

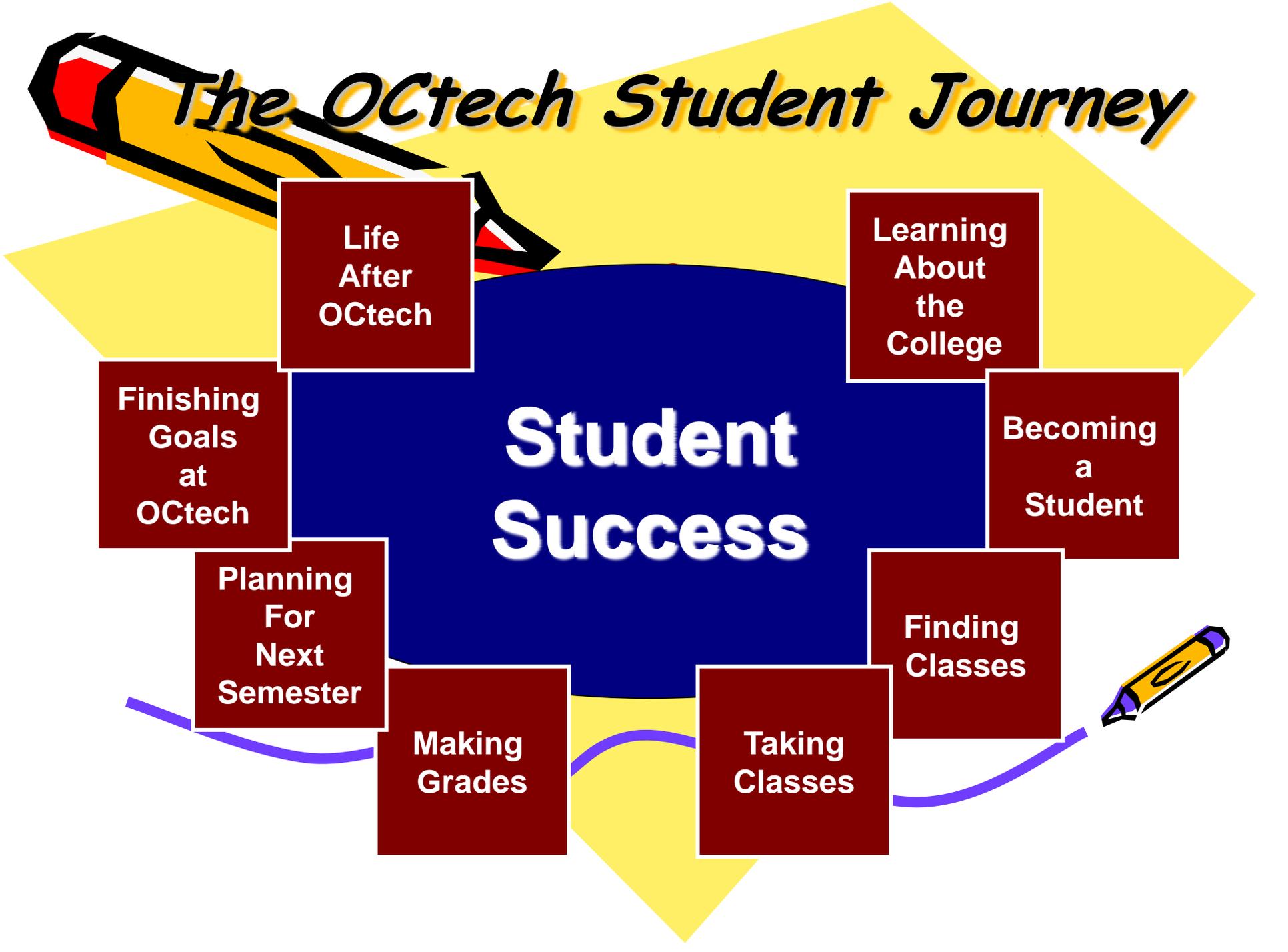
Octech

*Achieving the Dream*

ACHIEVING  
THE DREAM  
COMMUNITY  
COLLEGES  
COUNT



# The OCtech Student Journey



Life  
After  
OCtech

Learning  
About  
the  
College

Finishing  
Goals  
at  
OCtech

Becoming  
a  
Student

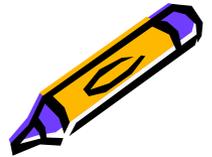
**Student  
Success**

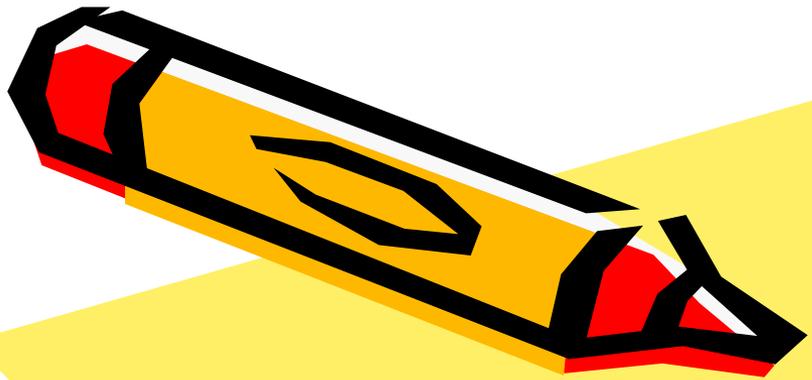
Planning  
For  
Next  
