Achieving the Dream™

Community Colleges Count

2015
ANNUAL REFLECTION
& LEADER COLLEGE
APPLICATION
WORKSHEET

Introduction

All Achieving the Dream institutions (except for the 2014 Cohort, which must submit an Implementation Plan) are required to submit an Annual Reflection. The Annual Reflection is an opportunity to consider your institution's student success work over the past year and to plan for the coming year. Your institution's reflection helps inform Achieving the Dream's work as we collect data, identify common themes, and build our knowledge of the institutional change process.

Instructions for Completing the 2015 Annual Reflection Narrative

Principles Assessment Survey

Certain questions posed in the Annual Reflection require a summary of your institution's Principles Assessment Survey responses. Your Core Team Leader(s) will have received a link to access your institution's updated summary report. To learn more, visit the Achieving the Dream website.

Annual Reflection Narrative

To complete the Annual Reflection Narrative, your institution should engage a representative group of stakeholders to review and discuss the institution's student success and equity work, the results of the Principles Assessment Survey, and the outcomes data that you plan to submit along with the Annual Reflection.. This discussion will be helpful as you complete the Annual Reflection Narrative. Please use this worksheet to draft your responses.

Leader College Application (if relevant)

Institutions submitting Annual Reflections have the option of applying for initial Leader College status or Leader College recertification by completing the Leader College Application at the end of the Annual Reflection. Leader College applicants must also submit student success outcomes data using the ATD Data Template. More information about the Leader College Application can be found here.

> Instructions, worksheets, and further information about the Annual College Progress are available on the Achieving the Dream website.

Submitting the Annual Reflection

When you have completed this worksheet and are ready to submit, please visit the Annual Reflection URL sent to your Core Team Leader(s) and copy and paste your answers directly into the online form. You will be asked to upload your data template (section 4) as well.

Questions

For more information about the Annual College Progress process, see the Achieving the Dream website. Please send an email to mmulvey@achievingthedream.org if you have any questions.

ANNUAL REFLECTION NARRATIVE WORKSHEET

Please use this document to draft your responses before completing the online Annual Reflection form.

Note that the period covered by this Annual Reflection is May 2014 - April 2015. Please reflect on activities during this time period throughout the narrative.

Institution Name: Danville Area Community College

1) CONTRIBUTORS TO THE ANNUAL REFLECTION

Achieving the Dream suggests that your institution engage a representative group of stakeholders to review and discuss the institution's student success and equity work, the results of the Principles Assessment, and data for the five Achieving the Dream student success measures (as described in section 4 below). Please identify the stakeholders who contributed to the 2015 Annual Reflection.

Name	Title
Dr. Alice Marie Jacobs	President
Amber Anderson	Instructor, Math
Amie Musk	Academic Advisor/Retention Specialist
Dr. Andrew Kerins	Instructor, Sustainability
Barbara Weldon	Instructor, Developmental Math
Candace McNeal	Assistant Director, Financial Aid
Carla Boyd	Director, Career Services
Carol Nichols	Director, Small Business Development Center
Christine Martin	Instructor, Office Systems
Dave Kietzmann	Vice President of Instruction and Student Services
Dawn Nasser	Coordinator, Recruitment and International Student Services
Debbie Knight	Controller
Emily Crain	Instructor, Business
Glenda Boling	Instructor, Communications
Janet Ingargiola	Director, Financial Aid

Jessica Miles	Data Analyst
Kathy Franklin	Instructor, Information Systems
Kathy Sturgeon	Dean, Math, Science, and Health Professions
Laura Williams	Director, Adult Education
Marcie Wright	Director, Health Information Technology
Marjorie Larson	Instructor, Math
Mary Jo Gentrup	Records Specialist
Molly Hicks	Instructor, Horticulture
Nicholas Catlett	Financial Aid Specialist
Patrick Bayard	Director, Grants and Planning
Dr. Penny McConnell	Dean, Liberal Arts and Library Services
Phillip Langley	Lead Instructor, Developmental Education
Rebecca Courchesne	Financial Aid Specialist
Rita Frerichs	Instructor, Sociology
Robert Mattson	Director, Institutional Effectiveness
Ron Elzeroth	Instructor, Psychology and Criminal Justice
Dr. Ruth Lindemann	Library Research Coordinator
Ryan Wyckoff	Instructor, Communication
Shanay Huerta	Director, TRIO
Stacy Ehmen	Dean of Student Services
Stan Oglesby	Instructor, Biology
Dr. Stefanie Davis	Instructor, English
Stephane Potts	Director, Counseling and Academic Advisement
Suzanna Aguirre	Office Specialist, Liberal Arts
Tammy Clark-Betancourt	Chief Financial Officer
Timothy Morgan	Academic Advisor/Retention Specialist
Dr. Wendy Brown	Instructor, Microbiology

