Principles for Increasing Student Success through Institutional Improvement (applies to all interventions)

1 Committed Leadership
The President has committed that student success is and will continue to be a major emphasis on our campus, and she has engaged the Board in this effort by sharing student success data as it becomes available. Not only has the President committed the college to this initiative, she is an active participant on the Core and Data Team and the Equity and Inclusion sub-team.

Through her efforts and those of the senior leadership, AtD, student success, and closing achievement gaps have become top priorities at this institution. The Core and Data Team is comprised of representatives of all departments, and all faculty and staff have been encouraged to become active participants in the discussion and decision-making process. The President and upper-level Administrators have participated in all ATD meetings and have attended the kick-off conference and strategy institute. Approximately 40 administrators, faculty and staff participate in the ATD on a regular basis. Additionally, the Board and Administration has committed financially in a time when the State of Illinois is in a very precarious financial situation where state payments may or may not arrive on time – if at all. Faculty, staff and administrators have worked diligently, and have had very courageous conversations regarding ATD initiatives and our proposal plan. The leadership is very balanced amongst groups, and is committed to the process that helps students reach 'the dream'.

The college mission statement was recently revised, and we are in the process of reviewing our policies and procedures in an effort to be pro-active with student success. Knowing that some student success initiatives will require dollars, the college is looking at finding more funding streams to assist us in the process of helping more students succeed.

2 Use of Evidence to Improve Policies, Programs, and Services
See "Committed Leadership" above.

The Institutional Effectiveness office will continue to gather quantitative data to share with stakeholders across campus. Student persistence will be tracked, as well as success rates in individual classes. Qualitative data will be gathered through multiple student and faculty / staff focus groups. As data becomes available, Data Briefs will be published and distributed campus-wide. A faculty member with statistical expertise was hired to evaluate student engagement and focus group data. This information was then disseminated campus-wide. Faculty, staff, and administrators were all engaged in discussion concerning the qualitative/quantitative data that had been gathered to date. Monthly internal data briefs have been developed by the IR office, and these are distributed and discussed during monthly ATD meetings.

3 Broad Engagement
The college has been proactive in getting external stakeholders to help identify causes of achievement gaps. The President invited a retired African American public school superintendent to serve as a visiting scholar with the purpose of identifying areas for

cultural improvement across campus. Upon his suggestion, the President formed an Access, Equity, and Diversity Committee comprised of community members to address concerns in those areas. The committee has been in existence for seven years and meets twice per year with the President and selected college staff. Student success and retention have been college priorities for ten years. Institutional effectiveness data has been regularly shared with College faculty and staff and Board of Trustees. More recently Achieving the Dream student success data has been shared also with internal and external stakeholders. In-service days have been leveraged to include all faculty/staff in the process and knowledge of ATD. Both full-time and part-time faculty, as well as staff and administrators participated in the Equity Climate survey using I-clickers. The survey will be re-administered at a later In-service for comparison and data collection purposes. A faculty member developed a Latino Support Group at the city high school as a way to engage students and provide a linkage to higher education.

4 Systemic Institutional Improvement
Due to AtD and our committed leadership, the college is already seeing signs of an increasing culture of evidence and we look forward to this continuing to grow. We regularly evaluate our academic programs to see how they can be improved. We have a history of actively working to enlarge and sustain pilot programs that prove effective, and we will continue these efforts as our new interventions prove successful. In addition, we have a number of committees that are responsible for guiding and monitoring efforts to improve student success.

FIRST PRIORITY AREA: EQUITY AND INCLUSION

Quantitative Data Analyzed:
Danville Area Community College's first attempt at gathering data was to look at the success rates of our developmental and gatekeeper courses, and to disaggregate this information by race/ethnicity, gender, age, income, and enrollment status. Once we analyzed this data, we realized we wanted to take a closer look at both the Black and Hispanic student populations, so we disaggregated these specific populations further.

We also reviewed student persistence by race/ethnicity, age, and attendance status during first term, along with the results of the Equity and Diversity Inventory taken by DACC faculty and staff at the spring in-service.

Qualitative Data Analyzed:
After looking at the quantitative data, we held seven student focus groups. The individual focus groups were: Developmental English, Developmental Reading, Math 105, Success in College, Biology 102, African-American females, and African-American males. Although 15 students were invited to each focus group, attendance varied between 3 and 10 students. Some of the barriers identified by students were 1) *feel "out of place" in class;* 2) *student perception that staff doesn't think they will be successful;* 3) *only black person in class – sometimes feel intimidated; and* 4) *lack of acceptance.* More focus groups have been identified, and will be conducted in the near future.

