College 2018 Annual Reporting and Reflection
Due June 1, 2018

Introduction

The annual reporting and reflection process provides a structured way for institutions in the ATD Network to assess their student success work over the past year and to plan for the coming year. It guides assessment of system changes, progress with integration of multiple reform efforts that may be operating on the campus, and student-centric solutions aimed at improving student outcomes. Achieving the Dream's approach to this year's reporting and reflection process is designed to shift from a practice of compliance to a practice of assessment and a look at future needs. Collecting this important information from our Network will enable us to distill key themes, lessons, and trends that will inform work among colleges, coaches, and staff.

Instructions

Your participation in this important process will help us understand and manage our impact in helping you and other colleges in the Network achieve student success. The 2018 reporting and reflections process includes three components: 1) coach satisfaction survey, 2) college strategic plan, or report submission, and 3) annual reflection report.

Submission Elements

1. Coach Satisfaction Survey

Please complete a short survey to indicate your satisfaction with your assigned coaches. This feedback will help ATD provide better, more personalized coaching services. We encourage your institution to facilitate a group discussion about coach satisfaction and submit a single, collective response. Survey responses are confidential and will only be seen by Achieving the Dream non-coaching staff.

2. College Strategic Plans / Frontier Set and Pathways Project Reports

We are asking Network colleges to submit a copy of their current institutional strategic plan. ATD institutions that are participants in the Aspen Frontier Set or AACC Pathways 1.0 or 2.0 may choose to submit either the most recent Frontier report, Pathways plan, or strategic plan.

3. Annual Reflection Report

The Annual Reflection is designed to facilitate engagement of a representative group of stakeholders to review and discuss your institution's student success and equity work, including progress made, challenges faced, current priorities, and goals for the coming academic year. Important topics include efforts to achieve the scale and full adoption necessary to sustain the changes your college seeks to implement. Achieving the Dream is requesting all responses to each question fall within the 300 to 700 word count.

The coach satisfaction survey, strategic plan/report upload, and annual reflection report are due June 1.

Questions

Please send an email to Network@achievingthedream.org or call 240-450-0075 if you have any questions.

Thank you for your participation in this important reflection and learning process.

College 2018 Annual Reflection
Worksheet

Coach Satisfaction Survey

https://achievingthedream.qualtrics.com/jfe/form/SV_eEWgQgPA5sZ3U1f

College Strategic Plan, Frontier Set or Pathways Project Reports

Once you receive your individualized link, you will be asked to upload your most current College Strategic Plan, AACC Pathways 1.0 or 2.0 Plan or Frontier Report

Annual Reflection Worksheet

Contributors

Please identify the stakeholders who contributed to the 2018 annual reflection with their name and title.

• Dr. Stephen Nacco, President	• Dave Kietzmann, Executive Vice President, Instruction and Student Services
• Dr. Penny McConnell, Dean, Liberal Arts and Library Services	• Stacy Ehmen, Dean, Student Services
• Carla Boyd, Director, Career & Employment Services/Chief Diversity Officer	• Dr. Wendy Brown, Professor, Microbiology
• Phillip Langley, Instructor, Developmental Education	• Cindy Peck, Director, Admissions and Records/Registrar
• Bob Mattson, Executive Director, Institutional Effectiveness and Planning	• Jessica Miles, Data Analyst
• Kerri Thurman, Executive Assistant to the President/Secretary to the Board/Director of Grants	• Becky Doss, Administrative Assistant, Executive Vice-President of Instruction & Student Services
• Stephane Potts, Director, Counseling & Transfer Articulation	• Shanay Wright, Director, TRIO & Student Success Center

ICAT Utilization

The ICAT is designed to help colleges determine their level of capacity in seven key dimensions: Leadership & Vision; Data & Technology; Equity; Teaching & Learning; Engagement & Communication; Strategy & Planning;

and, Policies & Practices. These are the essential capacities that enable colleges to create a student-focused culture that promotes student success.

How has your college used the ICAT findings and what have been the results?