2) PROGRESS STATEMENT

Please describe your institution's progress in improving student success and completion over the past academic year. Please 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, building a culture of inquiry, engagement of full- and part-time faculty, staff additions or transitions, state or federal influences, budget reductions, and reaffirmation of accreditation efforts. [Limit to 750 words.]

Last year, our goals centered on reducing performance gaps between African-American students and white students, increasing completion rates in gatekeeper courses, and expanding retention efforts in non-academic areas for student success. One way we've addressed performance gaps is through the college-student *Bridges Out of Poverty* program called *Investigations into Economic Class.* This 16-week course works to increase awareness of and resources for students living with daily instability. Students learn how to create a future story and use critical thinking and knowledge of college and community resources to overcome barriers and reach their educational goals. We piloted one section of *Investigations* during the Fall 2014 semester and one during the Spring 2015 semester. The Fall 2014 cohort was small, only 6 students, but the course had an 83% course completion rate and 100% of the students who passed the course continued from the fall to spring semester. The facilitators also received such positive student feedback that the Equity and Inclusion sub-team proposed scaling this intervention to three sections in the Fall 2015 semester. Because the learning objectives so closely align with the college's Success in College course, the team received Academic Affairs approval to offer these three *Investigations* sections to students in place of the Success in College requirement for all degree-seeking students. These sections will also meet an additional hour each week to facilitate further discussion among the students.

The two math interventions the Math and Sciences Division developed last year to increase student success were the creation of the MATH 107 Applied Mathematical Concepts 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 107 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 was offered starting in the Fall 2014 semester. Early analysis of MATH 107 shows high course success rates, but we will need more semesters of data and a larger sample size to fully determine this course's effectiveness.

The Math Boot Camp online tutorial reviews concepts and skills essential to MATH 101, MATH 105, and MATH 107, and any student that completes the module successfully prior to the beginning of the semester qualifies to take the math placement test again. The tutorial was designed last year and was implemented over the summer for the Fall 2014 semester. We have not seen the numbers we would like in terms of enrollment and completion, so the Math and Sciences Division made changes to when the course was offered to encourage students to complete the tutorial early on in the registration period instead of closer to when classes start. We will continue to monitor this intervention to determine

whether it is the best option for students or if revisions need to be made over the next year.

This past year, the First Year Experience team focused on investigating mandatory advising for all students. Currently, only full-time students are required to go through our Academic Advising and Counseling office to register for classes. Part-time students are encouraged to go through Counseling for their first semester, but then these students can contact Registration to register for classes each semester. With the new mandatory advising process, part-time students will now be required to meet with their academic advisor to establish an academic plan and then will have the option to register through Registration after this initial meeting. The Academic Advising and Counseling office is also looking at software to make these academic plans available to students and all staff who register students for classes. This mandatory advising project is our quality project for our Higher Learning Commission accreditation and will be a major focus campus wide over the next year.

Last year, DACC addressed the growing needs of our second-year students by creating the ATD Progression and Completion sub-team. Early on, the team determined the need to implement an automated 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. From this decision, a Degree Audit sub-team was assembled to lead the work needed to create this automated degree audit process. Some work still needs to be done before degree audit can be officially rolled out to students, but the team is confident it will be ready for the Fall 2015 semester. The degree audit system has already been used by the Admissions Office for a recruitment campaign to encourage students who are close to earning their degree or certificate to return to campus for their last remaining classes. The college and ATD teams are excited about the many things this system can potentially do for our retention and completion efforts.