Semester

Finding  
Classes

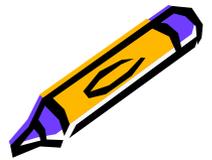
Making  
Grades

Taking  
Classes





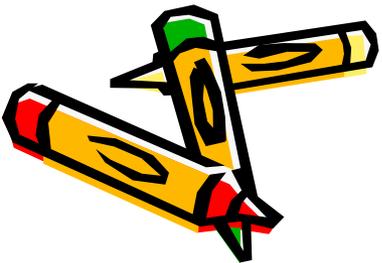
# Focus Groups



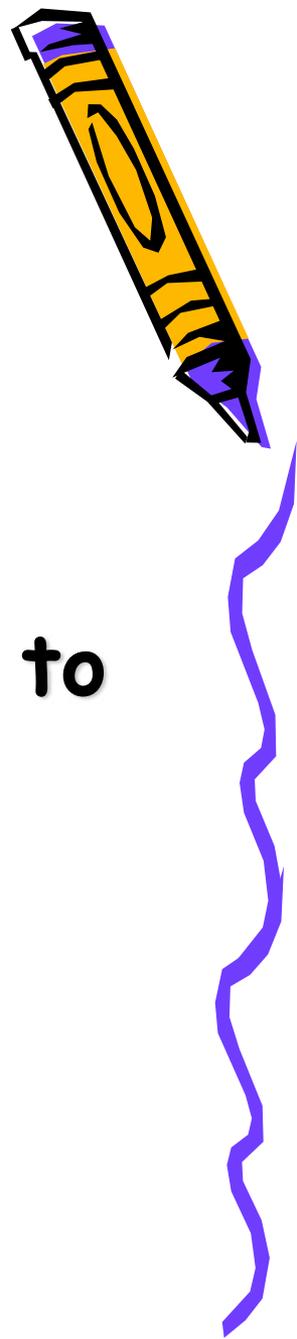
# Focus Groups



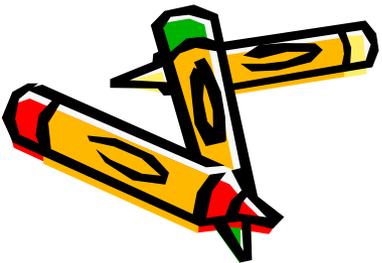
- We began our *AtD* process with faculty/staff, student, and community member focus groups to get grass roots buy-in and input.



