



ATC Achieving the Dream Upcoming Events and Challenges

ATC Implementation Plan Update

Albany Technical College strives to be an organization focused on "...growing enrollment in all our geographic and demographic groups and increasing our graduation and placement rates; andachieving results and desired outcomes for our students, for our local employers and for our communities." The president and senior leadership remain committed to improving student success at Albany Technical College (ATC). The work of Achieving the Dream has been incorporated into the strategic initiatives of the College and will be a primary area of the strategic plan for the future. ATD has been introduced to the students, faculty, staff, advisory members and other external stakeholders of the College as a part of our ongoing focus on improving student success. All stakeholders have been asked to provide input and contribute to this effort. A monthly update on our progress in ATD is given at each board meeting. Faculty members have volunteered their time and energy to move the work forward. They have participated in kick off activities, surveyed students, engaged focus groups, and help analyze data on student success. The faculty and staff will remain involved and continue to support the work of ATD. Senior leadership has committed the necessary resources to support this work as well.

During our planning year, a full-time research analyst, Mendi Warren, was hired to assist with collecting and analyzing data related to student success. Staff development opportunities have been provided to allow the analyst to learn the software applications, and skills needed to be effective in the job. The new analyst has attended SAS training, the annual DREAM conference, the Complete College Georgia Conference, and a basic Institutional Research Workshop. The IT staff has supported and will continue to support the efforts of the data team by writing and running numerous scripts for looking at student data. Cohorts of student data have been disaggregated by race, ethnicity, age, gender, and grade point average to look for patterns in the data. Student success rates in college courses have been analyzed. Focus groups are being conducted to solicit input from students and faculty in gateway courses. CCSSE and faculty surveys are being conducted to further identify key issues and high impact educational practices. The data has been used to identify two specific priorities for the improvement of student success and the related outcomes and evaluative criteria.

Focus groups of students, faculty and staff, along with other stakeholders, are being conducted to gather information that will be used to guide decision making. The Core Team and Data Team meet biweekly, on alternate weeks, to discuss the items that are most important for improving student success and to determine how we will proceed in implementing interventions. The ATC Board Chair attends most Core Team meetings and provides valuable insight and suggestions. A student representative also serves on the Core Team. Kickoff activities have been held for students, faculty and the external community. Each instructional program has its own Advisory Committee which is made up of key individuals from the industries which hire the graduates of that program. These individuals provide their expertise and knowledge to keep ATC faculty and staff up to date with evolving changes to the industry. Additionally, Community members and advisory council members were asked to identify ways that they could actively engage in the ATD initiative. Adjunct faculty have been recruited to participate in the implementation plan.

Two institutional priorities have been chosen to drive the work, one relating to services to students ("Start Right") and the other to improving pass rates/instructional delivery of most frequently failed courses ("Gateway Courses"). Policies relating to both priorities will be evaluated and reformed as necessary. Other areas related to systemic improvement include training adjuncts to use data to evaluate their instructional delivery and performance; restructuring services offered in the Academic Achievement Center; targeted graduation goals by program area- Complete College Georgia (CCG) initiative;

The college is reviewing data on performance indicators and developing plans to help individual populations which do not meet prescribed benchmarks in one of the six performance indicators evaluated for the recipients of Carl Perkins Grant. Focus groups are being held to identify root causes/barriers to these specific groups: male, female, black, white, economically disadvantaged, single parents, and nontraditional students. Instructional programs which are highly successful with these populations will be used as role models for other programs to model. Best practices will be developed and shared with less successful programs as part of the College's effort to improve overall performance indicators. Populations which did not meet prescribed benchmarks in technical skill attainment in 2012 include economically disadvantaged, nontraditional and single parent individuals; in graduation rates – economically disadvantaged, nontraditional students, and single parents.



Faculty Engagement Committee Update

"Where Are They Now?"
– Remember our students from the ATD kickoff football game? Be on the lookout as we share their journey via a link that will be sent to your email, as well as placed on the ATC website.

GO TITANS!

About Our Data Coaches



Calvin Woodland, Ed.D., Psy.D.
Leadership Coach

*Faculty: Morgan State University,
Community College Leadership
Doctoral Program*

Calvin Woodland is currently a member of the graduate faculty at Morgan State University in the Community College Leadership Doctoral program and serves as a national coach for Achieving the Dream. As an Achieving the Dream Coach, Dr. Woodland

has been consulting with El Centro College in the Dallas Community College District since fall 2010. Based on the institution's significant progress in improving student success outcome measures, Capital Community College was designated by Achieving the Dream, Inc. in June 2010 as having achieved Leader College Status. Under his leadership, Capital Community College became a round two Achieving the Dream Institution in 2005 and the institution has launched several successful initiatives aimed at improving student persistence and success in its Developmental Studies program, in addition to improving the enrollment and retention rates of African-American and Latino males. Prior to his role with Achieving the Dream, Mr. Woodland served as President of Capital Community College since March 2005 and retired from that institution in July 2010. During his tenure as president, he served as a member of the CT Community Colleges System's Council of Presidents, the Hartford Metro-Alliance's Economic Development Committee, the Insurance and Financial Services

Executive Advisory Committee, Team Chair for the New England Association for Schools and Colleges and the National Council for Community Justice. He has also served as a commissioner on the American Association Community College's Commission on Academic, Student and Community Development and the Commission on Diversity, Inclusion and Equity. Further, he has served the national president for the National Council on Black American Affairs (NCBAA), the oldest affiliated council of AACC and is currently serving as the Northeast Regional President for that organization.

Educational Background: Dr. Woodland holds a Doctor of Psychology degree (Psy.D.) in Clinical Psychology from the California Southern University for Professional Studies; a Doctor of Education degree (Ed.D.) in Higher Education Administration and Counseling from Rutgers University; a M.A. in Counseling from Howard University; and a B.S. degree in Music Education from Morgan State College (now Morgan State University).



Jan W. Lyddon, Ph.D.
Data Coach

As an Achieving the Dream Data Coach, Jan Lyddon has consulted ten colleges including four in Texas, three in Georgia, and one each in New England, mid-Atlantic, and the Midwest.

She is particularly proud that El Paso Community College was the recipient of the Leah Myer Austin Award in 2011. In addition to her role with Achieving the Dream, Dr. Lyddon's experience encompasses more than 20 years leading college or university institutional research, planning and institutional effectiveness offices, and 15 years of leadership in state-level education research coordination and analysis. She has served as well as a consultant to several colleges and universities for strategic planning and for improvement of institutional research capabilities. Dr. Lyddon is

also involved in the Association for Institutional Research (AIR) where she and her husband (also a Data Coach) have presented a day long workshop on balanced scorecards and strategy execution in higher education. They are co-authors of two chapters on these topics in *The Handbook of Institutional Research*, published by Jossey-Bass. **Educational Background:** Dr. Lyddon holds a B.S. from Iowa State University; an M. A. from Michigan State University; an M.P.A. from Western Michigan University; and a Ph.D. from the University of Michigan.



Achieve is published quarterly by the Albany Technical College Achieving the Dream Core Team. For the most up-to-date info on our initiative, visit www.albanytech.edu and click on the Achieving the Dream logo.