2012 Achieving the Dream Annual Report

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Name and e-mail of contact person regarding this report:
Cindy Peck, cpeck@dacc.edu

1. Greatest Accomplishments since joining ATD
A. Committed Leadership

      Because Danville Area Community College (DACC) is a small college made up of 3,500 students and 268 employees, it is a wonderful accomplishment that so many of our administrators, faculty, and staff participate in our student success agenda. Of the 268 employees on campus, 111, or 41% of employees at DACC, are connected to Achieving the Dream (ATD) through involvement in an ATD team or through changes in course curricula, policies, or procedures that occurred due to the college's paradigm shift from access to success.

      One example of committed leadership that definitely can be seen as a great accomplishment is the increase in student success rates in the college's Developmental English (DEVE) 099 course through the hard work and dedication of our Lead Developmental Education Instructor Phillip Langley. As seen in the table below, DEVE 099 saw a 50% increase in overall success from 28% in the 2007-2008 school year to 78% in the 2010-2011 school year.

Developmental English 099 (DEVE 099) Course Success		
FA 2007 + SP 2008	N	61
	%	28%
FA 2008 + SP 2009	N	56
	%	71%
FA 2009 + SP 2010	N	80
	%	74%
FA 2010 + SP 2011	N	63
	%	78%

The dramatic success-rate increase of this course can be attributed to the hiring of a full-time, dedicated faculty member, Phillip Langley, to both teach and over-see all Developmental Education classes. As lead instructor, Phillip changed the entire Developmental English textbook series to a series that was more student-focused and student-friendly. This change also aligned the textbook series with the series being used in the Liberal Arts "bridge" course, ENGL 121 Communication Skills, making the terms and teaching style sync between the two departments. Phillip also started teaching the course in a computer lab where students have access to word processing and electronic resource technology; they also added interactive technology such as smart boards and computer workstations to all Developmental Education classrooms (math, reading, and English.)

      In terms of policies, Phillip and other English instructors also revised the assessment policies for both levels of Developmental English by restructuring the DEVE 098 Mastery Test and eliminating the COMPASS test as the exit exam for DEVE 099. The COMPASS test was replaced with a writing exam that was designed to mirror the skills needed in subsequent levels of English (121, 122, and 101) to help ensure future student success. This test was designed for students to prove they could produce good writing rather than just recognize good writing. Phillip has been involved with Achieving the Dream from the beginning and has attended several Strategy Institutes and other conferences on developmental education through this involvement. Barbara Wheldon, the new full-time Developmental Math (DEVM) instructor has also started making changes to the DEVM curriculum, has become a part of the Equity & Inclusion sub-team and Core and Data team, and attended the ATD DREAM Meeting this past February. All of Phillip and Barbara's hard work as the only two full-time Developmental Education instructors has definitely shown a commitment to student success, and the data shows how much an

instructor dedicated to student success can really make a difference and really move the needle overall.

One of the greatest policy changes that came from the college's success-not-access shift and required very committed leadership to implement was the college's decision to apply a registration deadline this past fall semester of ten days before classes start for students with less than 19 credit hours. The president of the college, Dr. Alice Marie Jacobs, was hesitant at first to impose this deadline, or registration "successline" as it is referred to on campus, but previous data showed that a high percentage of students who registered during the last ten days dropped or withdrew from classes, so she readily accepted the evidence put forth by our registrar that such a deadline was necessary to provide students enough time to adequately prepare for the start of the semester, and because of this preparation time, be more equipped to succeed here at DACC.

The DACC Board of Trustees has become even more engaged in the college's ATD interventions during this past year. The Equity & Inclusion, Teaching & Learning, and First Year Experience sub-teams have presented to the Board at their monthly meeting. Board members are knowledgeable of the core principles of Achieving the Dream, understand the importance of the ATD initiative, and excited about the ATD concept. This past year, the college updated our strategic plan and used our student success agenda as the cornerstone of these changes. The Board approval of these updates shows their support for the work we are doing to help our students meet their educational goals. To continue this Board support in ATD, Dr. Jacobs is planning a Board retreat centering on student success for the upcoming year and will encourage a Board member to attend a DREAM meeting to generate even more excitement and commitment for the college's student success initiatives.

B. Use of Evidence

Although DACC has committed to transitioning to data-driven decision making since joining ATD, the shift to focusing only on data-driven decisions has been a challenging shift for some. We are pleased to report, however, that all of the ATD teams are using evaluation data to determine how their interventions are impacting student success. The Success in College (SIC) task force, a group created by the First Year Experience sub-team, used course evaluations, faculty and student focus groups, and retention data when assessing the college's current Success in College course. The data allowed the task force to determine what changes needed to be made to the course to increase student and faculty engagement in the classroom.

Comparison of Fall 2010 Students: Students Who took INST 101 vs. Students Who Did NOT Take INST 101						
COMPARISON OF TOTALS						
	Hrs. Attempted FA 10	Hrs. Completed FA10	FA10 GPA	Enrolled after FA10	Total Hrs. Completed to Date	Cumulative GPA to date
NO INST 101	13.5	8.7	1.953	73% retained	16.0	1.929
Took INST 101	14.4	10.8	2.447	82% retained	20.9	2.272
Differences	+.9 hrs.	+2.1 hrs.	+.500 pts.	+9% with INST 101	+4.9 hrs.	+.300 pts.