# The Questions Put to the Focus Groups...

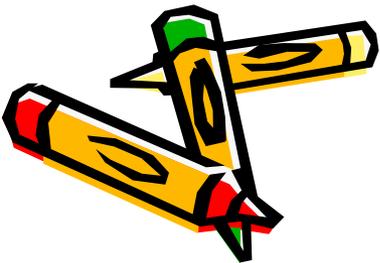
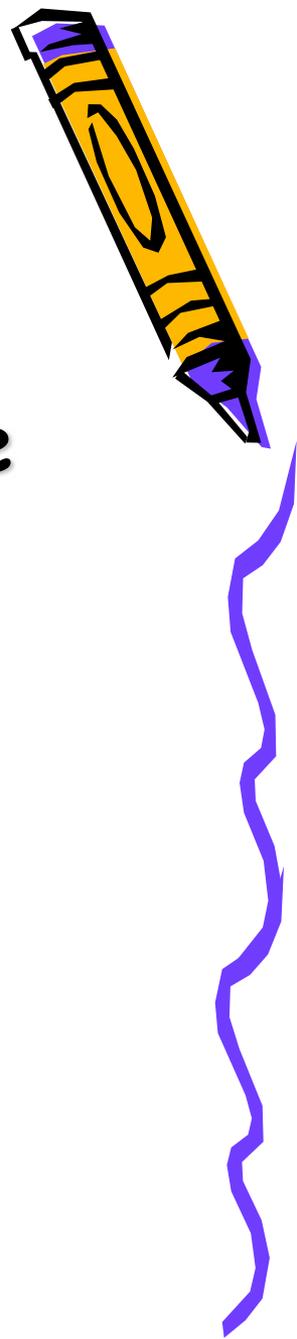


1. What are obstacles to student success at OCTech?
2. What needs to happen in order to overcome these obstacles?
3. Who is responsible for these results?



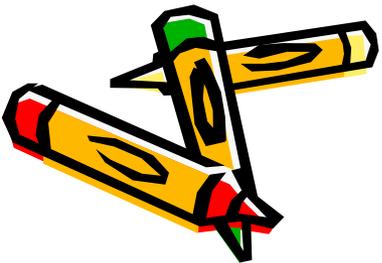
# Faculty/Staff Focus Group Findings

- Student social/emotional attitude and preparedness
- Academic preparation
- Technology preparation
- College entrance mechanism and policies



# Student Focus Group Findings

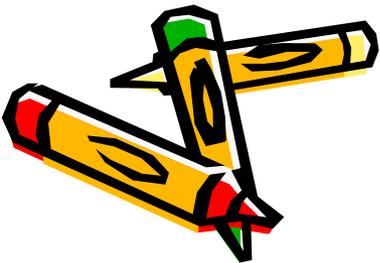
- Instructor availability and lack of sensitivity to student needs
- Need for strong adherence to college policies
- Program entrance requirements (testing and admittance policies)
- Need for more flexible scheduling
- Textbook costs
- Need for more tutoring and mentoring
- Technology availability and training

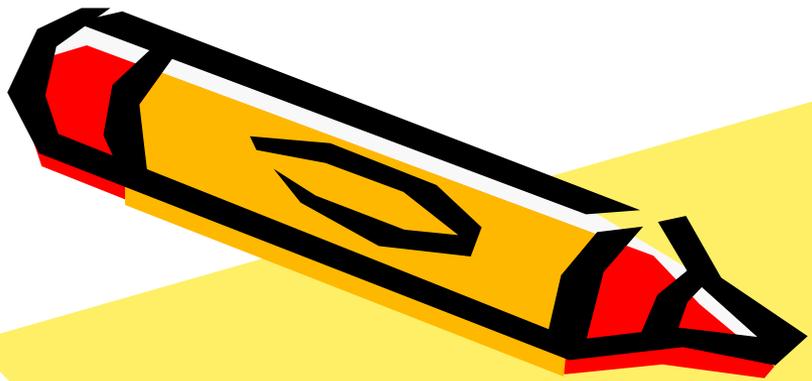


# Community Focus Group Findings

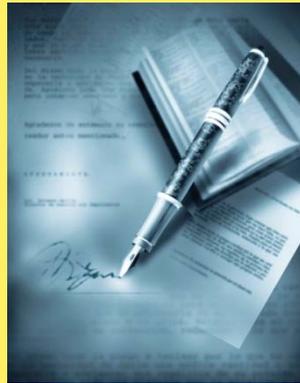


- Need for a strong student support system
- Need for enhanced course availability
- Strong need for a mentoring program
- Assistance with financial aid issues