3) PRINCIPLES ASSESSMENT SURVEY RESULTS

Use the results of the Principles Assessment to analyze your institution's progress for each principle below. Be sure to include successes and areas for improvement for each principle; in particular, how will your institution strengthen areas with low-scoring results? [Limit to 1-2 paragraphs per principle.]
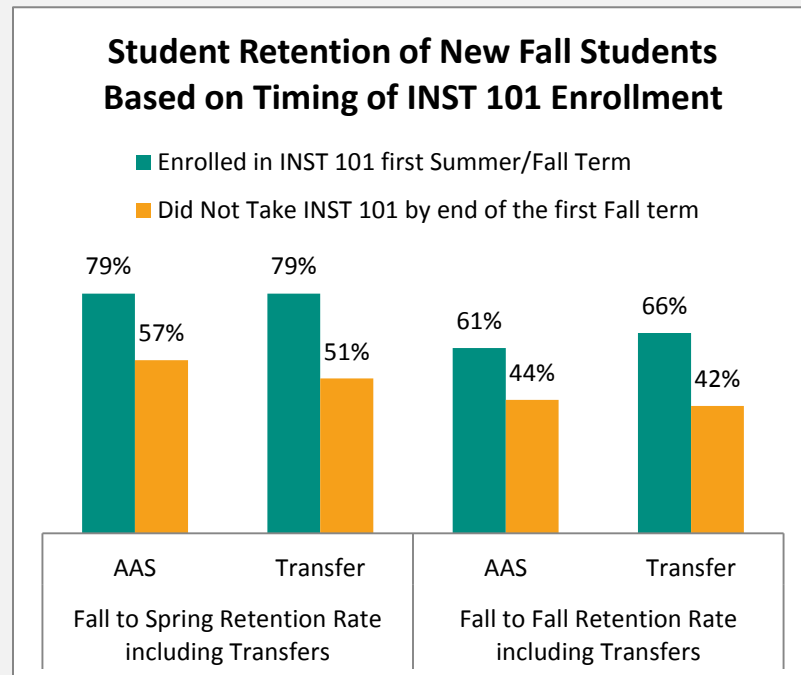
Principle 1: Committed Leadership	Our survey results show an increase in the belief that Dr. Jacobs and other senior leaders are committed to and actively support efforts to improve student learning and completion, not just increase enrollments. This is evident in the fact that with declining enrollments and unsteady state funding, all budget requests for the upcoming year are being tied to our student-success centered strategic plan. In a time when departments are being asked to focus only on essential spending, the Board of Trustees and senior leadership still decided to send seven board, faculty (full and part-time) and staff members to the ATD DREAM meeting, because they felt this experience was considered of utmost importance in our long-term student success plans. Those who attended the DREAM meeting returned with strong feelings of excitement and renewed passion in their areas. The Leadership team is excited to see what changes occur in the areas of data review, communication, developmental English, and advising from those who participated

in this conference.

Principle 2: Use of Evidence to Improve Policies, Programs, and Services

We saw an increase in respondents who strongly agree with all survey questions concerning our process for identifying achievement gaps. This stems from the focus we have had over the last few years on our African-American students, and more recently, our under-resourced students. The Data Team continues to review our KPI data every 6 months and makes any necessary recommendations to the Leadership team based on what they see. Our newly-created *Investigations* student success course and our decision to have mandatory advising for all students were started based on the longitudinal data of our dissagregated student cohorts to target PELL-eligible and part-time students. Our Success in College comparison data showed signifcantly higher retention rates for our students who complete Success in College during their first semester at DACC than those who take it later semesters.

Student Retention of New Fall Students Based on Timing of INST 101 Enrollment

■ Enrolled in INST 101 first Summer/Fall Term
■ Did Not Take INST 101 by end of the first Fall term

	Fall to Spring Retention Rate including Transfers		Fall to Fall Retention Rate including Transfers	
	AAS	Transfer	AAS	Transfer
Enrolled in INST 101 first Summer/Fall Term	79%	79%	61%	66%
Did Not Take INST 101 by end of the first Fall term	57%	51%	44%	42%

This data reinforces the importance of Success in College but also reiterates how important this course is during the first semester of a student's educational journey here at DACC.