From this data, the task force created a pilot course that was offered this Spring 2012 semester that altered the course curriculum to focus on topics both students and faculty found necessary for student success, extended the course from a 3-hour-a-week, 5-week course to a 1-

hour-a-week, 15-week course to foster the student/faculty mentor relationship, and started using a new textbook with supplemental information online to increase student involvement outside of the classroom. The initial feedback from the 14 students taking the pilot course has shown promising results in the area of student engagement, and additional class sections with this format will be offered in the Fall 2012 semester. An average of 350 students take Success in College each semester, about 10% of total enrollment, so the 10 sections with the new format will affect roughly 175 students or 50% of the total number of students who take the class. However, even with this small scale-up, the task force understands that more evaluation must be conducted before the college scales-up the new SIC course to include all Success in College course sections.

Other areas of the college where data has been used to determine changes are the college's administration of student satisfaction surveys such as Noel Levitz and CCSSE, and the decision to implement a registration deadline for new students starting the Fall 2011 semester. The Office of Institutional Effectiveness alternates each year between the Noel Levitz Student Satisfaction Survey and the Community College Survey of Student Engagement commonly known as the CCSSE. Once the results of these surveys are compiled, the Director of Institutional Effectiveness, Nancy Boesdorfer, presents these findings to various committees and groups both on and off campus, such as the Expanded Administrative Council at DACC and the community Access, Equity, and Diversity committee. This information is then used by different areas on campus to improve services to the students whenever possible. For example, the information gained from last year's Noel Levitz survey caused the Academic Advisement and Counseling office to start having meetings to communicate with students. The college's decision to implement a registration deadline was also based on evidence from best practices at other institutions rather than simply making a change because we felt like it would be best for students. These changes show how the idea of data-driven-decisions is permeating the campus culture at DACC.

C. Broad Engagement

The ATD teams and faculty and staff at DACC overall are working to promote broad engagement through a variety of ways. To communicate what the ATD teams are doing in terms of student interventions and what opportunities are available for faculty and staff to participate in the student success agenda, Achieving the Dream and the college's student success initiatives are given ample time at the Faculty and Staff In-Service meetings at the beginning of each semester. In fact, of the 42 total hours of the last two In-Services (Fall 2011 and Spring 2012), 20 of those hours were dedicated to the student success agenda in some way. This focus shows DACC employees how important ATD and the ideals DACC has adopted since becoming a part of this initiative are in every aspect of the college.

To further communicate the progress of the college's student success initiatives, the Director of Institutional Effectiveness creates data briefs (see attachment 1A) at the beginning of each semester to present at Faculty and Staff In-Service. These short updates capture what each sub-team is doing and the data that is influencing these actions without being too lengthy and involved. This information is also available on the new Achieving the Dream webpage that we created this past year to give anyone who is interested in learning more about ATD as a national initiative and DACC's involvement in the program a place to access all of our information. This webpage has made it easier to keep the campus as a whole informed about what we are doing to move the needle on student success.

Another area where the college has worked to involve a diverse group of employees in Achieving the Dream is through the Strategy Institute/DREAM Meetings. When the ATD Leadership team discussed the best possible participants for the DREAM meeting this past February, they focused on faculty members across the campus divisions - Liberal Arts, Math and Sciences, Developmental Education, and Business and Technology were all represented - as well as student services staff from Advisement and Counseling and Recruitment and Retention to include as many areas of the college as possible. The team also focused on newer employees who had shown an interest in participating in Achieving the Dream and the college's student success interventions to give them the opportunity to really understand what ATD is about and how other schools are increasing student success through their involvement in this initiative. The DREAM participants came back from the conference excited about what they had heard and ready to start making changes not only to their own classes but to other areas on campus as well.

The main focus of the Teaching & Learning sub-team is to promote student success through faculty engagement. Through the Teaching Excellence Academy (TEA), faculty members have the chance to learn from fellow instructors about different methods to increase student engagement in the classroom, work through issues of classroom management, and implement new technologies of which an instructor may not have been aware into his or her course or courses. This past year's TEA presentations have averaged 35 faculty in attendance or 57% of all full-time faculty. Many of the TEA presentations are also given at the Part-Time Faculty Academy (PTFA), an evening information session during Faculty and Staff In-Service each semester offered for those adjuncts who cannot attend the day-time In-Service program. The last two Part-Time Faculty Academies have had an average of 53 part-time faculty (64% of total part-time faculty). The TEA and PTFA presentations are also videotaped and will be uploaded to the DACC ATD webpage for those who cannot attend in person. These meetings are a great way to increase communication among faculty members from different departments and foster the commitment to student success campus-wide.

While many faculty and staff members participate in ATD through their involvement on sub-teams and task forces, a large number of faculty and staff are involved in the student success agenda outside of the ATD teams. Lyle Hicks, an accounting instructor and coordinator of the college's VITA site, enlists the help of 13 faculty, staff, and student volunteers to assist students and community members file their federal and state tax returns free of charge. Over the last two years, the VITA site has helped 200 students with their taxes and generated over $100,000 in tax refunds. The ATD Leadership team feels this service helps fulfill a much needed financial literacy component in the student success agenda. Also, while they may not be involved in ATD directly, as of the Spring 2012 semester, 35 full-time faculty (57% of all full-time faculty) use cooperative learning, one of the main interventions of our Teaching & Learning sub-team, in the classroom. This is a 24% increase from a survey given during the Fall 2010 semester which found that only 20 full-time faculty said they used cooperative learning in the classroom. As faculty start to see the positive effects cooperative learning has on student engagement, and in turn student success, it is our hope that more faculty will adopt this technique for their classes. Both of these examples show how student success has become a focus at DACC throughout campus.