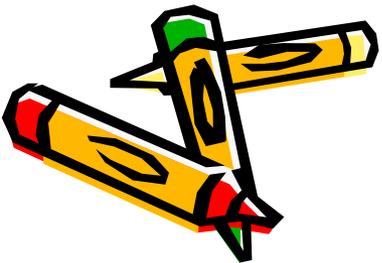
# Data Review

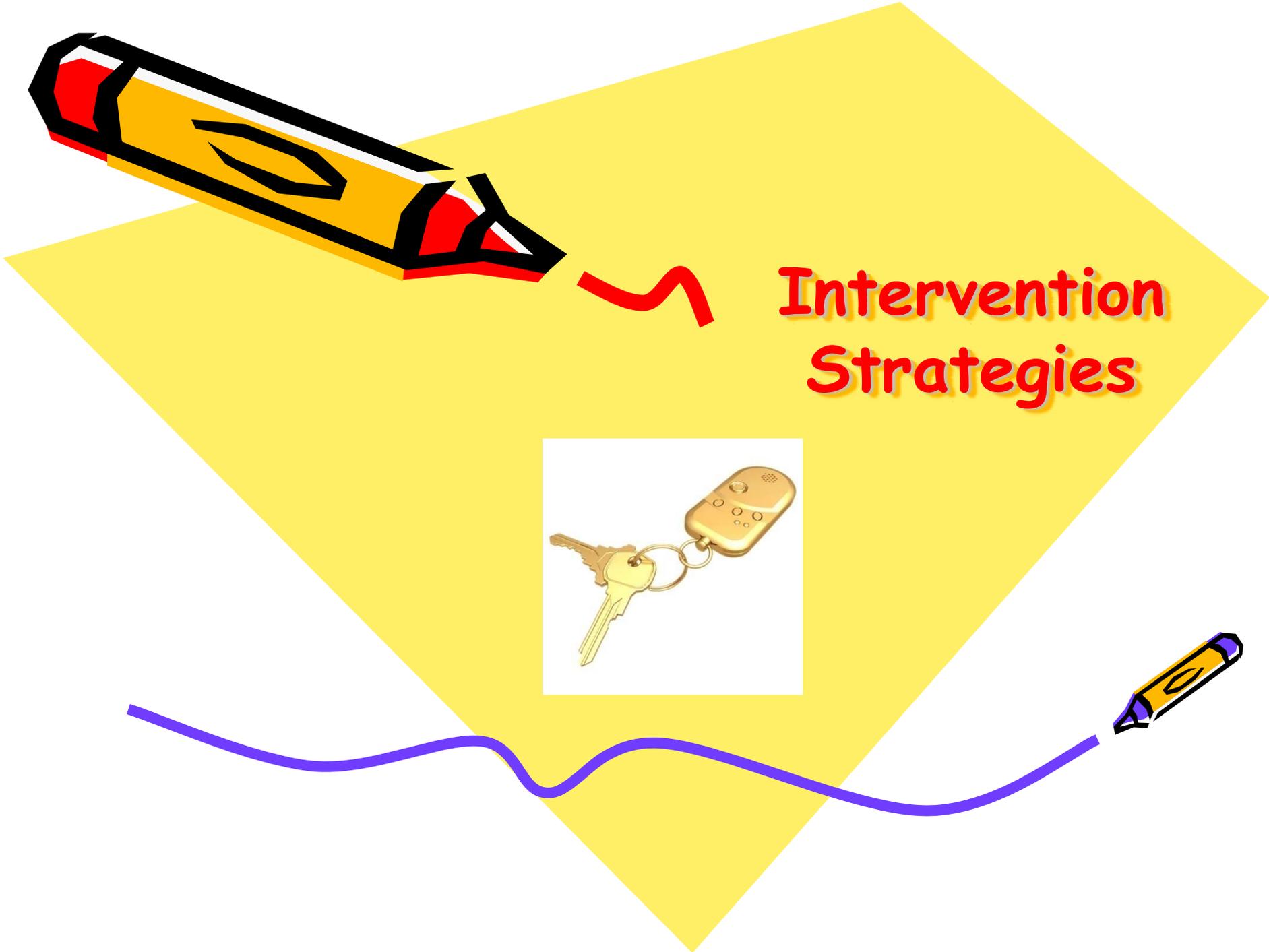


# Data Review

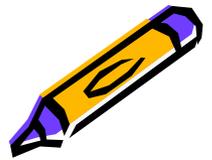


- An analysis of the data isolated four areas of concern:
  1. High number of withdrawals
  2. Issues with DVS students transitioning and successfully completing college-level courses
  3. Persistence in transitioning from one year to the next
  4. Degree, diploma, certificate completion

