

## ALP-

2013 Each term offered 4 sections consisting of WR 95 and WR 121 students—there was a 72% pass rate

2014 Fall term the ALP audience was expanded to WR 115 students as well, and 8 sections were offered

The pass rate was 80% and the ALP students had a 3% higher retention rate than other students from Fall to Winter

Further data collection needed to see how students do in subsequent classes with heavy writing requirements

Difficulties to scaling: Banner registration function inadequacies, need a logistical coordinator until Banner can be fully utilized

## Advising-

2013 Initiated comprehensive faculty advising plan using Advisor Track—All Destination Graduation students assigned an advisor and given class assignment to see their advisor before the term's end

Of the approximately 1400 students, 26% had meetings with their advisor which were recorded on Advisor Track

2014 Fall term- continued assignment of incoming students to advisors and required contact through Destination Graduation

Of the approximately 1200 students, 54% had recorded advising sessions

Difficulties to scaling: Advisor Track, advisors need training on Advisor Track, faculty buy-in, advisors need training on how to advise, co-ordination of efforts with various groups on campus, getting students to see their advisor; need help collecting data, workload, college policy

## Destination Graduation-

2013 Initiated DG as a required class, but not mandatory—while the majority of the cohort took DG, there was enough who didn't to make the data inconclusive due to possible self-selection biases

2014 DG became mandatory, but it is still too early to see any impact on retention rates. The data we have suggests we may see positive results long term because the Fall 2014 students that took and passed DG returned at an 87.9% rate compared with 72.6% for those who did not take the class. In addition, those who passed had a GPA of 2.94 compared to 2.44 for non-takers. For those that took the class, but did not pass, their GPA retention rate was 50.9% and they had a GPA of 1.34

Difficulties to scaling: Instructor and student buy-in, training, tailoring to CTE/meta major, weeding out those that truly do not need it, funds for continued updating and refining of curriculum

**Overall:** For most of our initiatives, this is the first year that we will have meaningful data collected from which to make decisions. Nonetheless, we have met one of the ATD benchmarks, raising the percentage of students who pass their gateway writing course. However, in part due to pursuing our ATD goals, LBCC has made great strides in both reforming its institutional structure and prioritizing work, making further progress on our ATD initiatives and other college goals likely.