D. Systemic Institutional Improvement

The main achievement DACC has experienced this past year that connects to systemic institutional change involves the college's purposeful realignment of existing organizational

structures to ATD and the student success agenda. One example is the change in our ENGL 101 Rhetoric I composition course. As one of our gatekeeper courses, ENGL 101 was of particular interest because it is required for so many of our programs, and one aspect of the course specifically, the Exit Exam, was causing several students to fail the course even though they had earned a passing grade in the class before the exam was taken. After researching other colleges and their policies and procedures surrounding their college composition courses, the Writing Committee determined that the Exit Exam should not be the only deciding factor for course competency and decided to eliminate the exam as a requirement for passing the class. Students in ENGL 101 now complete a writing sample similar to the Exit Exam in their classes as part of course requirements. Data will soon start to be gathered on the students taking ENGL 101 during the 2011 Summer and Fall and 2012 Spring semesters to determine if this change in policy had any impact on student success in the course.

Other areas involved in policy and procedural changes on campus are our student services departments: Admissions and Records, Financial Aid, the Assessment Center, Academic Advisement & Counseling, the Student Success Center, and Recruitment & Retention. In August, the college participated in a service offered by a non-profit, equal opportunity advocacy organization called Women Employed in which two potential students came through the college's enrollment process and provided feedback on any obstacles or barriers they faced while trying to register for classes. The First Year Experience sub-team found this feedback very informative and very helpful in our intervention of Shaping our First Year Experience, and the departments affected are now looking at their office's policies and procedures to determine what changes can be made to better serve incoming students. We also used this information as a success tool to show what worked well in our first year experience and celebrate what we are doing right to help students be more prepared to meet their educational goals.

The FYE team also made a campus-wide policy change this past spring with the implementation of mandatory orientation. One of the main mottos of Achieving the Dream states that "students don't do optional," and with so many schools at the Strategy Institute the last few years discussing their success rates with mandatory orientation, the FYE team decided to look into this option more thoroughly. As the data in question 12A shows, our students who attended orientation are much more likely to return the following semester than students who did not attend an orientation; this information validated our decision to make orientation a requirement for all incoming students. All students must now complete either the on-campus or online student orientation before they can register for classes. This was a major policy and procedural change that has required a lot of communication and reiteration, but the students will be better equipped to navigate the college system with the information gained in the orientation.

The Student Success Center has used Achieving the Dream and the importance of gatekeeper course completion to completely alter tutoring services to students. With very little money to apply toward general tutoring, the Director of the Student Success Center, Vicky Welge, decided to focus the courses offered for tutoring on only the courses the ATD Core and Data team designated as gatekeeper courses. This change allows all tutoring resources available, however scarce, to have the highest impact on student success and progression.

The college has also made changes to our Developmental Education department with a new acceleration pilot for our developmental English courses. Last June, the lead instructor for developmental English, Phillip Langley, attended a conference entitled "Acceleration in Context" which assisted in the creation of an accelerated developmental education sequence for English and math curricula. The developmental English acceleration pilot course launched this

spring semester to accelerate our English 098 and 099 classes was offered as an online course. As of right now, approximately 50% of those who began the class in January are progressing from the 098 material to the 099 material, and 100% of these students are on track to finish the 098 sequence by the end of the semester.

Finally, the college has also moved toward systemic institutional improvement this past year through the ATD teams' collaboration with other established teams on campus such as CQI. Continuous Quality Improvement (CQI) is a program on the DACC campus that started in the early 1990s as a venue to communicate problems with the college's policies and procedures as they pertain to faculty, staff, and students. Different CQI teams are focused on different topics, such as academic affairs, employee development, and student support and development, but the root purpose of all CQI teams is to improve the college as a whole in a variety of ways. Because these teams are already established on campus, the ATD Leadership team invited Rick Bough, the CQI coordinator and a faculty member in the Business and Technology division, to attend the DREAM meeting to gain insight on how ATD works and how CQI can share a role in the college's student success agenda.

2. Resources Used (Internal and External)

A. Committed Leadership

The Board's involvement in Achieving the Dream and the student success agenda has resulted in the Board providing resources for the ATD initiatives on campus. Being a self-funded ATD school, the college would not have been able to send eight people to the ATD DREAM Meeting in February had the Board and college leadership not been so committed to Achieving the Dream and the college's involvement in this endeavor. College funds were also used extensively this past year for professional development in the form of the Teaching Excellence Academies and travel to student-success related conferences across the country. The participants of this professional development have become even more engaged in the student success initiatives on campus.

Several personnel decisions over the past three years have been centered on Achieving the Dream. Three positions – the Coordinator of Retention and Student Engagement, a support person in the Office of Institutional Effectiveness, and a newly created data analyst position – have been added or reallocated on the DACC campus since the college joined the ATD initiative. While these positions are utilized through our ATD efforts, employees are involved in many different aspects of the college. As a small college, it is important that all new and current positions fit into the college's student success agenda at DACC so every student has a chance to reach their educational goals.

B. Use of Evidence

The college's Institutional Effectiveness (IE) office has worked tirelessly to meet the data requirements of mandated reporting and the needs of the ATD sub-teams. From the disaggregated data that the IE office gives to the ATD teams, the teams are able to justify their decisions about interventions and other changes to college policies and procedures. Team members are also bringing back ideas and high-impact strategies from conferences and Strategy Institute/DREAM Meeting resources from other successful colleges. The Director of Institutional Effectiveness also completed a series of courses through the Data & Decisions Academy, data classes that she learned about through our participation in Achieving the Dream.

