ANNUAL REFLECTION NARRATIVE

DUE: MAY 8, 2014

Achieving
the Dream ™

Community Colleges Count

Contents

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/1b9S6gt) 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) 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 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: Danville Area Community College, Danville, IL

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
Dr. Alice Marie Jacobs	President
Amber Anderson	Math Instructor
Dr. Andrew Kerins	Regional Coordinator IGEN Career Pathways
Barbara Weldon	Instructor, Developmental Education
Carla Boyd	Director, Career and Employment Services
Carol Nichols	Director, Small Business Development Center
Cindy Peck	Director, Admissions and Records/Registrar
Dave Kietzmann	Vice-President, Instruction and Student Services
Emily Alexander	Administrative Assistant, Vice-President of Instruction
Janet Ingargiola	Director, Financial Aid
Jessica Miles	Data Analyst
Karla Coon	Director, Hoopeston Extension Site
Kathy Franklin	Instructor, Information Systems
Laura Williams	Director, Adult Education
Marjorie Larson	Instructor, Math
Nancy Boesdorfer	Director, Assessment Center and Institutional Effectiveness
Patrick Bayard	Director, Grants and Planning
Dr. Penny McConnell	Dean, Liberal Arts and Library Services
Phillip Langley	Lead Instructor, Developmental Education
Dr. Ruth Lindemann	Professor, Reference and Instructional Services Librarian

Ryan Stone	Instructor, Rhetoric
Ryan Wyckoff	Faculty, Communications
Stacy Ehmen	Dean, Student Services
Dr. Wendy Brown	Instructor, Microbiology

(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)

One way our reform work is transforming the way students experience college is through our introduction of new student engagement techniques in some of our classes. In 2009, one of our math instructors started a pilot course for MATH 105 Intermediate Algebra in which she used cooperative learning, mastery learning, and flipped learning models. In this class, students complete assignments at an appropriate pace for their group with assistance from the instructor, and they are allowed two attempts on chapter exams to illustrate a mastery of concepts, but they must obtain a score of 60% on the second test to remain in the class. In terms of the flipped learning model, the instructional techniques have been reversed so that homework is completed in class while lecture is reviewed outside of class through online videos. Looking at success rates for this course over the last five years, the instructor has seen a 15% increase in students earning an A,B, or C in the course when compared to the traditional lecture-based course. Our English faculty have also been introducing changes in their classrooms to help assist with student success. Ryan Stone, one of our ENGL 102 Rhetoric II instructors, has seen an increase in student success in his course since he introduced cooperative learning into his classroom.

Another way we have transformed the student experience is through the addition of a DACC extension site in the northern part of our district. The Hoopeston Higher Learning Center opened in September 16, 2013 and offers a wide variety of educational opportunities to the students and community members in an area that had previously struggled to take advantage of the services available on the main DACC campus. Some students from this area have to drive 40 miles to reach us, so the Hoopeston site allows them to alleviate at least some of that burden by taking one or two classes closer to home. The site also provides a computer lab to students taking online classes which can also lighten the course load that students have to take on the main campus. We offer regular college courses, GED and CNA classes, and corporate and community education workshops at this site.

High school students are taking advantage of the course offerings for dual enrollment, and our College Express program is holding a section of their CNA classes at the Hoopeston site as well. Faculty members who live in that area of the district have been very willing to teach courses at the site to offer as much variety in classes as possible. Different departments from Student Services visit the center monthly or weekly to offer financial aid, career and academic advising, orientation, and disability services to the students of the area. The site also offers placement testing, so students do not need to come to the main campus for their assessments and a special All-in-One Day each month where students can complete orientation, placement testing, and registration at one time. Feedback from students and community members has been very positive. Several adult students who have families and full time jobs appreciate the convenience of being able to take classes and still be in town for their children. All students report being very pleased with the time and money saved without having to commute to Danville for classes. Students without transportation are able to take classes in Hoopeston when otherwise they would be unable to take classes at all. Having various services available in Hoopeston has proven to be a valued bonus for parents, students and our northern district schools.