Principle 3: Broad Engagement	This year's survey results had a 9% increase in the belief that "faculty meets regularly to examine course and program outcomes and develop strategies for addressing achievement gaps and improving student success." This increase probably comes from all of the work the college has done to give faculty more time to discuss program outcomes at In-Service and specifically at the "Moving Data to Strategies" In-Service we had last October.

During this session, faculty reviewed their individual course success rates as compared to overall course success rates for the same course or a similar grouping of courses over the last three years. After reviewing this information, faculty were put in teams based on their data groupings and asked to discuss their thoughts on the data and share or devise strategies to improve the student success outcomes for their course or courses. Some divisions found this more helpful than others, but our Leadership team felt that overall, it was a large step in the right direction that all faculty were able to see their success rates and have a chance to discuss strategies to improve these success rates if necessary. This activity was also done with the part-time faculty on a smaller scale at the Part-time Faculty Academy in an effort to involve part-time faculty in the student success discussion. |
| **Principle 4: Systemic Institutional Improvement** | Our survey results concerning systemic institutional improvement have increased over the last two years, because our last strategic plan centered on student success. This year, our departmental assessments and budgeting for the upcoming year are guided by student success as well. Our survey results had a 33% increase in people who strongly agree that the student success agenda is integrated with on-going accreditation activity. This is due to our decision to focus our Higher Learning Commission accreditation quality project on mandatory advising. This initiative will charge faculty and staff to work to create a culture of advisement across campus. |
| **Principle 5: Equity** | We have made great strides in the area of equity due to the work of our Equity and Inclusion sub-team. All survey questions under "Institutional Equity" increased 23-31% in the strongly agree category concerning the college's climate of respect for inclusiveness, our commitment to equity for all students, and the belief that our college's staffing reflects the demographic composition of our service population. Sharing our faculty/staff demographic information compared to the demographic information of Vermilion County last year really helped people see how much our campus resembles the community that we serve.

The only negative in the survey results of this area came from the questions centering on "Equity in the Classroom." There seems to be a lot of uncertainty about what faculty are doing compared to what student services is doing in terms of working with students from diverse backgrounds. Because of this uncertainty, communication is going to be one of our main goals for next year. Those involved with Achieving the Dream at DACC see the results and how we are impacting student success, but the general campus population needs to see this as well. |

4) STUDENT SUCCESS DATA TRENDS

Please choose one of the following student success outcome measures for which to analyze your institution's performance and upload a data table that disaggregates the student data by all students in the ATD cohort, race/ethnicity, gender, and income status. We encourage you to use the ATD Data Template (you will upload the data template at the end of the online form). More information on the student success data specifications can be found in Appendix A at the end of this document. Your narrative response should include:

 a. A description of your institution's performance in comparison with the previous year's outcomes
 b. An explanation of your institution's progress in closing achievement gaps among the disaggregated groups
 c. A description of your institution's plan to sustain/build increases, address decreases, and close achievement gaps

Measure 1: Successfully complete developmental instruction and advance to credit-bearing courses	The percentage of successful students completing developmental Math course requirements within two years remained stable from cohort year 2011 (31.4%) to 2012 (31.5%). However, when comparing the 2009 cohort and the 2012 cohort, there is an 8.8% overall growth from 22.7% to 31.5%. The percentage of successful students completing developmental English and Math combined has remained relatively steady from the 2010 cohort on. There was an overall growth of 2.9% over the four reported years (26.6% in the 2009 cohort to 29.5% in the 2012 cohort). This is the first year we have looked at exclusively first-time-in-college (FTIC) students when compiling this data, and the biggest thing we saw overall is that the interventions we have been working on over the last five years are not having the impact on our first-time students in terms of closing achievement gaps as our overall student population. The most troubling number in the developmental math student success data is within the African-American ethnicity breakdown. While the numbers from cohort 2009-2011 grew steadily from year-to-year, it declined greatly for cohort 2012. We are going to contact the students in this cohort to try and determine why these declines may have occurred and what we as a college can do to make sure it doesn't happen again. Our Lead Instructor for Developmental Education and our Director of Adult Education have also discussed modeling the GED tutoring services for Developmental Math in an effort to increase student success rates, particularly for African-American students.