C. Broad Engagement

  The Office of Institutional Effectiveness shares data briefs covering each sub-team intervention with other committees outside of the college, such as the community committee Access, Equity, and Diversity. This helps engage community members and inform those who may not be as familiar with Achieving the Dream about the concept and the college's involvement in this national initiative. As previously stated, internal and external dollars have also been devoted toward investments in professional development for faculty and staff. Faculty members have attended conferences and workshops on cooperative learning, student success courses, and developmental education acceleration during the past year. The college also leverages our Faculty and Staff In-Service days at the beginning of each semester to communicate student success interventions campus-wide. These professional development opportunities provide not only best practices about student success interventions but also increase the number of faculty and staff members interested in working on ATD-related activities or teams.

  The college also engages the external community in our ATD efforts through our connections with area high schools to promote student success. The college has a long-standing commitment of offering College Express and dual enrollment opportunities to any high school students in the district who are interested and eligible for dual-credit classes. College Express – a program in which high school students come to DACC and attend college classes during their regular school day – added a Success in College component for these students to help them understand the strategies needed to do well in college before they have even graduated from high school. The college communicates program and policy and procedural changes to the area high school counselors at the High School Articulation Meeting held every February on the DACC campus. For the past several years, the college has also hosted a county-wide professional development day in October which includes DACC faculty and area middle and high school teachers. These outreach efforts help to ensure that incoming students are better prepared to enter college after high school graduation.

D. Systemic Institutional Improvement

  The human resources of the college have been the most valuable resource toward reaching our student success goals because the people involved in these interventions have enabled us to accomplish many things this past year. At DACC, we have a committed staff and faculty who are carrying out initiatives, and many employees have provided strong formal and informal leadership on the ATD teams. The members of these teams come from all over campus, but they work together toward the same goal of student success. With our focus on student success through our changes in professional development, we have challenged faculty to go out and learn about promising, research-based interventions and bring them back to share with the campus to promote institutional change.

  The college is also using our student success agenda when it comes to researching and applying for grants that will benefit our students and help them reach their educational goals. We applied for a Title III grant last year centering on our work in developmental education, and while we did not receive this grant, we are going to apply for it again this year including our data about the successes of our DEVE 099 course. Also this past year, DACC received an Accelerating Opportunities grant which helps create a clear path for students with lower-level

skills to enter and complete short-term credentials while also gaining basic skills. For example, GED students who are interested in automotive technology will take the GED class alongside automotive classes that will lead to short, "mini-certificates" such as Brake Repair or Steering Systems. The instructors team teach with 50% of class time focused on GED material and 50% focused on automotive, so the students receive information about both areas during one class period. The instructors also use contextualized learning such as using automotive vocabulary to test reading comprehension. This program is designed to help accelerate student completion and also provide students with small successes along the way so if they do not complete a college certificate or degree, they still walk away with something that could help them gain employment.

3. Greatest Challenges

A. Committed Leadership

One of the greatest challenges the college has faced this past year is a lack of people to carry out the tasks put in place by the ATD teams. Several employees have retired from leadership positions, and with pension reform still being seen as a focus for the state in the near future, more retirements may occur in the next year or two. This loss of committed leaders and the knowledge they carry with them is and will continue to be a great loss to the college. However, this shift in personnel also provides an opportunity to bring new leadership to campus with a focus on the student success agenda.

B. Use of Evidence

A lack of data capability has been our greatest challenge in the area of use of evidence. The Institutional Effectiveness Office currently only has three people in the office, and an MSI conversion and loss of a position early on in the college's involvement in Achieving the Dream did not help. The college also needs to start tracking cohorts for our student success interventions. The ATD Leadership team is confident that the addition of a data analyst position is going to help the Institutional Effectiveness office deal with the abundant amount of data needed for various groups both on and off campus.

Another challenge the college is facing in terms of use of evidence is our lack of knowledge and application of the ATD Data Access Tool. This tool seems very useful in terms of not only viewing our own data but also using benchmark data from other ATD colleges to see how our numbers compare to other schools with similar demographics. Given our struggle with gathering data for our student success initiatives, the teams need to use as many outside resources as possible to make data accessible and purposeful in fitting with the ATD ideals.

C. Broad Engagement

The college struggled to engage faculty and staff in the ideals and practices of Achieving the Dream when it initially started because of the unusually high enrollment during that time. The ATD teams have worked to increase this engagement through the Teaching Excellence Academies, participation in faculty and staff focus groups for the First Year Experience sub-team interventions, and participation in the ATD Strategy Institute/DREAM Meeting. Through these activities, more faculty and staff are asking to serve on ATD teams to help with the college's student success initiatives. Currently, of the 268 employees on campus, 111 or 41% participate in Achieving the Dream and the student success agenda in some way. The addition of new people on the ATD teams has helped ease the workload of those who have been involved from the beginning and who risked becoming burned out from having to do so much.

D. Systemic Institutional Improvement

As with broad engagement, the enrollment surge was a challenge for the faculty and staff to give extra time to the initiative. With the current A-MALE and WISE student support groups, the Core and Data team needs to look at how to scale these groups and connect them to the bigger picture of campus-wide student success. Uncertain college funding through possible state and federal changes, such as performance based funding, make it difficult to plan any major changes to the current policies and procedures because widespread changes may be mandated in the near future. However, even with this uncertainty, the college is still committed to continuing with our student success initiatives and has taken steps to further embed this into the campus culture by making it a focus in the updated strategic plan and including ATD practices in different areas across campus.