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)

One area where DACC has made great strides over the last year is in our efforts to scale up our work in equity, understanding poverty and helping alleviate the educational barriers poverty creates. The Equity and Inclusion sub-team has made professional development in understanding and working with students from poverty a main priority over the last several years, but this year, this work expanded to the businesses of our community and community members through collaboration with the Small Business Development Center (SBDC). Our Director of Career Services and coordinator for the WISE African-American female support group, Carla Boyd, attended a *Framework for Understanding Poverty* training hosted by aha! Process in Santa Fe, New Mexico in June 2013. In July 2013, she shared this information at a presentation for the Institutional Effectiveness, Assessment, and Small Business Development Center staff. The Director of the Small Business Development Center, Carol Nichols, who had attended a *Framework for Understanding Poverty* presentation in 2004 when the Danville District #118 school district had provided the training for their K-12 teachers and other community members, became interested in the business-related ramifications of employees living in poverty.

In February 2014, Carol and the SBDC hosted a *Bridges for Business* workshop, led by aha! Process presenter Ruth Weirich for area business owners, managers, and supervisors. This workshop centered on how employers can work with employees living in "daily instability" where the employee either lacks the understanding or resources to meet the expectations of the company for which he or she is working. Representatives from local government, economic development/Chamber of Commerce, social services, manufacturing, retail, and food service attended this workshop, and attendees found the information very helpful and necessary for our area. From here, Carol and Carla, as well as a caseworker from the East Central Illinois Community Action Agency, attended a second aha! Process training in Indianapolis, IN in April covering the *Getting Ahead* community program. Carla and Carol both plan to incorporate their training in two aha! Process solutions over the next year. Carla plans to use the *Investigations into Economic Class in America* program to explore the very real differences in economic class levels with her WISE students. For the general population, Carol and Carla are also planning to facilitate the community portion of Getting Ahead network called *Getting Ahead in a Just Gettin' By World*. This 16-week program focuses on facilitating small groups of under-resourced adults to help them understand what resources they currently have and what resources they need to build to help them create and work toward their desired future story.

Two areas in which we feel we are struggling are changes in staff and faculty due to new pension reform laws and the desire to do as much as possible with what little resources we have. Illinois has made some drastic changes to the State Universities Retirement System (SURS), so several veteran staff and faculty members are moving toward retirement earlier than they has originally planned. This past year, the Board of Trustees has accepted six retirements from faculty and staff members across campus, and we expect this number to keep rising. This is creating a shift in the campus culture, but we also see it as an opportunity to create more diversity among our employees and promote our student success agenda from the very beginning through our new employee orientations.

As with most colleges, the desire to do as much as possible in terms of student success is always stymied by the limited resources available to us. While we have implemented several interventions and have seen small increases in student success across various measures, our data is showing us we are not meeting our retention or completion goals and still have sizable achievement gaps between minority student success rates and those of their white-student counterparts. These discrepancies have lead us to look at adding other interventions, such as mandatory advising for all degree- or certificate-seeking students (not just full-time students) and test prep "boot camps" for math with English and reading to soon follow. While we feel more large-scale interventions are necessary to move the needle the way we need to, we are worried that our already limited resources, both financially and in terms of man power, will not allow us to successfully implement these new interventions. One way we can combat this issue is to take a look at our current interventions and make data-driven decisions about what interventions are working and should be maintained and what interventions are not and need to be removed to make way for more high-impact strategies.

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.

> **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?

17

Question 4: Principles Assessment Analysis
Principle 1: Committed Leadership (2-3 Paragraphs)

Our Principles Assessment survey results show increased satisfaction with college communication regarding the emphasis of a student success agenda and an increase in the belief that senior leaders demonstrate willingness to support changes in policy, procedures, and resource allocation to improve our student success agenda. We continue to use our Faculty and Staff In-Service days to communicate the various student success efforts occurring across campus. This past fall, we also worked to enhance the process of orienting new leaders to the student success and equity agenda by having Carla Boyd present information from her recent training in Ruby Payne's *A Framework for Understanding Poverty* at the new employee orientation. This was a suggestion from our ATD Annual Reflection 2013 feedback letter, and our goal is to integrate new employees into the student success agenda from the beginning of their time as a part of the campus community.