Measure 2: **Enroll in and successfully complete college-level or Gateway courses (math and/or English)**	The percentage of successful students in our gateway math courses has risen from 51.2% to 54.7% overall within a four-year time span. All categories have seen growth when comparing the 2008 cohort year to the most current year (2011). English success in gateway courses rose steadily (15.1%) over a four-year time period (from 62.5% in the 2008 cohort to 77.6% in the 2011 cohort). African-American students showed a near 10% increase overall, both male and female students reached their highest percentage of the four years in the 2011 cohort (76.6% and 78.6%, respectively), and both Pell and Non-Pell recipients experienced gains overall through the four-year time period. We are interested to see how the introduction of our new MATH 107 course and Math Boot Camp as well as the changes we made to our math placement scores have an impact on our gateway math numbers; however, we will not see these interventions impact these numbers for several years.
Measure 3: **Persist from term-to-term or year-to-year**	Fall-to-fall retention numbers climbed slightly (3%) over a four-year time period, from 45.8% in 2010 to 48.8% in 2013. African-American students showed great increases over this time – from 22.5% in 2010 to 39.5% in the 2013 cohort. Both male and female students fluctuated throughout the measured years, though females did manage a 5% increase overall. The same can be said for Pell and Non-Pell recipients; however, Pell recipients did grow steadily over the four-year period, from 42.4% to 47.1%. After two years of declining success in Fall-to-spring persistence, 2013 finally showed growth overall (68.6 in 2010 to 69.4% in 2013). Even though there was a decline until the 2013 cohort, we are still very happy to see such high fall-to-spring retention rates for a community college. We would like to work toward 50% in our fall-to-fall retention rate and have several interventions such as mandatory advising and automated degree audit that we feel will help with this.
Measure 4: **Attain a credential**	While our highest number of students who attained a credential within 4 years came from the 2007 cohort (30.7%), we feel this stems from the recession and year-round PELL and is more of an outlier in our data than the years that follow. From the 2008 – 2010 cohorts, we have seen a 3.9% increase overall in credentials earned (from 24.4% in 2008 to 28.3% in 2010). African-American students had a significant drop overall from 25% to 15.1% over the four-year time period, but the percentages for this group fluctuated drastically over four years.. Hispanic students did see an overall growth of 6.8%, while white students remained relatively steady. Female students also saw a substantial drop from 53.7% to 30.7% overall, while male students remained steady throughout. Non-Pell recipients had a big drop from 59.2% in 2007 to 40.6% in 2010 but Pell recipients remained relatively

steady.

Our concern with this information stems from the fact that our 2007-2008 data is probably our least accurate with our conversion to Colleague occurring during the summer of 2007. We are interested to see what the 2011-2012 cohort looks like to get a better idea of where we stand in terms of credential attainment. We believe automated degree audit will help us increase these numbers as we will be able to better recommend certificate completion to those students who are working toward their associate's degree as well as better advise students on their progression.

5) GOALS AND PLANS FOR 2015-2016

Based on the analysis of your progress over the past year, including your student success data and stakeholder input, please identify up to three goals for your institution's student success work, 2-3 action steps you will take to move towards these goals in the 2015-16 academic year, and any desired resources from Achieving the Dream that may assist you in reaching this goal.

Goal	Action Steps	Desired ATD resources to assist you with this goal
1) **Improve communication about ATD interventions and student success initiatives across campus.**	• Add all ATD team and sub-team meeting minutes to the DACC ATD website. • Add ATD meeting invitations to our existing CQI (Continuous Quality Improvement) team meeting information already being sent out to faculty and staff on a monthly basis. • Send out action items from ATD team and sub-team meetings to keep everyone up-to-date on where we are on each intervention throughout the year instead of just during Faculty and Staff In-Service.	
2) **Increase student progression and completion rates through mandatory advising, automated degree audit, and increased partnerships with area high schools.**	• Finalize mandatory advising model and implement new processes at the end of the Fall 2015 registration period for a full roll out in Spring 2016. • Troubleshoot automated degree audit during Summer 2015 and make available to students	

	starting in Fall 2015. • Continue work with Eastern Illinois University and Danville High School on Redefining High School to College planning grant (see below for more information). • Develop an early alert/retention system that works for both the faculty and the students.	
3) Strengthen and focus our student success efforts through continuous quality improvement.	• Align sub-team logic models and evaluation plans to create a clearer picture of where we are and what we need. • Alter any interventions that are not closing achievement gaps or increasing our student success outcomes based on information gained from our data. • Create stronger connections between student success interventions that have the same goals (ex. Equity and Inclusion and First Year Experience need more collaboration on closing achievement gaps for FTIC, African-American students.)	