4. Institutional Research Challenges (Mark all that apply)

___ None
_X_ Too few IR staff positions
_X__ Too few IT staff positions
_X__ Unfilled staff positions
_X__ Inadequate IR staff training in needed skills
_X_ Difficulty retrieving useful, timely data
_X_ Other (Please describe): An increase in federal and state mandated reporting combined with a lack of staff has taken away time the Institutional Effectiveness office can spend on research rather than compliance needs.

5. Increases in Institutional Research Capacity

Last year, the college added a 30-hour support position for the Director of Institutional Research. The college is currently in the process of hiring a data analyst position to assist in gathering and interpreting data for the Institutional Effectiveness office. Even with limited funding, the college feels that this position is essential to providing the information needed for the various student success interventions operating on campus.

6. Institution's Data Environment

a. Type of student information system used: Datatel
b. Software packages used for data analysis: Microsoft Access

7. Longitudinal Data on Student Cohorts/Achievement Gaps

Our longitudinal data included student cohorts based on age, gender, ethnicity, enrollment status, and PELL grant eligibility. From this data, we found that African-American males and females between the ages of 19-24 have the lowest success rate at DACC in terms of course completion. This spawned the idea of creating our two new support groups for African-American males and females. While our A-MALE and WISE groups have not had strong attendance, the students who do attend have seen improvement in their completion and retention rates when compared with similar students who did not participate in either support group. To combat the attendance issue with the groups, the group coordinators have moved to Success in College cohort-based sections of A-MALE and WISE in hopes that this will encourage regular attendance of a core group.

8. Engagement of External Community in ATD
_X_ Collaborative activities with K-12 schools to improve student preparation for college
_X_ Data sharing with local high schools
_X__ Collaborative activities with four-year institutions to improve student success
_X_ Collaborative activities with community organizations
_X_ Collaborative activities with employers
___ Other (Please provide the type of activity):

9. Alignment of ATD Work with Institution's Goals for Improving Student Outcomes
        The college's ATD work has been aligned with nearly every change we have made in programs, policies, and procedures this past year. Our ATD interventions are now a part of our departmental goals and plans as well as the main focus of the college's updated strategic plan. Staff training is ATD inspired with Achieving the Dream topics discussed and presented at every Faculty and Staff In-Service, and student services on campus are starting to be assessed based on ATD philosophies. With the collaboration between the college's ATD and CQI teams, Achieving the Dream has become the umbrella under which all other initiatives fall.

10. Incorporation of 2011 Annual Report Feedback
Committed Leadership
        The college's ATD teams had great feedback on this area due to our strong commitment from the Board of Trustees and college president. The Board of Trustees have continued their involvement in Achieving the Dream and the college's interventions through presentations at the monthly Board meetings by each of the ATD sub-teams. The college has also further involved faculty across campus in ATD through the diverse group of participants who attended the DREAM meeting this past February.

Use of Evidence
        As with most schools, most of the feedback for use of evidence surrounded creating and continuing support for the IE office and IT systems. The Institutional Effectiveness office still struggles to retrieve the data necessary for the college's student success initiatives, but the addition of a support position in IE this past year and of a data analyst position this year will hopefully help alleviate some of these issues. Each sub-team is continuing to strengthen its evaluation plans for its interventions and will start to collect data on these interventions shortly. Several of the interventions put in place this year will take another year or so before adequate data can be collected and analyzed. Data concerning the small number of African American males and females affected by the A-MALE and WISE support groups caused the Equity & Inclusion sub-team to reevaluate the manner in which these groups were delivered and brought about the addition of A-MALE and WISE cohort-based Success in College course sections for the Fall 2012 semester. More decisions like this need to be made after the data for our other interventions has been collected.

Broad Engagement
        The feedback from broad engagement mostly dealt with furthering faculty and staff involvement in the college's student success agenda and further communicating the college's work toward increased student success and the work each team is doing to meet this goal. The

college created an Achieving the Dream webpage for the DACC website that provides information about Achieving the Dream as a national initiative, Achieving the Dream as it pertains to the DACC campus, and the student success interventions that the college has implemented since its adoption of the ATD principles. The college also gives time at each Faculty and Staff In-Service for updates and discussion about ATD and the campus-wide interventions to promote student success.

The college also plans to continue the conversation of equity with the return of Dr. Bethanie Tucker, author of *Understanding and Engaging Under-Resourced College Students*, to our Fall 2012 Faculty and Staff In-Service. The Equity & Inclusion sub-team received such wonderful feedback from Dr. Tucker's presentation at the Spring 2011 Faculty and Staff In-Service that the team asked her to return to campus to discuss conflict resolution and how faculty and staff can learn to communicate more effectively with students from diverse backgrounds.

Systemic Institutional Improvement

The feedback in terms of systemic institutional improvement discussed continuing to use a culture of evidence to determine the plausibility of scaling-up any interventions, commit institutional funds and resources to the student success interventions that show improvement based on the data, and create a strategic plan that embodies the ATD ideals in terms of data and the student success agenda. This year, the college updated its Strategic Plan, and the idea of increasing student success through faculty, staff, and student engagement was the main focus on these changes. The First Year Experience sub-team used data to determine what changes needed to be made to the current Success in College course and will continue to use data to make decisions about scaling-up the new SIC course to full-scale.