Communication across campus has always been a challenge when discussing the initiatives and progress of our student success agenda. Last spring, the ATD Leadership Team asked 100 faculty and staff members to complete the ICAT survey, and while we received a strong, positive response rate, the number of "I Don't Know" responses gave us pause. The main areas of uncertainty seemed to stem from a disconnect in understanding between what faculty and staff are doing in their respective areas. Questions concerning teaching and learning had higher "I Don't Know" response rates from staff, whereas questions concerning policies and procedures had higher "I Don't Know" response rates from faculty. To alleviate this issue, our 2017 August Data Brief included a section responding to several of the areas where faculty and staff had questions. The Teaching and Learning team also hosted an event during the Fall Faculty and Staff In-Service that required faculty to learn more about each area of Student Services and the resources available to students on campus.

During the event, faculty visited different tables hosted by various Student Services staff and asked questions about their respective departments and resources. Participants were given a list of questions to choose from that centered on the services the College provides to students and how these services support students outside of the classroom. The response from faculty about this event was overwhelmingly positive. Both full- and part-time faculty attended these sessions, and of those surveyed, 85.7% of full-time faculty and 100% of part-time faculty were either satisfied or very satisfied with the information they received during this activity. When asked, "How do you plan to incorporate the best practices from this workshop in your classroom?" faculty responses included:

- *I will be able to address student concerns more effectively.*
- *I will be more knowledgeable about services that are available to students and will be feel more confident helping students find the resources they need on campus.*
- *I'll have my students take self-assessments and bring a rep from any of the services offered to break down results to the students.*
- *It was great to see how many different resources DACC has implemented to assist with student learning. It also made me more aware of the services we provide.*

In pointing out the College's need to improve engagement of faculty and staff, the survey information from ICAT would lay the groundwork for DACC's implementation of a new model of participatory governance. During the Spring semester, the College introduced a monthly Forum to invite all employees to share information about the progress of their Achieving The Dream teams and to provide a platform for employees to vote on issues of importance to all DACC employees. The Forum met four times during the Spring semester and will resume its monthly meetings in the Fall. This coming academic year, the ATD Leadership team plans to

resurvey specific sections of the ICAT to assess certain areas for our Perkins grant and Higher Learning Commission re-accreditation.

Student Success Vision

a) **Briefly outline your institution's current student success vision.**
Note: This vision should be your ideal for how students will experience your college. It should include overarching, achievable goals that will act as key milestones as your college moves towards your student success vision.

Our student success vision at Danville Area Community College (DACC) centers on three main principles: 1) Students will be given information upfront concerning all services and processes needed to reach their individual educational goals, 2) Students will feel engaged in classes, welcome on campus and have at least one person on campus with whom they connect, and 3) Students will have an educational goal to strive for, an academic plan to keep them on track toward this goal, and an easy, accessible way to view their progress each semester until they reach their goal.

To this end, two years ago, the college set retention, persistence, and completion goals to improve by 1% each year in each category over a three–year time period. Over the past four years, retention of the overall student population has steadily increased, from 47.1% for students entering DACC in the Fall 2013 semester and returning in the Fall 2014 semester to 52% three years later. Continued growth is seen throughout all demographics with an especially notable 8.1% growth in African-American fall-to-fall retention over the last year.

Persistence can be defined in multiple ways. ATD considers fall-to-fall retention the same as persistence, while others consider persistence the sum of retention and transfer rates. DACC uses a similar metric to that used by the State of Illinois in their persistence performance metric. This metric considers all first-time, fall students and tracks them through the following summer to see what percentage of full-time students earn 24 credits and part-time students earn 12 credits at their initial institution. DACC is in the fortunate position to have experienced extremely rapid growth in this measure for its full-time students with persistence rates starting at 38% during the 2011-12 academic year and rising to 56% in the 2016-17 academic year. Part-time students have also seen growth, with persistence rates moving from 17% to 29% in the same time frame. These increases have surpassed our initial persistence goals of reaching 48% for full-time students and 25% for part-time students by the 2017-18 academic year.