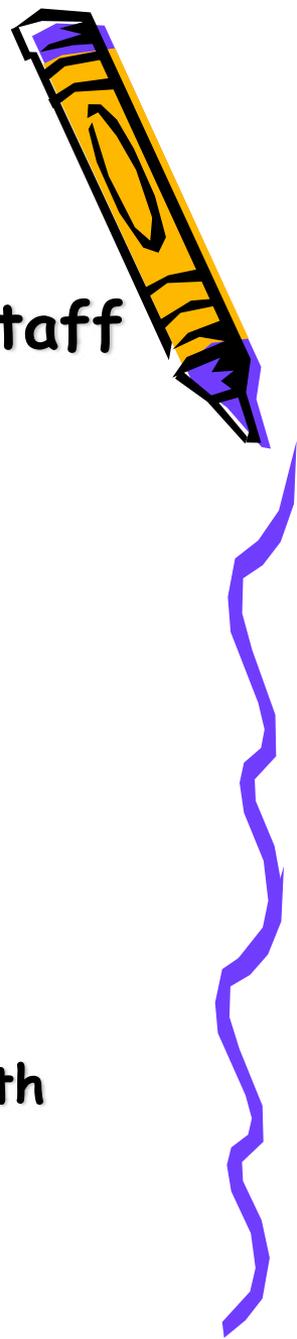




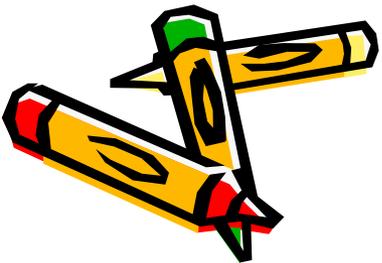
# Intervention Strategies



# A Return to Focus Groups...

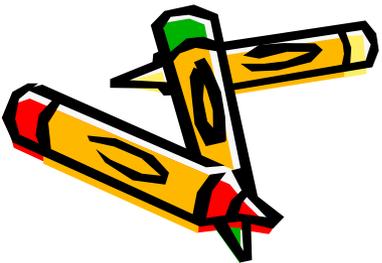


- We followed the data review with faculty/staff focus groups to develop strategies for each concern:
  - Admission test orientation and intervention
  - Required college orientation
  - Advising/counseling
  - Predictive modeling
  - Review of admission test validity as a prognostic instrument
  - Learning communities
  - Tutoring
  - Strict semester sequencing for developmental math



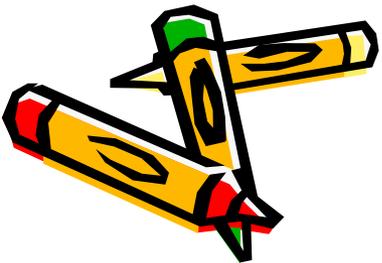
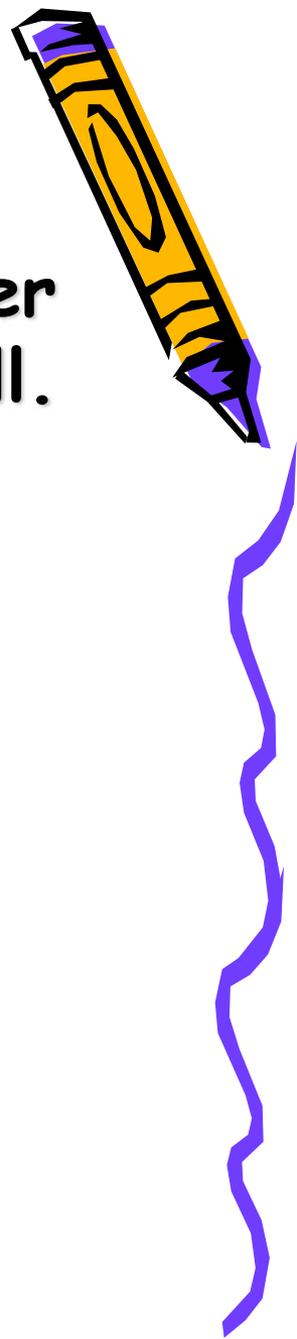
# Best Practices

