| 26 | Cell E10 Represents 34.3% of total enrollment.                                                                                                                   |                               |              |              |                  |              |              |                  |              |              |                  |              |              |   |
| 27 | Cell H10 Represents 32.5% of total enrollment.                                                                                                                   |                               |              |              |                  |              |              |                  |              |              |                  |              |              |   |
| 28 | Cell K10 Represents 30.2% of total enrollment.                                                                                                                   |                               |              |              |                  |              |              |                  |              |              |                  |              |              |   |
| 29 |                                                                                                                                                                  |                               |              |              |                  |              |              |                  |              |              |                  |              |              |   |