6) SHARING

Is there any additional information you would like to share with ATD in this reflection? [Optional]

Placement scores have been one major policy and procedural change that the college has needed to review over the last several years. This past year, the Math and Sciences Division requested we start with math placement scores to try and better place students for success. The Director of Institutional Effectiveness and Dean of Math and Sciences created a sub-team comprised of student services staff and math faculty members to review scores and current procedures and make recommendations of changes. First, the sub-team looked at our current math placement scores in different ways. They looked at the current placement processes – DACC uses ACT, SAT, COMPASS, and ASSET for placement – and found that the ASSET process was not working well for successful placement. From this, the team recommended changing the procedures for ASSET to change the skill level requirements for each test. Then, the team conducted a literature review to determine best practices for placement and student success. After procedural methods were reviewed and the literature reviewed was conducted, the team looked at the scores and success rates in the corresponding classes. Looking at the success rates, the team determined that scores should reflect at least a 50% success rate, so they increased and decreased a few cut scores for classes based on this rate. The team will review success rates of the same math

classes in two years to determine if these changes have made any difference in overall success rates of these math courses. Some worried that this would simply move more students into developmental classes, so the team decided to pursue other assessment options in terms of math placement scores as well.

While changes to the math cut scores were necessary, the biggest procedural change to our math placement was the addition of a second measure of assessment aside from standardized test scores. For recent high school graduates, we will now look at high school transcripts and place students based on getting a B or higher in Algebra I for placement into our MATH 101 Basic Algebra or MATH 107 Applied Mathematical Concepts courses and Algebra II for placement into our MATH 105 Intermediate Algebra course. This option will only be available to students for up to two years after the algebra class is completed. Advisors will note on the system how they placed the student so that this information can be pulled for later analysis. We will also place these students in cohorts to track how they move through their math classes and determine if this method of placement is working. For placement into upper-level math courses, MATH 111 College Algebra or MATH 115 Survey of Statistics and above, standardized test scores will still be used placement.

One way we hope to increase student progression and completion rates is through increased partnerships with our area high school to redefine the high school to college transition. As part of the Joyce's Foundation planning grant through Advance Illinois and Education Systems Center at Northern Illinois University (EdSystems), Danville Area Community College, Danville High School, and Eastern Illinois University will collaborate to develop services that build the foundational supports needed to allow students the ability to "catch-up" and/or "speed-up" their high school to college pathway. Based on the current strengths and challenges noted by our review of local data and national best practices, the planning project will focus on the following strategies:

1. Establish an ongoing Transition Team consisting of members from DHS, DACC, and EIU. The team will be the catalyst for critical conversations within the team and on their campuses.
2. Offer math (MATH 107 Applied Mathematical Concepts) and English (ENGL 121 Communication Skills) dual credit courses at the high school to serve as a way for students to catch-up or speed-up their high school to college transition.
3. Develop a plan for a College & Career Readiness Center at Danville High School utilizing partnerships with EIU, community resources, and Career Services, Academic Advisement, Financial Aid, and TRiO information through DACC.
4. Develop an online master's degree cohort at EIU to provide graduate-level credit to high school instructors who do not meet the dual credit instructor qualifications (per the Dual Credit Quality Act and the Higher Learning Commission).

Through these partnerships, we hope to increase the communication and understanding of curriculum demands between faculty members from the high school, community college, and university, reduce the number of recent high school graduates who place into developmental education math and English by 50% of their current rates, and increase the number of high school instructors who are qualified to teach dual credit courses by 50-75% which would increase the number of students who graduate high school with college credit by 100%.

Submitting the Annual Reflection Narrative

Congratulations! You have completed the Annual Reflection worksheet. If you are not completing the Leader College Application, follow these next steps:

➢ Using the link sent to your Core Team Leader(s), copy and paste your responses into the online Annual Reflection form. You will be asked to upload your data template (section 4) in the form as well.