- With our focus and strategy group findings in hand, we reviewed “Best Practices.”
- We used many, but two key ones emerged: Supplemental Instruction (SI) and the use of a program specific COL course.



# Octech COL 103

- We piloted a revamped COL in the summer of 09 and did full implementation this fall.
- It includes the following:
  - Overview of essential campus technology
  - Overview of essential campus resources
  - A student readiness inventory
  - Basic computer literacy training
  - Perhaps most pertinently—program exposure
    - For example—A service-learning component
- Academic and program faculty teach it.

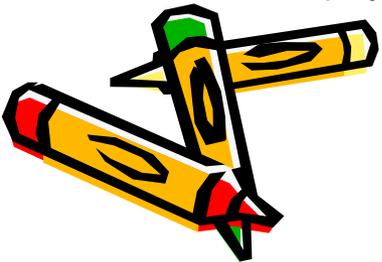


# Octech

## Supplemental Instruction

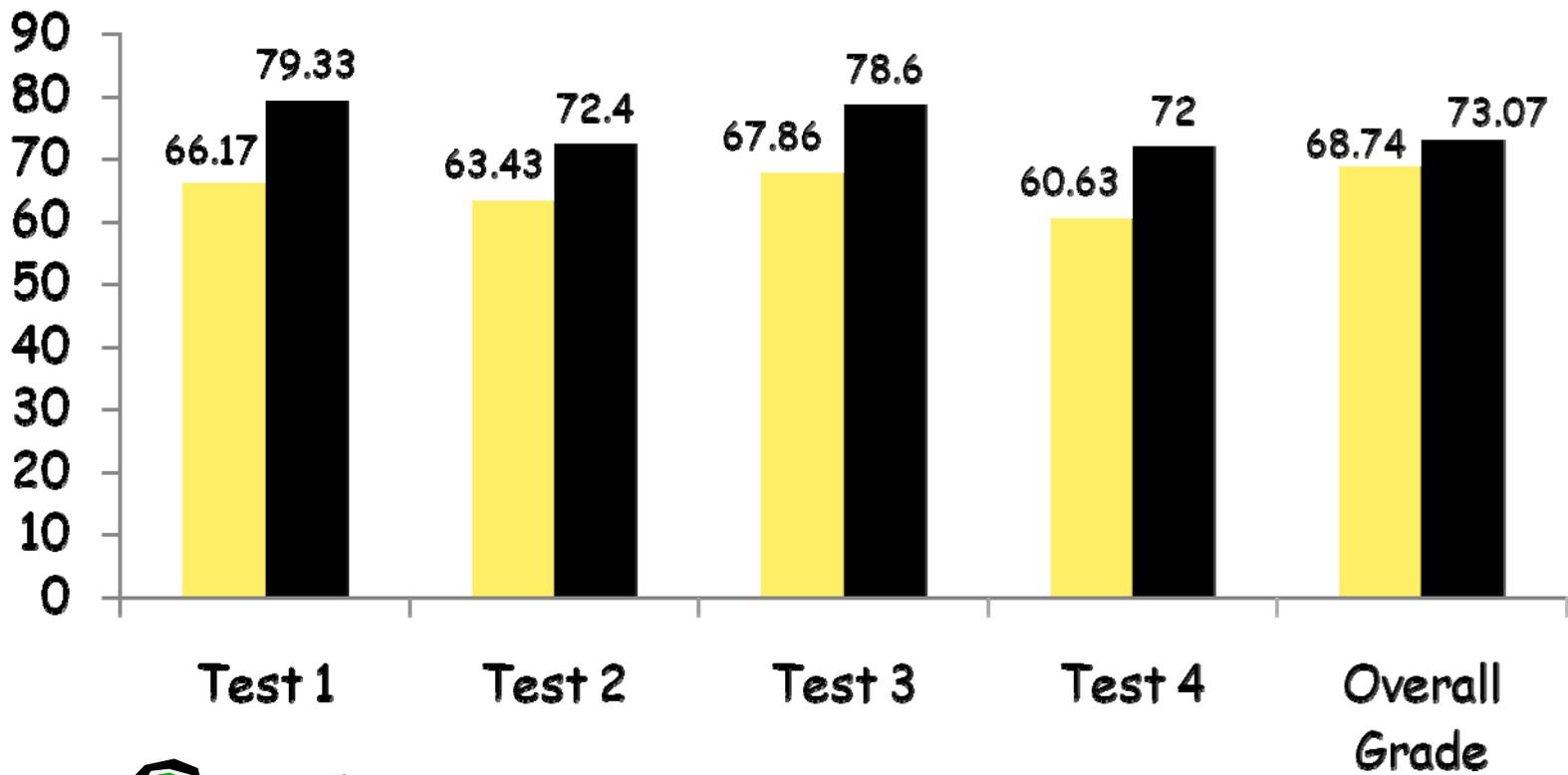


- Peer-Led Study Sessions
  - Outside of class
- Incorporates content with study skills
- Focus on high risk courses
- Piloted with CHM 110 Fall 2008
- Selected courses for Spring 2009
  - CHM 111
  - MAT 110
  - MAT 032
  - ENG 032

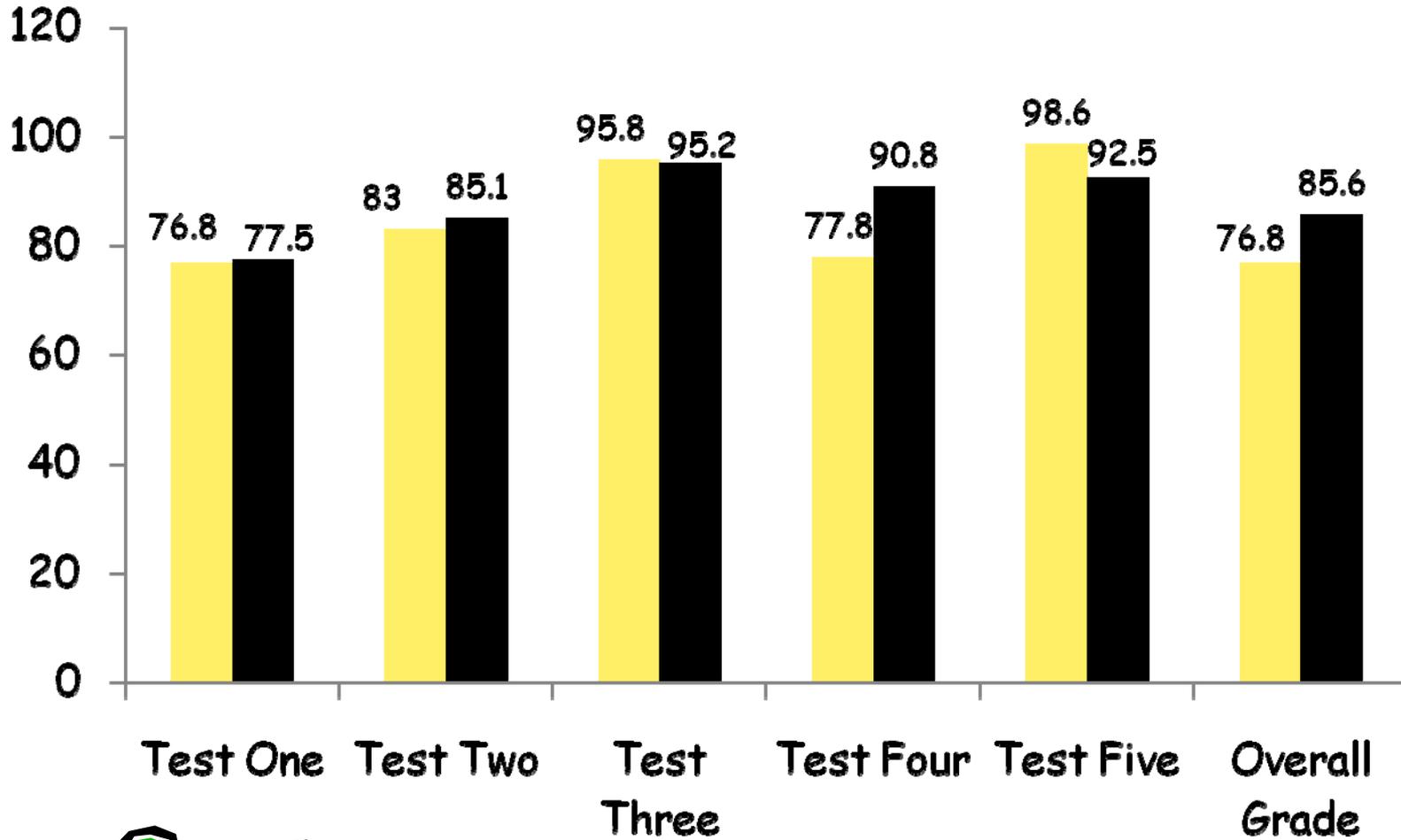
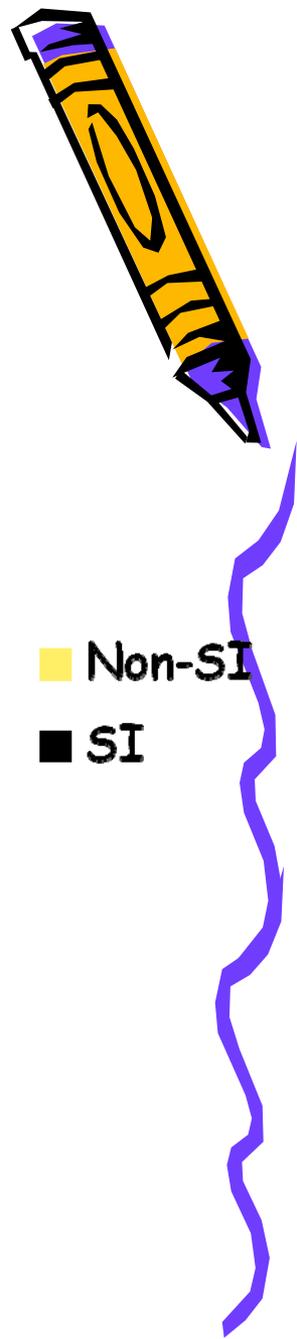