Our Board of Trustees and college president have continued to support our student success efforts throughout the past year in terms of financial support for professional development and presentations at national conferences. Our Board Chair Dave Harby also gave his time to learn more about Achieving the Dream through attendance his at the DREAM meeting in February. We hope to encourage other board members to attend the DREAM meeting next year. As part of our role as a leader college, DACC sent a team to present at the ATD DREAM Meeting in Orlando, FL in February and to the AACC National Conference in Washington, DC in April. The college has also submitted a proposal to present at the ICCCA conference this coming fall in Chicago. Both the ATD DREAM and AACC National conference presentations were very well received, and the college looks forward to presenting at other conferences and conventions should the opportunity arise.

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

Compared to last year's survey responses, we have seen increases in several areas when it comes to the use of evidence to improve policies, programs, and services. Survey respondents feel that our IT capacity is adequate to meet the demand for data and institutional research and that policies and procedures are in place to ensure the integrity of the data collected. The changes we made this year to our Data team have helped strengthen the process of evaluating our intervention and key performance indicator data. The Data team's main goals are to establish common goals for the college/ATD sub-teams, provide data perspectives that will help data users re-frame policies and procedures as needed, and funnel pertinent information to the ATD Leadership team and/or individual sub-

teams when appropriate. The diversity of the team members in terms of their different areas and roles on campus has also increased the idea that the college routinely engages personnel from across the campus community to review data on student achievement and help develop and refine strategies for addressing priority problems. Our recent increase in IR staff also brought about an increase in the idea that IR staff capacity is adequate to meet the demand for data and research. One area of worry for the college is the ever-increasing demands placed on our IR staff for compliance and government-mandated reporting. Those involved are keeping an eye on these increases and will come up with a solution should the situation become overwhleming for the IR office.

Through our strategic plan focus groups and our use of the Noel Levitz Student Satisfaction Inventory, we have also seen an increase in the belief that the college routinely conducts surveys and focus groups to identify weaknesses in programs and services and opportunity for improvement. Advising is an area where students, faculty, and staff feel we need to improve our practices, so the Director of Counseling and the Dean of Student Services are working on implementing new policies and procecedures as well as offer more training for our advisors to help increase satisfaction in this area. While we are definitely making strides in our use of evidence practices, the college needs to continue professional development relating to data analysis and application of the results to ensure that we move from focusing on a culture of evidence to a culture of action.

Principle 3: Broad Engagement (2-3 Paragraphs)

Faculty engagement has always been a strong area for DACC, but we have continued to encourage the faculty to engage in dialog around best practices and strengthen regular review of course and program outcomes. During Fall and Spring Faculty and Staff In-Services this past year, the faculty spent four hours discussing program outcomes for their different disciplines. The faculty really enjoyed having this time and would like to continue to spend In-Service days on such topics. DACC also hosted Bridging the Gap articulation workshops over the last year that focused on curriculum alignment between high school and college classes in math, science, and language arts. Overall, 116 area high school teachers and DACC faculty members participated in these workshops, and the comments from these collaborations were all positive. In terms of faculty development within specific departments, the Dean of our Math and Science Department has developed a faculty induction manual that is used to assist new hires show competency in various areas. As a result, faculty members meet regularly with the Dean or a director for training in educational theory. Also, for faculty that do not make tenure, the Dean sets up mentoring plans that go beyond the traditional DACC mentoring. This continuous improvement helps assure the faculty are able to provide the best instruction possible for their students.

One area the college needs to improve when it comes to broad engagement is the engagement of part-time and adjunct faculty in institutional efforts to improve student success. While we take several of our Teaching Excellence Academy (TEA) and In-Service presentations to the Part-Time Faculty Academy events, we need to make sure we continue to invite the part-time faculty to regularly-scheduled TEA presentations and try to schedule these presentations at a time that will work for part-time faculty that may have other jobs outside of teaching. We also need to make an effort to invite part-time faculty to participate on ATD teams. The general invitation each semester is announced during the Faculty and Staff In-Service that is held during the day, so many part-time faculty are not aware that they are welcome to join the ATD sub-teams. This fall, the ATD Leadership team will make sure to extend this invitation to the part-time faculty at their Part-Time Faculty Academy evening event. It is our hope that this will help part-time faculty feel more engaged in our student success efforts.