11a. Descriptions of ATD interventions/strategies

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading / N/A	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
Support groups for both African-American males and females 1) A-MALE (African Males Addressing Life Effectively) 2) WISE (Women Inspiring Success Effectively)	1) A-MALE Sept. 2010 2) WISE Feb. 2011	1) and 2) Community Engagement, Equity, Student Support Services	N/A	1) African American Males 2) African American Females	1) 16/91 = 18%* 16/288 = 6% 2) 15/118 = 13%* 15/281 = 5% *Original target population was 18-24 year olds, but both groups have worked with all ages	1) 31 2) 30	1) and 2) Increased number of successful course completions Increased semester-to-semester and fall-to-fall retention rates Increased number of students benefitting from social, cultural, and/or academic support Increased number of program completions	1) 67% of the Fall 2010 A-MALE cohort were retained to SP 2011 44% of the Fall 2010 A-MALE cohort were retained to FA 2011 2) 89% of the Spring 2011 WISE cohort were retained to FA 2011 67% of the Fall 2010 WISE cohort were retained to SP 2012 In comparison, 61% of **all black students** enrolled in FA 2010 were retained to SP 2011, and 39% were retained to FA 2011. Within the black student population, 63% of all **males** were retained to FA 2011. The retention for **females** for SP 2011 was 59% and 36% for FA 2011. In comparison, 55% of **all students** enrolled in FA 2010 were retained to SP 2011, and 37% were retained to FA 2011.

Intervention Description: Danville Area Community College identified three advisors and actively attempted to recruit 25 male and 25 female African- American students who were under 24 years of age to participate in a support group (males) or course (females). The goal of this intervention is to provide social, cultural, and/or academic support to encourage and engage minority students to successfully complete their program of study. A total of 31 students were recruited this year. In the future, the college will also recruit African-American male and female mentors from college staff and the community to pair with the students.

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading/ N/A	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
Professional development for faculty and staff on equity, inclusion, and cultural awareness\n\n1) Booked Dr. Bethanie H. Tucker to speak at Fall 2012 In-Service on equity and conflict. DACC attempted to schedule her for the January 2012 In-Service, but she was unavailable.	Jan. 2011	Equity, Faculty Professional Development	N/A	Other: All students	5,974 (Number of students enrolled Fall 2011 – end of term)\n\n100% of total enrollment	9,000	Increased awareness of cultural differences and needs of students in order to provide the best possible learning environment	All full-time faculty and administrators attended the January 2011 in-service, and 100% increased their awareness of cultural differences.\n\nAt the Fall 2012 in-service, Dr. Tucker has been scheduled to speak at a time when all full-time faculty, staff, and administrators will be in attendance. All part-time faculty will be invited to hear Dr. Tucker speak at a separate session in the evening.

Intervention Description: Professional development on the topics of equity, inclusion, and/or cultural awareness will be provided to DACC full-time faculty and staff on an annual basis. Efforts will be made to include some type of training each year. The professional development will also be offered to part-time faculty through the Part-time Faculty Academy. The goal of this intervention is to provide sensitivity training so that all faculty and staff can be more cognizant of the cultural differences and needs of students and to be able to provide the best possible learning environment for each student.

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading/ N/A	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
1) Instructional Delivery	Fall 2010	Instructional Delivery	Developmental Education/ Gatekeeper Courses	Dev. Ed. and Gatekeeper	450 students 13% of total enrollment	New Initiative	Utilizing cooperative learning to improve retention	Limited data: First year of implementation
(Added Component: Supplemental Instruction)	Spring 2012	Instructional Delivery	BIOL 102 Principles of Biology	Transfer/ Science/ Nursing Majors	230 students 7% of total enrollment	30 students in pilot	Utilizing supplemental instruction requirement	Limited data: First semester of implementation

Intervention Description: In an effort to create more student engagement in the classrooms, the Teaching & Learning sub-team has focused its efforts on introducing and promoting cooperative learning to the faculty of DACC. Through professional development trainings, faculty roundtables, and faculty breakfasts, our instructors are learning how best to adopt this tool. The amount of faculty buy-in stems from the fact that the faculty roundtables and breakfasts are faculty-led and faculty-presented. This semester, the Teaching & Learning team also supported a pilot where one section of Principles of Biology added a 1-hour supplemental instruction module.

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading/ N/A	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
2) Shape our First Year Experience (previously "Map Our First Year Experience")	Summer 2010	First Year Experience	N/A	First-Time Students	Fall 2011 : Estimated 700 20% of total enrollment Spring 2012: Estimated 300 9% of total enrollment	Estimated 2,000 students	-To improve communication of policies and procedures to students and staff -To establish a continuous assessment of our FYE policies and procedures -To have 100% of incoming students complete the on-campus or online	-Implemented Online Student Orientation and Jaguar Spot technology component -Held two FYE front-line staff meetings to communicate updated policies and procedures to staff -Established

							student orientation	mandatory orientation
							-To increase retention	-Established a student registration "successline"
								-Incorporated evaluation components to the various orientations through student surveys

Intervention Description: After spending the last year evaluating our current first year experience, researching best practices from other ATD schools, and using this information to plan the necessary changes needed to encourage student success, the First Year Experience team implemented a student registration successline (a registration deadline for new students of 10 days before classes start), mandatory orientation for all incoming students, and an online student orientation to provide an alternative to the on-campus orientation. The FYE team also held two front-line staff meetings to communicate the updated policies and procedures and added an evaluation component to the orientations to receive continuous feedback on student views and needs.