Major Findings of Data Analysis:
From the data analysis, we determined that the minority student population struggles in developmental and gatekeeper courses, specifically students in the under 20-24 year old age range. African American males are only 40% successful in both developmental and gatekeeper courses, while African American females are only 42% successful in gatekeeper courses and 55% successful in developmental courses. African American students in the under 20 age range are only 35% successful in the gatekeeper courses, while students in the 20-24 age range are only 42% successful in gatekeeper courses and 48% successful in developmental gatekeeper courses. In the developmental courses, African American students in the under 20-24 age range are 52% successful.

Stakeholders Engaged in Priority-Setting:
The stakeholders engaged in the Priority-Setting include the President, the AtD Leadership Team, the Core and Data Team, and the Equity and Inclusion sub-team. The President has also shared the information with the Access, Equity, and Diversity Committee which is comprised of community representatives. Prior to the recommendation of the Equity and Inclusion priority, all data had been shared campus-wide -- with the Board, at in-service with all full-time faculty and staff, as well as at the Part-time Faculty Academy. The Board of Trustees and Foundation Board held a joint fall retreat to study the College's Achieving the Dream initiative and why the college is involved.

To broaden the discussion of Achieving the Dream and the concept of equity and inclusion, the membership of the President's community-based Access, Equity and Diversity committee will be significantly increased with a particular emphasis on including pastors of churches or other church representatives.

The annual spring meeting of this community group will focus on Achieving the Dream and equity and inclusion. The membership will be encouraged to invite and/or bring guests to the meetings so that the audience will be expanded. Members of the DACC Board of Trustees, the Foundation Board of Directors, and the AtD Core and Data team will be invited to participate in the meetings and discussions. The first expanded committee meeting will occur in the spring of 2011.

Other Information Regarding the Decision Making Process:
The achievement gaps in most gatekeeper and developmental courses for minority students caused us to focus on Equity and Inclusion. Although after further analysis, it appears that the Hispanic student population is faring better than the African American students and those results might be due to the effort of a Hispanic college administrator who is meeting weekly with the Hispanic Club at one of the local high schools. At this time, DACC will focus our efforts on the African American student population, both male and female, but we will continue to monitor all minority populations. The results of the Equity and Diversity Inventory were additional factors supporting this priority.

Resulting Priority:
 Equity and Inclusion

Priority: Equity and Inclusion
Intervention Name 1:   Support Group/s for African American Males and Females
Direct or Non-Direct Student Intervention: Direct
Start Date: August 2011
Type of Intervention (choose all applicable): *Community Engagement, Equity, Student Support Services*
*Specific Course Content Area: Not applicable
*Target Student Group (select one or more):

- Gender: Male and Female
- *Age: Under 20 to24*
- *Race: Black/African American non-Hispanic*
- *GPA range: From 0 To 4*

*Estimate Number of Students Enrolled or Otherwise Benefiting: 25 students in each group (male / female)
*Do students have to satisfy certain criteria to take part in the intervention? The only criteria they must satisfy is age (under 20-24) and ethnicity (Black).
*Will special efforts be made to recruit students to take part in the intervention? Special efforts will be made to inform and recruit students into the support group. The initiative will be publicized through a variety of ways, including, but not limited to, the Student News, brochures, orientation, local high schools, and community organizations.
Description: Danville Area Community College will identify two advisors and actively recruit 25 male and 25 female African American students who are in the under 20-24 year old age range to participate in the support groups. One faculty member has already agreed to serve as an advisor. The college will also recruit African American male and female mentors from college staff and the community to pair with the students. 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. Research has already been conducted on successful minority support / mentoring groups, and several practices identified for inclusion into this group at DACC.

Way(s) the Intervention Will Help Close Achievement Gaps:
The intervention will help close achievement gaps in developmental and gatekeeper courses by engaging students in the academic culture and promoting African American cultural pride in themselves while elevating the mindset of success in the African American students. DACC will see an increase in the number of 20-24 year old African American students who successfully complete both developmental and gatekeeper courses and obtain degrees.

Measurable Yearly Goals –
The **FIRST YEAR GOAL** will be to get the program up and running successfully for the benefit of the students.

After Two Years:
- Increase fall to fall retention of African American students from 28% to 31%, and African American students in the 20-24 age range from 27% to 30% in year two.