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

Many of the college's improvements in systemic institutional change have stemmed from our decision to shift our focus from Achieving the Dream to a student success agenda as a whole. Our three-year strategic plan is completely driven by what obstacles students face when working toward their educational goals and what the college can do to eliminate these obstacles and promote student success. One area of focus in the upcoming year will be to continue our work with advisement by having mandatory advising for all degree or certificate-seeking students not just full-time students. We feel this will help all students understand their academic plan better and, in turn, help them achieve their educational goals in a timely manner. Our student success agenda is also integrated with our on-going accreditation activity, because we are planning on focusing on student success and advising as part of our Higher Learning Commission quality project.

We have increased the belief that major meetings, organizational units and work groups regularly focus on student success by creating the ATD Progression and Completion sub-team. This team is comprised of eleven members from across campus who work to bring about broad systemic change to policies and procedures concerning student progression through academic programs and completion of degrees and certificates. This year, the team determined

the need to implement an automatic degree audit process to help students remain aware of their progress and help advisors and the Records office determine who may be close to completing a degree or certificate. The team also decided to review the current withdrawal policy in an effort to encourage alternate options for students before making the ultimate decision to withdraw from a course. Both of these projects will be assessed over the summer with a planned roll out of Fall 2014.

Principle 5: Equity (2-3 Paragraphs)

Equity has always been a major focus for DACC, so the ATD Leadership team and Equity and Inclusion sub-team have both worked hard to increase the belief that the institution consistently demonstrates a commitment to equity for all students. This fall, The Equity and Inclusion sub-team facilitated the Finish Line activity at our Faculty and Staff In-Service to encourage a feeling of understanding among employees as to what our students routinely experience depending on their life circumstances. The discussion following this activity was very enlightening and showed the need and interest for more professional development on the topic of equity.

Our 2013 Annual Reflection feedback letter and our Principles Assessment survey results both pointed to the need to review our staffing demographics and see how our staff reflects the demographic composition of our service area's population and, if different, diversify staffing to reflect these demographics. We actually found that our employee demographics match very closely to the demographics of our student population and Vermilion County as a whole. The following table shows these results. Please note that 23% of our students did not indicate their race/ethnicity on their student application, so we believe the DACC student demographics are slightly higher in some areas than currently depicted.

DEMOGRAPHICS			
	FY13	2012	Fall 2013
	DACC Students	Vermilion County	DACC Employees
Asian	1%	1%	1%
American Indian	0%	0%	0%
Black	12%	13%	11%
Hispanic	3%	4%	3%
Native Hawaiian	0%	0%	
White	60%	80%	85%
Unknown	23%		
Two or More Races		2%	
Minority	16%	20%	15%
Males	45%	50%	40%
Females	55%	50%	60%

We have also seen a marked increase in the number of survey respondents who feel that faculty and staff have experience or knowledge of how to work with students from diverse backgrounds. While we know this is improving, the ATD Leadership Team also feels that more needs to be done to help all faculty and staff understand the obstacles students face while trying to earn their degree or certificate. This past spring, the ATD Leadership Team created a survey to determine how many DACC employees experienced obstacles while attending college. The purpose of this survey was to determine what obstacles employees faced and show that it is possible to overcome such obstacles and achieve academic success. We had 136 responses to our survey, about 48% of our total employees, and the answers surprised us. We thought we would have more employees who had overcome various obstacles such as part-time enrollment status, placing into developmental education, having children while in college, receiving financial aid, delay of enrollment, etc. The reality is that most of those who responded were full-time students who did not need to take any developmental classes, did not have children while attending college, and did not delay enrollment in college after high school. The percentage of employees who received some sort of state or federal financial aid compared to those who did not (46% and 54% respectively) was a closer comparison, but those who did not receive financial aid was still higher. This information helped the Leadership Team see where our employees are coming from in terms of their own lives and how important more professional development is to help faculty and staff fully understand our students and the obstacles they face on a daily basis.

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.

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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:

 X   **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.