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading/ N/A	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
3) Assess Success in College course	Jan. 2011	Student Success Course	N/A	First-time, degree-seeking students	Fall 2011: 336 students 10% of total enrollment	13 students (Pilot course in place for one section in SP12; Will increase # of sections in FA12)	-To assess pilot and scale other SIC sections based on information -Communicate SIC changes to faculty and staff -Collect and compare data from FA12 scaled sections	-Assessed current SIC course through faculty, staff, and student measures (focus groups, surveys, and course evaluations) -Researched alternative textbooks, course materials, course formats, and additional technologies for class

								-Launched a pilot with proposed changes to SIC course in SP12

Intervention Description: This year, the First Year Experience team focused on assessing our current Success in College course and researching the best practices of other ATD schools to determine what positive changes we could make to the class that would benefit student success. Our pilot course in progress this spring has a one-hour-a-week, full semester format as opposed to our traditional three-hour-a week, five-week format. The pilot course is also using a new textbook, focusing on personal responsibility in addition to information about time management, study skills, college resources, etc., and includes a technology component through Pearson's MyStudentSuccessLab. Based on early assessment, students are responding well to this new format, so we have scheduled 10 sections of our Success in College course out of the 24 offered this coming fall semester to follow this new format and curriculum. We will continue to assess student outcomes based on both versions of our SIC course to determine what most benefits our students.

Intervention Name (include active and fully scaled interventions)	Start date	Type of intervention*	Content area Math/ English/ Reading/ N/A	Target student group(s)**	Estimate number of students benefiting per semester/quarter	Estimate number of students benefiting to date	Expected yearly goals/outcomes related to the intervention	Progress on yearly goals/outcomes related to the intervention
4) Assess the need for an Early Warning System (EWS)	Jan. 2011	Other-Student Engagement	N/A	Other: Students who are not attending class regularly	1,150 **credit hours** withdrawn from on average each semester 13% of total **credit hours** on average each semester	186 students (The number of students contacted through the manual Early Warning System from SP11 – SP12) 609 **credit hours** (Number of credits in which said 186 students on EWS were enrolled)	-Continue to research options for an Early Warning System -Expand communication of EWS to faculty -Increase the number of students communicated with through EWS	-Continued manual Early Warning System -Researched automated EWS for Datatel

Intervention Description: This intervention is on hold at the moment due to the team's focus on the college's student success course and the cost and resources needed to implement an electronic early warning system. The Coordinator of Retention and Student Engagement continues to implement the manual early warning system but has found it difficult to contact students because of the high number of students with disconnected or changed phone numbers. The FYE team will research better ways to communicate with students in an effort to increase the retention rates of these at-risk students.

11b. Addressing of Achievement Gaps through Interventions

The First Year Experience team's focus on the college's current student success course targets first-time, degree-seeking students. These students struggle to overcome obstacles due to a lack of knowledge about campus resources and the college system as a whole. By gathering student input about the course, the Success in College Task Force was able to address the potential obstacles these students might face and try to alleviate them as much as possible.

The Equity & Inclusion team's collaboration with the Success in College Task Force to create three cohort-based SIC course sections addresses the additional needs of our African-American males and females as well as our adult learners. These sections will cover the same material as the general SIC course, but they will also incorporate additional information that will give these student groups the tools they need to be successful.

The Equity & Inclusion team's continued focus on African-American students stems from our initial data that showed an achievement gap between African-American students and other ethnicities in terms of success. The A-MALE (African Males Addressing Life Effectively) and WISE (Women Inspiring Success Effectively) groups strive to provide additional support and information to these students about not only college resources but about how to navigate the academic and professional world more effectively.

11c. Evaluation Plans for Interventions

The First Year Experience sub-team will use student surveys in the shaping of the first year experience to gain input on what policies and procedures may be creating obstacles for different students. The Noel-Levitz Student Satisfaction Survey, the CCSSE, and the CCFSSE (Community College Faculty Survey of Student Engagement) are all being used to determine how students and faculty feel about current DACC policies and procedures, but we need to make sure we are using the information gathered from these surveys to make positive changes to campus. For the mandatory orientations (both on-campus and online), the FYE team will compare successful course completion and semester retention of orientation attendees and students who did not attend orientation. Similar measures will be used to determine the efficacy of our pilot course through the comparison of Success in College participants based on which type of class they took (5-week vs. 15-week). This evaluation will be more informative after the Fall 2012 semester when more students are offered the 15-week course option.

The Equity & Inclusion sub-team will continue to compare successful course completion and semester retention of African-American students participating in both college courses and the A-MALE or WISE Success in College course sections versus African-American male and female students not participating in either of the support groups. Student perception of the intervention will also be used for program improvement. Along with the support group/course, professional development will be provided for faculty and staff annually. Focus groups will be conducted, and the information gathered from these focus groups as well as the annual student campus climate survey will be reviewed and analyzed in an effort to evaluate the intervention.

The Teaching & Learning sub-team will use the following three evaluation questions to determine the success of their cooperative learning intervention. For short term outcomes, "Have additional DACC faculty members incorporated cooperative learning strategies in their courses?", for medium term outcomes, "Are DACC students more successful (A, B, or C) in courses that utilize cooperative learning strategies?", and for long term outcomes, "Have course completion and retention rates increased in those courses utilizing cooperative learning

strategies?". The team will start this evaluation process this coming year now that the cooperative learning techniques have been in place for a full school-year and instructors have had enough time to incorporate cooperative learning techniques into their curriculum. Currently, we know 35 full-time faculty members are using cooperative learning (57% of total full-time faculty), but we need to collect data to see if students in courses that use cooperative learning are doing better overall than students who are not in courses that use cooperative learning.