➢ If you have not done so, enter your planned interventions in the Interventions Showcase. Your Core Team Leader(s) will have received instructions to enter the Interventions Showcase in mid-April.

Leader College Application Worksheet

Please read the [Leader College Application Guidelines](#) before proceeding.

Please use this document to draft your responses before completing the online Leader College Application form if your college wishes to apply for Leader College initial status or recertification.

Institution Name: _____

Year Joined ATD: _____

Application Type:
☐ Initial.
☐ Recertification. If applying for recertification, in what year did your college initially receive Leader College status? Enter Answers Here

Certification of Conversation with Coaches (Initial Applicants Only)

All institutions applying for initial Leader College status must have conversations with their assigned Achieving the Dream Leadership and Data Coaches regarding this application. The discussion should address the institution's readiness to apply for Leader College status, keeping in mind the required criteria for both practice and performance, and the roles and responsibilities of Leader Colleges in the Achieving the Dream National Reform Network. Initial applicants must complete this table.

Coach Type	Coach Name	Date of Conversation Regarding Application
Leadership Coach	Enter Answers Here	Enter Answers Here
Data Coach	Enter Answers Here	Enter Answers Here

Certification of Conversation with President/CEO/Chancellor (All Applicants)

All institutions applying for initial or recertification Leader College status must have conversations with their college president/CEO/chancellor regarding this application. The president/CEO/chancellor will be the primary contact for notification of Leader College status, which will occur in fall 2015.

President/CEO/Chancellor Name	Date of Conversation Regarding Application
Enter Answers Here	Enter Answers Here

Main Contact for Application Questions

Name: Enter Answers Here
Title: Enter Answers Here

Email: Enter Answers Here

Phone Number: Enter Answers Here

1) STUDENT SUCCESS DATA

a. On what measure would your institution like to be considered for Leader College status?

These selections must correspond to the data presented in the accompanying Achieving the Dream Data Template. Initial applicants must select <u>one</u>. Recertification applicants must select <u>two</u>.

- ☐ Measure 1: Successfully complete developmental instruction and advance to credit-bearing courses
- ☐ Measure 2: Enroll in and successfully complete the initial college-level or Gateway courses (math and/or English)
- ☐ Measure 3: Persist from term-to-term or year-to-year
- ☐ Measure 4: Attain a credential

b. Describe the increase(s) shown in the student outcome data.

To be considered for Leader College status, the institution should ideally show a general trend upward in student achievement for the measure(s) identified in subsection a (one measure for initial applicants; two measures for recertification applicants). Achieving the Dream realizes that there may not be a constant increase in student achievement from year to year. However, any fluctuations or downward trends must be thoroughly explained. Also, provide any additional information about the data that may be relevant (e.g., external influences, trends in cohort sizes, definitions, etc.).

Enter Answers Here

c. Describe any achievement gaps shown in the data and how the institution has addressed and/or plans to address these.

Enter Answers Here

2) INTERVENTIONS

a. Provide three years of data for one of the interventions submitted to the Interventions Showcase.

Ideally, this should be an intervention for which your institution is able to demonstrate scaling (reaching at least "more" of the target population). A target population is defined as a general cohort and not as a group of students that has received the benefit of a specific intervention. Use the following formulas when calculating percentages for this chart.

➢ Students in Intervention as % of Target Population = Number of students served by intervention / total number of students in the target population
➢ Students in Intervention as % of Total Enrollment = Number of students served by intervention / total number of students enrolled

If you do not have data for the most recent academic year, be sure to explain why in the comment box below. If your intervention is not currently reaching at least more (25.1-60%) of the target student population, please explain why and describe how your institution is working to remedy any barriers or challenges it faces to scaling.

Intervention Name: Enter Answers Here			
Intervention Summary (100 words or less): Enter Answers Here			
Target Population: Enter Answers Here			
Academic Year	**Number of Students Served by Intervention**	**Students in Intervention as % of Target Population**	**Students in Intervention as % of Total Enrollment**
Enter Answers Here	Enter Answers Here	Enter Answers Here	Enter Answers Here
Enter Answers Here	Enter Answers Here	Enter Answers Here	Enter Answers Here
Enter Answers Here	Enter Answers Here	Enter Answers Here	Enter Answers Here
Comments: Enter Answers Here			

b. Describe how your institution has worked to scale the intervention over the years. Describe any plans your institution may have to further scale the intervention.