Unfortunately, our completion rate for students attaining a credential within four years has decreased 0.9% from 33.7% last year to 32.8% this year. Because the continued increases we saw over the last few years did not look sustainable, the ATD Data Team decided to recommend starting with 33% as the goal for students who entered DACC in 2012-13 and whose four year window was closing. We were very close to reaching this goal, and with the implementation of Operation Graduation, the ATD Leadership Team feels that the goal of 35% credential attainment for the Fall 2014 student cohort is still acceptable.

b) What are your college's student success goals for the 2018-2019 academic year?

As stated in the previous question, our student success goals center on increasing our retention, persistence, and completion rates by 1% over the next year. In terms of retention rates, we have already surpassed our goal of reaching 50% by the 2017-18 academic year, but we will continue our goal of increasing this rate by 1% from there. Our persistence rates for full- and part-time students have also surpassed our initial goals, but the ATD Leadership team feels it is prudent to maintain realistic expectations when planning for upcoming years, so the 1% increase will again stand. While our completion rates have decreased slightly, the College will continue to strive for a 1% increase next year and 35% credential attainment for the Fall 2014 cohort.

The College's 2018-19 Strategic Planning Matrix focuses a majority of resources toward improving student success in a variety of ways. Some of the strategies on the matrix include:

- *Implement innovative pedagogy to improve student retention*
- *Implement more eight-week courses*
- *Explore alternatives to the current developmental education structure*
- *Explore innovative ways to increase stackable credentials and short-term certificates*
- *Assess and expand student activities to improve retention*
- *Implement researched retention and recruiting methods of underserved groups*
- *Evaluate current strategies to improve student retention and equity gaps*
- *Track, monitor, and provide assistance to keep students on track for graduation within three years*

The items on the Strategic Planning Matrix were submitted by various departments on campus, reviewed, voted on, and approved by the College's Governance Forum, and approved by the Board of Trustees. All budget requests have to be tied to the matrix or they will not be approved for the upcoming year. These actions confirm that student success is at the forefront of college planning and resource allocation.

c) Briefly describe your systemic change priorities that will help your institution achieve its student success goals. We recommend identifying two or three priorities. Each priority likely comprises multiple student success efforts that work together to achieve systemic change.
Note: A student success effort is defined as a policy, practice, or procedure designed to reduce or eliminate barriers to students' progress and ultimate success in higher education and the labor market.

To meet our retention, persistence, and completion goals, the College is working on several student success efforts that will work together to achieve systemic change. One way we are doing this is through our Operation Graduation initiative. This initiative focuses on our first-time, full-time, fall students and provides each student with a mentor on campus who makes contact with them at least three times a semester to make sure they know important dates, resources, and other information about the College. Each cohort is monitored yearly to see which students are continuing the next year, have transferred or

graduated, or have withdrawn from the college completely. In the cohort's third year, the Director of Admissions and Records/Registrar reviews all students who are close to attaining a degree or certificate and contacts them via letter, e-mail, or phone call to make sure they have filled out their graduation paperwork or have registered for any remaining classes they may need.

While our overall retention and persistence rates are increasing, and we saw a notable increase in African-American student retention from last year to this year, many of the achievement gaps between our white and minority students, as well as our Pell and Non-Pell students continue to be an area of concern. During the Fall Faculty and Staff In-Service last year, the Equity and Inclusion team facilitated a training centered on the Spent Interactive Game to provide professional development and encourage a stronger understanding of the poverty mindset and the obstacles our students face on a daily basis. When asked how much they agreed with the statement, "The *Spent Interactive Game* provided understanding of the barriers to success that DACC students encounter," 77% of faculty and staff said they agreed or strongly agreed.

To further this understanding, the Equity and Inclusion team is also hosting COPE (Cost of Poverty Experience) during the Fall Faculty and Staff In-Service this coming August. A partnership between Think-Tank and the CareSource Foundation, "COPE is a 2.5 hour experiential event that accommodates from 40 - 120 participants and 17-21 volunteers. Many organizations and communities across the nation use COPE to work more effectively with low-income families. This is because COPE gives participants and volunteers an opportunity to experience poverty firsthand through the eyes of real families. The experiential nature of this training helps organizations and communities more deeply understand the complexities of poverty, paving the way for addressing the issues of poverty more comprehensively." Those involved in planning are very excited about this event and hope it will bring an even stronger understanding of what many of our students go through on a day-to-day basis.