 __ **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)

Our data for this measure has dropped dramatically from the past several years of reporting, and we believe this has to do with the new time parameters put in place by Achieving the Dream. Using the ATD cohort of all new degree and certificate-seeking students referred to developmental education, our success rates in developmental math from the 2008-2009 academic year (45.6%) to the 2010-2011 academic year (45.3%) remained pretty stable only to plummet in 2011-2012 to 17.3%. We believe many of the students from this cohort may still be working on their developmental sequence but are not being counted, because they did not complete the courses within two years. However, we know that developmental math is an area that we need to assess and determine what strategies we can introduce to increase student success rates. For developmental English, the success rate increased from 37.9% to 44.0% from the 2008-2009 to 2010-2011 school years, but we still saw a decrease in the 2011-2012 school year to 22.5%. Similar to the developmental math numbers, we believe this number is affected by the new two-year requirement put into place by ATD.

In terms of closing achievement gaps, our data for this measure shows a decrease in the achievement gap between white students and African-American students who have successfully completed developmental course requirements in 2 years. From the 2010-2011 academic year to 2011-2012 academic year, this gap has decreased from 28.2% to 7.5%. Our Pell versus non-Pell numbers show an interesting fluctuation with Pell students showing higher success rates in 2008-2009 (47.9%) and 2011-2012 (31.2%) and non-Pell students showing higher success rates in 2009-2010 (41.9%) and 2010-2011 (49.0%). This inconsistency is something the Leadership and Data teams need to look at to determine the cause for these changes.

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

The new parameters put in place by Achieving the Dream this year have also changed our numbers for this measure. When we look at our data for the completion of college-level gateway courses for the general population at DACC over an undetermined amount of time, we see an increase in success rates from the 2008-2009 academic year of 56% to the 2012-2013 academic year of 68%. When we put in place looking at the ATD cohort of new degree and certificate-seeking students only, there is a spike in this measure with the 2007-2008 academic year showing a 67.2% success rate, the 2008-2009 academic year showing a 76.8% success rate and the 2009-2010 academic year showing a 72.8% success rate before decreasing to a 68.9% success rate in 2010-2011. This information tells us this cohort of students have higher success rates than the general population, but the data is more volatile due to the fluctuations in the total numbers in each cohort (293 in 2007-2008, 328 in 2008-2009, 470 in 2009-2010, and 235 in 2010-2011).

The achievement gap between white and African-American students for this measure is a much larger gap than that of the general population, but, again, this is probably due to the makeup of the ATD cohort. On average, the gap between white and African-American students in the general population for this measure is 14% while the gap between white and African-American students in the ATD cohort for this measure is 44%. This drastic change stems, in part, from the small number of African-American students in the ATD cohort each year. For the years reported, the African-American student numbers are 35 (2007-2008), 51 (2008-2009), 65 (2009-2010), and 26 (2010-2011). Such small numbers do not reflect well when looking at percentages. That being said, the Leadership and Data teams are going to take a further look at why the number of African-American students in these cohorts are so low and what we can do to increase the success rates of this student group.

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

Course completions with a "C" or better have increased, overall, by nearly 3% for the 2012-2013 academic year from 71.1% in 2011-2012 to 74% in 2012-2013. When the data is disaggregated, we see that some of our student groups saw increases in successful course completions while others saw decreases over last year, but even those groups that had decreases showed higher success rates than they saw in the 2009-2010 and 2010-2011 academic years. Male student success decreased 5% and female students decreased 4.4% in 2012-2013. African-American student success saw a slight decrease of 1.1% for the 2012-2013 academic year over the 2011-2012 academic year, but their current success rate (65.4%) is still an increase over the 2010-2011 academic year when African-American students had a 64.7% success rate. White, Non-Hispanic students experienced an 6% increase, showing the highest success with a grade of "C" or better since the 2009-2010 academic year.

As with all other measures, the achievement gap between African-American students and white students is still considerably large and has actually widened over the last year from 10% in the 2011-2012 academic year to 17.1% in the 2012-2013 academic year. While it is a smaller gap, the achievement gap between Pell and non-Pell is also still an issue. This gap had started to close during the 2011-2012 academic year with only a 1.3% difference in achievement but widened again this year to 10.2%. These gaps show that while our efforts to increase student success are helping students successfully complete their courses, what we are doing is not

affecting the African-American student population and, in smaller numbers Pell students, the same way it is affecting other student groups. We need to figure out why our student success interventions are not working for these students and do what we can to make changes and move the needle in the areas that need it most.