Enter Answers Here

3) ABILITY TO LEAD

a. Explain your institution's contributions to the larger Achieving the Dream network.
Initial applicants should describe how, as a Leader College, your institution will contribute to the larger Achieving the Dream effort in terms of sharing and supporting replication of successful, scalable, and sustainable innovations from your campus. Recertification applicants should describe how, as a Leader College, your institution has contributed to the larger Achieving the Dream effort in terms of sharing and supporting replication of successful, scalable, and sustainable innovations from your campus.

Enter Answers Here

Submitting the Annual Reflection and Leader College Application

Congratulations! You have completed the Annual Reflection and Leader College Application worksheet. When you are ready, follow the next steps:

➢ Using the link sent to your Core Team Leader(s), copy and paste your responses into the online Annual Reflection and Leader College Application form. You will be asked to upload your data at the end of the online form.

➢ If you have not done so, enter your planned interventions in the Interventions Showcase. Your Core Team Leader(s) will have received instructions to enter the Interventions Showcase in mid-April.

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 its student success 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 your narrative response.

- ❖ That **data be disaggregated on at least three levels**:

  - ➢ Ethnicity/race, gender, and income status

Defining Cohorts

Below are three possible ways that your college may choose to define student cohorts when analyzing data for the Annual Reflection. Colleges should disaggregate data on at least three levels: race/ethnicity, 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)** and 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

Measure 1: Successfully complete developmental instruction and advance to credit-bearing courses

Definition: Number and percentage of students successfully completing developmental course requirements in <u>two</u> years

Institution may define the developmental education course one of three ways:

(1) Math

(2) English

(3) Math and English

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)

❖ All FTIC students (referred)

❖ All First Time to Institution students (referred)

Measure 2: Enroll in and successfully complete college-level or Gateway courses (math and/or English)

Definition: Number and percentage of students successfully completing gateway courses within <u>three</u> years

Institution may define the developmental education course one of three ways:

(1) Math

(2) English

(3) Math and English

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

Measure 3: Persist from term-to-term or year-to-year

Definition: Number and percentage of students persisting from term-to-term or year-to-year

Institution may define persistence in one of two ways:

❖ Term-to-term: first enrollment term to next major term (e.g. fall to spring)

❖ 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 4: Attain a credential

Definition: Number and percentage of students attaining a degree or credential within <u>four years</u>

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

APPENDIX B
DATA TEMPLATE EXAMPLE

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**Institution Name:**				Springfield Community College									
2					**Persist from Term-toTerm or Year-Year**									
3														
4	**Define the Persistence (Fall to Fall/Fall to Spring, etc.)**				**Fall to Spring**									
5		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												
6		**All students in the ATD cohort**												
7	**2013-2014**	**2010-2011**			**2011-2012**			**2012-2013**			**2013-2014**			
8														
9		N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful	
10	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%	
11														
12	Hispanic	489	371	75.87%	508	405	79.72%	573	465	81.15%	645	493	76.43%	
13	African American	366	257	70.22%	393	291	74.05%	412	314	76.21%	392	300	76.53%	
14	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%	
15	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%	
16	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%	
17	Pell	938	777	82.84%	1,320	1,120	84.85%	1,445	1,229	85.05%	1,586	1,287	81.15%	
18	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%	
19	Subgroup 1: ENTER NAME (Optional)			NA			NA			NA			NA	
20	Subgroup 2: ENTER NAME (Optional)			NA			NA			NA			NA	
21	Subgroup 3: ENTER NAME (Optional)			NA			NA			NA			NA	
22	Subgroup 4: ENTER NAME (Optional)			NA			NA			NA			NA	
23	** 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.**													
24														
25	Cell B10 Represents 36% of total enrollment.													
26	Cell E10 Represents 34.3% of total enrollment.													
27	Cell H10 Represents 32.5% of total enrollment.													
28	Cell K10 Represents 30.2% of total enrollment.													
29														