After Three Years:
- Increase African American student success in the 20-24 age range in the developmental courses from 48% to 51%, and from 42% to 45% in gatekeeper courses.

After Four Years:
- Increase fall to fall retention of African American students from 28% to 33%, and African American students in the 20-24 age range from 27% to 32% in year four.
- Increase African American student success in the 20-24 age range in developmental courses from 48% to 53%, and from 42% to 47% in gatekeeper courses.

*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (select one or more):
- *Percent of students who successfully complete developmental courses and progress to credit-bearing courses*
- *Percent of students who enroll and successfully complete gatekeeper courses*
- *Percent of students who complete the courses they take, with a grade of C or higher*
- *Percent of students who re-enroll from one semester to the next*
- *Percent of students who earn certificates and/or degrees*

Evaluation Plan Description:
DACC will compare the achievement data (course success, retention from semester to semester) of our students participating in the support group/s (cohort group) with an equal representation of students not participating in an African American male and female support group. Based on the results of the evaluations, modifications will be made to the intervention as needed. Understanding that problems may present themselves within any new practice, DACC will continually conduct research on best practices for support / mentoring groups and on ways to troubleshoot possible problems and / or derailments.

*Evaluation Results Comparison (select one or more):
- *Randomly assigned control group* (participants in group)
- *Baseline data* (success rate before participation vs. after)
- *Other Comparison group* (support group vs. non-support group)

Plan to Scale Up:

Based on success rate of group participants, expand group offerings to include more students and replicate program to address success rates of other groups.

Sustainability/Institutionalization Plan:

This program will be incorporated into the Student Services Department, and will be governed by the Associate Vice President of Student Services. The part-time Student Diversity Advocate will oversee the program and help with recruitment of student mentors. The Support Group will follow all guidelines of formal student groups.

Communications Plan:

The Equity and Inclusion sub-team will begin to market the support group and the reasons why the support group is needed to faculty and staff at each in-service prior to the scheduled start date of August 2011. Articles will also be placed in the Plain Brown Rapper (in-house newspaper).

A variety of methods will be used to publicize the Support Group to students, including brochures at registration, orientation, Student News, and Plain Brown Rapper, We will also highlight the group in the local high schools' newspapers and with community college partners.

Internal and/or External Resources Needed:
- College staff to coordinate support group / Advisor
- College staff to buy-in and mentor
- Community members to serve as mentors
- Funding to sustain program
- Meeting space

Institutional Policy Changes Needed:

The college will need to develop policies and guidelines for community members to serve as mentors. In the fourth year, the program would be re-evaluated and if successful, policies would be reviewed and revised if needed to make student participation in the program mandatory.

Anticipated Challenges:
- Faculty / staff buy-in
- Number of mentors needed
- Retention of mentors
- Student interest / commitment
- Retention of student participants
- Funding

Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:

This intervention will be helpful in overall decisions that impact student success, the re-focusing of Success in College courses, and the staffing of the Student Diversity Advocate position.

Proposal Work Plan

Priority Area: Equity and Inclusion

Measurable Yearly Goals:

The **FIRST YEAR GOAL** will be to get the program up and running successfully for the benefit of the students.

After Two Years:
- Increase fall to fall retention of African American students from 28% to 31%, and African American students in the 20-24 age range from 27% to 30% in year two.

After Three Years:
- Increase African American student success in the 20-24 age range in the developmental courses from 48% to 51%, and from 42% to 45% in gatekeeper courses.

After Four Years:
- Increase fall to fall retention of African American students from 28% to 33%, and African American students in the 20-24 age range from 27% to 32% in year four.
- Increase African American student success in the 20-24 age range in developmental courses from 48% to 53%, and from 42% to 47% in gatekeeper courses.