<table>
<tr><td>Measure 4: Term-to-term and year-to-year retention (2-4 Paragraphs) – See Annual Reflection Data Template for Chart</td></tr>
</table>

For this measure, we saw a fall-to-fall retention increase from 46.2% in 2011-2012 to 52.5% in 2012-2013 using the ATD cohort. This continues a three-year increase trend in fall-to-fall retention since the 2010-2011 academic year. Our white, male, female, and non-Pell student groups all saw increases in this measure over the last year, while African-American, Hispanic, and Pell student groups all saw decreases over the last year.

While the overall fall-to-fall retention rate has increased over the last three years, the achievement gap between white students and African-American students has also increased aside from a slight gap decrease in the 2011-2012 academic year. This achievement gap is an area of concern in most data measures and something the college has been trying to address. Our Equity and Inclusion sub-team conducted a focus group this past year with some of our African-American students to get their views on the obstacles they face and how we can address their needs. The sub-team plans to use this information to improve policies and practices on campus and better serve all students. Our pilot semester using MAPWorks, our communication network to improve early alert and intervention, has also proved promising in addressing retention needs. We will start running this program more extensively in the Fall 2014 semester and will have more to report next year.

<table>
<tr><td>Measure 5: Completion of certificates or degrees (2-4 Paragraphs)</td></tr>
</table>

Using the ATD cohort, our percentage of completers is smaller than our overall number of graduates in a given year. The number of students in the cohort who completed a certificate or degree has increased over the last three years reported (from 61 completers in 2007-2008 to 91 completers in 2009-2010), but the number of students in the cohorts have also increased so the total percentage is lower. The data from more recent years is incomplete due to the time parameter for attaining a credential within 4 years. We will present newer information as the students in more recent years reach that 4-year mark.

Our newly-formed ATD Progression and Completion sub-team is going to work on increasing these numbers by implementing an automated degree-audit system. As an Ellucian school, we have the capability to provide automatic degree audits which can help students, advisors, and the Records office keep better track of where students are in their programs and what else is needed for a student to complete a certificate or degree. Several members of the student services staff will be completing training on the automated degree-audit functions later this spring with the hope of having this available to students and staff by the Fall 2014 semester.

Our academic deans and faculty members have been working on increasing the completion of degrees and certificates by working to review program curricula and reduce hours to degree completion whenever possible. Our Liberal Arts department reduced all of their Early Childhood, Criminal Justice, and Fire Science career degrees to 60 or 61 credit hours last year, while our Business and Technology department reduced six of their Accounting, Administrative Professional, Application Development, Computer Communications and Networks, Medical Office, and Software Specialist career degrees to 60 – 66 credit hours. In our Math and Science department, the Health Information Technology program reduced their hours to 60 credit hours, and the Nursing program reduced the credit hours for their program from 72 hours to 66 hours while working through their accreditation process. We feel this is will help students reach their educational goals in a timely manner while still maintaining the level of training they will receive in these programs.

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.

<table>
<tr><td>Question 5.iii: Continuous improvement plans for building increases and addressing decreases (No more than 1 Page)</td></tr>
</table>

One way we plan to improve our student success rates is through improvement of our math courses. Two math interventions the Math and Science Department developed this past year to increase student success are the creation of the MATH 106 Explorations in Mathematics course and an online math boot camp to help students review content and retake the placement test for possible advancement into a higher level math class. MATH 106 Explorations in Mathematics creates a new pathway for students in programs that do not require the business or STEM track of MATH 111 College Algebra or MATH 105 Intermediate Algebra specifically. After students successfully complete this course with a C or better, they will be able to take MATH 115 Survey of Statistics. This course allows students to advance to college-level math classes quicker, since they will be required to take only one semester of gateway math as opposed to the two semesters that many students are currently required to take depending on placement (Basic Algebra and Intermediate Algebra). The department feels this class will help student success, because it exposes students to content and ways of thinking about math that are more relevant to their educational goals. This course will be offered for the first time this Fall 2014 semester.