11d. Evaluation Data Used from Interventions to Improve Student Success Interventions
  The First Year Experience sub-team has recently put many of our interventions in place this Spring 2012 semester, so, at this point, we do not have any evaluation data to speak of. Within the next year, the team will be able to determine if any of the FYE interventions are making a difference to student success.
  The Equity & Inclusion sub-team found that while the students who participated in A-MALE and WISE all said that they felt the groups helped them, the group leaders were having a hard time getting a consistent number of students to attend each session. From this information, the team decided to make the A-MALE and WISE groups into Success in College sections in an effort to promote increased attendance. Academic advisors will recruit students for these sections during registration, and the class requirement will mandate attendance for the students.
  The Teaching & Learning sub-team uses surveys to determine what topics to cover during the Teaching Excellence Academy presentations. These survey responses from faculty help guide the team to make sure the presentations cover topics that are pertinent to the faculty and will better help instructors engage students in the classroom.

11e. Evaluation Obstacles Faced
  Low response rate has been the largest obstacle faced by all of the sub-teams in terms of the evaluation of their student success interventions. Equity & Inclusion has been unable to evaluate the impact A-MALE and WISE have had on the students involved because the students have not been in attendance enough to provide sufficient responses. The First Year Experience team found strong student responses to their Success in College evaluations given immediately following the ending of the class; however the responses requested after the end of the first semester were greatly diminished. Both teams are looking for ways to increase the information they receive from their perspective target groups, and the Equity and Inclusion team hopes the A-MALE and WISE Success in College sections will assist them in overcoming this obstacle.

11f. Scaled-Up Interventions
  The First Year Experience sub-team scaled-up our student orientation by making it mandatory for all incoming students who had not attended DACC within the past three years (new, returning, transfer, etc.). This almost doubled our orientation numbers from 183 students in Spring 2011 to 360 students in Spring 2012. The FYE team is also slowly scaling-up our Success in College changes by moving from one pilot section in Spring 2012 to 10 sections in Fall 2012. An average of 350 students take Success in College each semester, about 10% of total enrollment, so the 10 sections with the new format will affect 175 students or 50% of the total number of students who take the class.

11g. Canceled Interventions

We have altered some of our interventions based on what information we have received over the past year, but we have not cancelled any interventions at this time. After we move into the evaluation stage of our implementation, the Core and Data team will determine if any interventions needs to be discarded to make room for the interventions that are proving successful in terms of student completion and retention.

11h. Substantial Changes Made to Interventions Listed Above

The First Year Experience sub-team altered our intervention from "Map Our First Year Experience" to "Shape Our First Year Experience" due to our shift from planning to implementation of the information learned during the mapping exercise. The Equity & Inclusion sub-team has altered the A-MALE and WISE groups to address the attendance concern by making them Success in College course sections, but the foundation and goals of the intervention remain the same.

11i. New Implementations Planned

We do not have any new implementations planned at this time.

12a. Graph presenting evidence of improvement in student achievement over three or more years.

Achieving the Dream Semester-to-Semester Retention		
Term	**Attended New Student Orientation (% Return)**	**Did Not Attend New Student Orientation (% Return)**
Spring 2010 to Fall 2010	32%	30%
Summer/Fall 2010 to Spring 2011	48%	29%
Spring 2011 to Summer/Fall 2011	35%	17%
Summer/Fall 2011 to Spring 2012	45%	12%

12b. Brief description of one intervention that assisted in improvement found in 12a and why intervention has helped improve student outcomes

The information provided in 12a pertains to the college's new student orientation and how students who attended an orientation compared to students who did not attend an orientation in terms of semester-to-semester retention. While we did not make orientation mandatory until the Spring 2012 semester, the student service offices started to push orientation for students starting the Spring 2011 semester. While it is difficult to pinpoint orientation as the reason a student returned the next semester, the positive correlation between orientation attendance and student retention gave the First Year Experience team enough information to mandate that all incoming students or returning students who have not attended the college in three years complete an orientation before registering in classes in an attempt to give students as much information as possible about the enrollment process, financial aid, college policies and procedures, and the resources available to students on campus to help increase student success and help students reach their educational goals. This coming year, the FYE sub-team will create an evaluation tool to gather information from students about whether the student feels the orientation played a role in his or her return to the college the following semester.

12c. Regarding the intervention described in 12b above:

While the college offered a new student orientation before we started our involvement with Achieving the Dream, the changes made to the orientation in terms of format options and attendance requirement were implemented based on our ATD work.

Note: The orientation information is divided in terms of starting semester rather than a full year. The summer and fall semesters are combined because some students attending these orientation dates planned to enroll in summer classes while others planned to start taking classes in the fall.

Students involved in [intervention]:

Semester	Number of Students in [intervention name]	Students in intervention as % of total enrollment	Students in intervention as % of target population [all new students]
2010 SP	108	3% Total Enrollment = 3410	33% Total New Students = 323
2010 SU/FA	279	8% Total Enrollment = 3550	57% Total New Students = 489
2011 SP	183	5% Total Enrollment = 3360	55% Total New Students = 330
2011 SU/FA	471	14% Total Enrollment = 3329	92% Total New Students = 510