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Use the results of the Equity and Diversity Inventory, focus groups, student achievement data and best practices to improve student retention.	X				Committee
Disaggregate the African American and Hispanic student data into more detail for further analysis.	X				Director, Institutional Effectiveness
Examine data to evaluate student success outcomes as a result of having a student advocate.	X				Director, Institutional Effectiveness
Research best practice strategies on increasing student success of African American students.	X				Director, Career Services
Conduct student focus groups and faculty/staff focus groups on current policies and procedures that may influence African American student	X				Director, Career Services

success.					
Enhance and expand the student campus climate survey to assess current policies and practices that influence African American student success.	X				Associate V.P. of Student Services
Research topics and presenters and design in-service sessions over the next 4 years for staff on equity, inclusion, and cultural awareness. Methods of evaluation will include pre- and post-evaluations, program evaluations, and participation records.	X	X	X	X	President , Vice President
Schedule and hold expanded Access, Equity and Diversity Committee meeting with DACC Board of Trustees and Foundation Board of Directors.	X	X	X	X	President
Conduct evaluation at the end of each academic year and compare data from African American male and female support groups with students not participating in these support groups.	X	X	X	X	Director, Institutional Effectiveness
Based on data, recruit advisors and establish support groups for African American males and females to increase student retention.		X	X	X	Associate V.P. of Student Services
Design a peer supplemental support group for Success in College course.			X		Director, Career Services
Conduct evaluation at the end of each academic year and compare data from pilot supplemental support groups with students not participating in African American peer supplemental Success in College course support group.			X	X	Director, Institutional Effectiveness
Re-administer Equity and Diversity Inventory at end of fourth year.				X	Committee

Priority: Equity and Inclusion
Intervention Name 2:   Peer Supplemental Support Group for Success in College Course

Direct or Non-Direct Student Intervention: Direct
Start Date: August 2012
Type of Intervention (choose all applicable): *Equity, Student Success Course, Supplemental Instruction*
*Specific Course Content Area: Success in College
*Target Student Group (select one or more): ● *Race: Black/African American non-Hispanic* ● *First-time students*
*Estimate Number of Students Enrolled or Otherwise Benefiting: 60 students per semester
*Do students have to satisfy certain criteria to take part in the intervention? The criteria that must be satisfied are ethnicity (African American) and enrolled in courses at the college.
*Will special efforts be made to recruit students to take part in the intervention? Special efforts will be made to inform and recruit students into the supplemental support group. All African American students will receive brochures about the program when they register for the course. The initiative will also be publicized through a variety of ways, including, but not limited to, the Student News, orientation, local high schools, and community organizations. Efforts will also be made to go into the classroom the first week of class.
Description: In order to enhance the material presented in class, supplemental support strategies will be introduced in fall 2012 to all African American students enrolled in Success in College. DACC will actively recruit African American peer mentors to help reinforce the skill set needed for African American students to be successful in college by providing workshops and individual sessions on study skills, text anxiety, class schedules and the importance of a course syllabus. The students recruited will range in age from under 20-24 years of age. One or two African American mentors will work with each group of students. The goal of this intervention is to provide academic support for minority students to be successful.
Way(s) the Intervention Will Help Close Achievement Gaps: The supplemental sessions will encompass strategies that will give African American students a better understanding of how to matriculate their program of study. An increase in course and program completions will result in more degrees for the African American student population.
Measurable Yearly Goals – See previous "Measurable Yearly Goals" in Support Group/s for African American males and Females.
*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (select one or more): ● *Percent of students who enroll and successfully complete gatekeeper courses* ● *Percent of students who complete the courses they take, with a grade of C or higher* ● *Percent of students who re-enroll from one semester to the next*
Evaluation Plan Description: DACC will compare the achievement data (course success, retention from semester to

semester) of our students participating in the supplemental group/s (cohort group) with an equal representation of students not participating in a minority male or female supplemental group. We will also complete a pre-needs and post-satisfaction assessment with the supplemental support group participants. Depending on the outcomes of the data and assessments, program adjustments will be made accordingly.
*Evaluation Results Comparison (select one or more): • *Baseline data* (success rate before participation vs. after) • *Other Comparison group* (support group vs. non-support group)
Plan to Scale Up: After successful completion of Success in College, students participating in the supplemental support group will be required to participate in a minimum of three African American male and female support group sessions. In addition, if the data indicates that the supplemental support group/s are successful, supplemental support groups will be introduced to courses in developmental education to further enhance the success of more students. A long-term goal might be to have every first-time student participate in supplemental support groups.
Sustainability/Institutionalization Plan: This program will be incorporated into the Student Services Department, and will be governed by the Associate Vice President of Student Services. The part-time Student Diversity Advocate will oversee the program and help with recruitment of student mentors. The Support Group will follow all guidelines of formal student groups. If the data supports this program, there may be need to increase the Student Diversity Advocate's work hours.
Communications Plan: The Equity and Inclusion sub-team will begin to market the support group and the reasons why the support group is needed to faculty and staff at each in-service prior to the scheduled start date of August 2012. Articles will also be placed in the Plain Brown Rapper (in-house newspaper). A variety of methods will be used to publicize the Support Group to students, including brochures at registration, orientation, Student News, and Plain Brown Rapper, We will also highlight the group in the local high schools' newspapers.
Internal and/or External Resources Needed: • Student peer mentors • College staff to coordinate program • Success in College Instructor Buy-in • Meeting space • Funding to sustain program
Institutional Policy Changes Needed: The college will need to develop policies and guidelines for student peer mentors.
Anticipated Challenges: • Recruitment and retention of peer mentors • Willingness and commitment of Success in College students to participate • Increasing Student Diversity Advocate to full-time • Coordinator