# Test Results

## CHM 110-60 Fall 2008

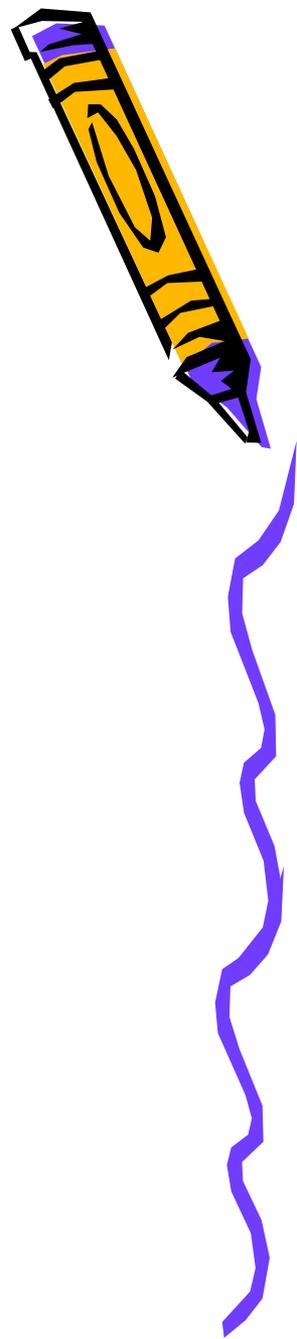


# MAT 110-01 Spring 2009



# Octech

## Supplemental Instruction



- Reflection from 2008-2009
  - Attendance
  - SI Leader training
  - SI Leader availability
- Selected courses for Fall 2009
  - HIS 202
  - MAT 032
  - BIO 112
  - ENG 032