Math Boot Camp is a self-paced online tutorial available to students who place into MATH 101 Basic Algebra, MATH 105 Intermediate Algebra, or MATH 106 Explorations in Mathematics. This free tutorial reviews concepts and skills essential to MATH 101, MATH 105, and MATH 106, and any student that completes the module successfully prior to the fall semester qualifies to take the math placement test again. The tutorial was designed this past year and will be implemented over the summer for the Fall 2014 semester. The college decided to start this intervention based on best practices from other ATD schools, and we will start gathering data this coming year to determine if this technique is aiding our student success efforts.

Our early intervention system, MAPWorks, will also focus on student demographics with large performance gaps. This past year, the First Year Experience sub-team decided to implement the MAPWorks early alert system as a tracking device and communication tool for all TRIO and gatekeeper course students. The pilot run in Spring 2014 yielded some issues that need to be resolved before a stronger roll-out can occur, but the reporting opportunities and the little data we did receive from students is promising once we can get the system up and running at capacity. The Dean of Student Services and Director of Admissions will work through the implementation issues this summer and will be ready to train faculty and staff on the system for the Fall 2014 semester. A cross-functional, MAP-Works team will also be instituted to develop and support MAPWorks functions.

Other areas we will address over the next year are developmental math and advising. Even using overall success rates, our developmental math numbers have not seen the increases that other courses have shown over the last few years. We are going to assess the current courses and research strategies that will help impact student success. Advising is an area that has come up in several student surveys and strategic plan focus groups as needing improvement, so the college has decided to use advising as our quality project for our Higher Learning Commission accreditation. Part of this plan will be to make advising mandatory for all certificate and degree-seeking students not just full-time students as is the current practice. Other changes may occur in addition to this, but they are still in the planning stages. We hope changes to advising will help students stay on track and reach their completion goals.

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: Reduce Performance Gaps between African-American students and White students

- Utilize information from Equity and Inclusion's African-American focus group to create interventions geared toward these students

- Pilot the *Investigations into Economic Class In America* program based on Dr. Ruby Payne's *A Framework for Understanding Poverty* in our WISE African-American female student group to increase awareness of and resources for students living with daily instability. If this shows success, look at scaling up into all Success in College courses.

Goal 2: Increase Completion Rates in Gatekeeper Courses

- Hold a Gatekeeper Instructor Retreat where these instructors can review course completion data and discuss student success strategies within their courses

- Implement MATH 106 Explorations in Mathematics to assist students who need to take MATH 115 Survey of Statistics

- Implement Boot Camp Math to assist students in MATH 101, MATH 105, and MATH 106

Goal 3: Expand Retention Efforts in Non-Academic Areas for Student Success

- Implement MAPWorks in the Fall 2014 semester on a larger scale

- Assess advisement strategies and implement mandatory advising for all degree and certificate-seeking students

- Review the current Withdrawal Policy and determine if changes need to be made to encourage student success

- Implement the automated Degree Audit function in Datatel to assist students, advisors, and other pertinent offices with accurate tracking of student progression and completion

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

We have no additional comments at this time.

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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 <u>within 2 years</u>

❖ 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 <u>within 3 Years</u>

❖ 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

Institution Name: Springfield Community College

Persist from Term-toTerm or Year-Year

Define the Persistence (Fall to Fall/Fall to Spring, etc.) Fall to Spring

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

All students in the ATD cohort

2013-2014	2010-2011			2011-2012			2012-2013			2013-2014		
	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful
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%
Hispanic	489	371	75.87%	508	405	79.72%	573	465	81.15%	645	493	76.43%
African American	366	257	70.22%	393	291	74.05%	412	314	76.21%	392	300	76.53%
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%
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%
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%
Pell	938	777	82.84%	1,320	1,120	84.85%	1,445	1,229	85.05%	1,586	1,287	81.15%
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%
Subgroup 1: ENTER NAME (Optional)		NA			NA			NA			NA	
Subgroup 2: ENTER NAME (Optional)		NA			NA			NA			NA	
Subgroup 3: ENTER NAME (Optional)		NA			NA			NA			NA	
Subgroup 4: ENTER NAME (Optional)		NA			NA			NA			NA	

** 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.
A cohort cannot be defined as a group of students that has received the benefit of a specific intervention.

Cell B10 Represents 36% of total enrollment.
Cell E10 Represents 34.3% of total enrollment.
Cell H10 Represents 32.5% of total enrollment.
Cell K10 Represents 30.2% of total enrollment.