What progress is your college making in improving outcomes through these priorities?

To further DACC's commitment to equity as an institution, this past year, the College established a Chief Diversity Officer as someone dedicated to not only our student success initiatives but equity in all aspects of the campus. Carla Boyd has been charged with reviewing college policies, procedures, hiring practices, employee training, and other areas through an equity lens to establish institutional success as well as student success and engage DACC with community organizations on matters of equity. Carla now facilitates the Access, Equity and Diversity team, a community task force comprised of educational, spiritual, and municipal leaders from the area who strive to close achievement gaps and increase success for minority students and citizens.

One area where low success rates and large achievement gaps are most prominent are with our African-American males. Early in our Achieving the Dream journey, the Equity and Inclusion team tried to improve success rates for these students by creating a group called A-MALE (African-American Males Addressing Life Effectively), but low attendance by students and changes in the group facilitator caused this initiative to fizzle out after a year or two. As Chief Diversity Officer, Carla is going to identify these students and develop and implement a strategy to address the barriers African-American males face during their educational journey

at DACC. One way Carla is planning to do this is by creating a mentoring program for our African-American male students and connecting them with African-American males in the community. The College will hold social events to promote student engagement as well as provide wrap-around services by connecting our students with additional community resources. The Access, Equity, and Diversity team will be a great partner in this endeavor. By making these critical connections, the College not only impacts our students, but the entire community in which we live.

Through our Operation Graduation initiative, over the last year, we have seen an improvement in cohort completion by 2% (moving from a 36% completion rate with the 2013 Fall cohort to a 38% completion rate with the 2014 Fall cohort). While the completion rate for the 2015 Fall cohort is slightly down based on their current progress compared to last year's group, the cohort retention rate is higher than last year's cohort at this time (13% still enrolled in the 5th semester as opposed to 9% of last year's cohort). The College will continue to put resources toward improving the retention, progression, and completion rates of these students in an effort to move the needle in our student success agenda overall.

What are your challenges in obtaining your goals?

While contacting their students over the last year for our Operation Graduation initiative, some mentors were unsure of what to do when one of their mentees withdrew from the college for the next semester. The Student Experience Team decided this was a perfect opportunity for us to find out what caused the student to leave, so part of the program next year will include follow-up questions for mentors to ask these students to gain a better idea of what barriers our students face and how we can potentially help remove these obstacles and create a clearer path to student success.

An issue we have always had, and continue to have, as a College is the idea of biting off more than we can chew. As the ATD teams have created our various student success initiatives, our Coaches have always cautioned us to really evaluate what is working and only focus on those areas. When the Academic Advisement and Counseling department met with our ATD coaches during their visit this past fall, it became evident that our Mandatory Advisement Project, which is our Quality Project for our Higher Learning Commission re-accreditation, had too many action items and would be very difficult to achieve based on our current resources. The coaches advised to review each initiative within the project to determine both its impact and scope and only focus on interventions that have high impact. This helped the department review the project and create a better plan moving forward.

d) How can ATD assist your institution in reaching your goals in the coming year?

Our ATD coaches were integral in streamlining our Mandatory Advisement Project. Their ability to look at what we are doing and immediately get to the crux of the issue is immensely helpful. We also always appreciate the plethora of resources our coaches provide during their visits. We hope to continue our relationship with Luzelma over the next year with our move to the Virtual Coaching method and gain a better understanding of how we can make systemic changes to our institution to improve our student success agenda.

If you would like to discuss further your response to how ATD can assist your institution reach your student success goals, please check the box below, and provide the name and contact information for the person we can follow up with.

☐ Yes, please follow up to discuss.

Name: Click here to enter text.	Email: Click here to enter text.	Phone: Click here to enter text.