Achieving The Dream (ATD) Core Team

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Achieving the Dream Goals

• Achieving the Dream colleges will maintain a high degree of access for historically underrepresented groups while working to increase the percentage of students who accomplish the following:

  • successfully complete the courses they take;
  • advance from remedial to credit-bearing courses;
  • enroll in and successfully complete gatekeeper courses;
  • enroll from one semester to the next;
  • earn degrees and/or certificates.
What Is Achieving the Dream (ATD)?

- Multiyear national initiative to help more community college students succeed.
- Launched by the Lumina Foundation in 2004
- Now includes 148 colleges in 25 states
- 17 of the 28 Michigan community colleges are participants
- MCC is part of the 2010 Cohort, which also includes
  - Delta College, Glen Oaks Community College, Grand Rapids CC, Lansing CC, Montcalm CC, Oakland CC, St. Clair CC, Washtenaw CC
Mott Community College ATD Cohort

Student Composition:
• Full-time
• Part-time
• Degree-seeking

Data Elements:
• Prescriptive
• Focus on success outcomes

ATD Cohort Counts

- 2007 Cohort (Fall '07): 3212 students
- 2008 Cohort (Fall '08): 3206 students
- 2009 Cohort (Fall '09): 3748 students
MCC Placement Testing

- New MCC students take the Accuplacer® exam
- Battery of adaptive tests:
  - Reading Comprehension
  - Sentence Skills
  - Arithmetic/Elementary Algebra/College Math
- Accuplacer® scores determine placement recommendation(s) in one or more developmental disciplines:
  - Reading
  - Writing
  - Mathematics
Based on Accuplacer® testing, the developmental discipline most recommended for MCC students is Reading followed by Math and Writing.
# ATD Cohort - Degree of developmental need

<table>
<thead>
<tr>
<th>Degree</th>
<th>Data Team Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zeros</td>
<td>No placement recommendation in student record</td>
</tr>
<tr>
<td>Singles</td>
<td>One developmental discipline recommended</td>
</tr>
<tr>
<td>Doubles</td>
<td>Two developmental disciplines recommended</td>
</tr>
<tr>
<td>Triples</td>
<td>Three developmental disciplines recommended</td>
</tr>
</tbody>
</table>

**Singles:**
- Reading or Writing
- Reading & Math
- Math & Writing

**Doubles:**
- Reading & Writing or Reading & Math or Math & Writing

**Triples:**
- Reading & Writing & Math
The rate of students receiving three developmental placement recommendations (Reading, Writing, and Math) increased from 2007 to 2009.
ATD Cohort - Degree of Developmental Need

Top Three Placement Combinations (2009 Cohort):

1. Math/Writing/Reading (Triples)
   - 34% of Cohort (858 students)

2. Math/Reading (Doubles)
   - 27% of Cohort (686 students)

3. Reading (Singles)
   - 21% of Cohort (538 students)

- The majority of students placed according to these combinations are under 30 years of age.
“Significant” Credit Attainment (≥ 35 Credits)

Fall to Fall Retention

Student Life Cycle

Degree Certificate Completion
Students in the 2007 Cohort who attempted their developmental placement recommendation(s) experienced higher Fall to Fall retention rates than their counterparts who made no attempt.
Students in the 2007 Cohort who attempted a developmental placement recommendation experienced a greater rate of “significant” credit attainment than their counterparts who made no attempt.
Student Success - Degree Completion

- Students with no developmental recommendations graduate in rates comparable to our first-time, full-time graduate cohorts (10-12%)
- Students with multiple developmental recommendations generally graduate at lesser rates
  + Doubles who take and pass both recommended courses have a degree completion rate of \( \approx 4x \) greater than students who make no attempt
  - Triples who make no attempt to follow developmental course recommendation have a graduation rate of less than half of the first-time, full-time graduation rate (\( \approx 5\% \))