• Funding

Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:
This intervention will be helpful in overall decisions that impact student success, the re-focusing of Success in College courses, and the staffing of the Student Diversity Advocate position.

Proposal Work Plan . . . Priority Area . . . Measurable Yearly Goals: See previous "Proposal Work Plan, Priority Area, and Measurable Yearly Goals" in Support Group/s for African American Males and Females.

Priority: Equity and Inclusion
Intervention Name 3:   Professional Development for Faculty and Staff on Equity, Inclusion, and Cultural Awareness
Direct or Non-Direct Student Intervention: Non-Direct
Start Date: January 2011
Type of Intervention (choose all applicable): *Equity, Faculty Professional Development*
*Specific Course Content Area: Non-Applicable
*Target Student Group (select one or more):   • *Other: All students are the target group.* `
*Estimate Number of Students Enrolled or Otherwise Benefiting: Approximately 2500-3000 students will be impacted by the professional development provided to the faculty and staff.
*Do students have to satisfy certain criteria to take part in the intervention? The only criteria they must satisfy is to be enrolled as a student at DACC.
*Will special efforts be made to recruit students to take part in the intervention? *No*
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. Attendance at the training will be mandatory for full-time staff, while part-time faculty will be encouraged to attend.   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.
Way(s) the Intervention Will Help Close Achievement Gaps: With the increase in professional development and sensitivity training, the faculty and staff will know how to reach out and engage students from different cultures. The learning environment will become more cohesive, and students will become more comfortable and more engaged on campus.   The intervention will help close achievement gaps in the African American student

population in all areas across campus, including student persistence, course success rates, and graduation rates.
Measurable Yearly Goals – See previous "Measurable Yearly Goals" in Support Group/s for African American Males and Females.
*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (select one or more): • *Percent of students who successfully complete developmental courses and progress to credit-bearing courses* • *Percent of students who enroll and successfully complete gatekeeper courses* • *Percent of students who complete the courses they take, with a grade of C or higher* • *Percent of students who re-enroll from one semester to the next* • *Percent of students who earn certificates and/or degrees*
Evaluation Plan Description: The evaluation plan will be to review the results of focus groups, the annual student campus climate survey, and the faculty and staff Equity Survey administered at the end of our fourth year.
*Evaluation Results Comparison (select one or more): • *Baseline data* • *Other Comparison group*
Plan to Scale Up: Faculty and staff will be encouraged to implement strategies learned in the professional development sessions. After four years, we will re-evaluate the number and types of professional development to see what type of offerings are still needed, or need to be repeated as a result of the hiring of new faculty.
Sustainability/Institutionalization Plan: The Vice-President of Instruction and Student Services plans and coordinates all in-services for faculty and staff. It will be his responsibility to incorporate the professional development on equity, inclusion, and cultural awareness into the in-service agenda each year. All full-time faculty and staff will be required to attend, and although not required, the part-time faculty will have the opportunity to attend the training held separately at the Part-time Faculty Academy.
Communications Plan: Information about professional development will be disseminated across campus in a number of ways, including a written formal invitation from the President. The professional development will also be announced and discussed in staff and division meetings and publicized in the campus newsletter. Part-time faculty will receive notification through the mail.
Internal and/or External Resources Needed: • Faculty buy-in • Quality presenters • Time • Funding for presenters
Institutional Policy Changes Needed:

Anticipated Challenges:
• Faculty / staff resistance to sensitivity training
• Funding for the training, especially in tight budget years
Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:
This intervention will be helpful in overall decisions that impact student success, the re-focusing of Success in College courses, and the staffing of the Student Diversity Advocate position.
Principles for Increasing Student Success through Institutional Improvement
1 Committed Leadership
See previous "Committed Leadership" in Support Group/s for African American Males and Females.
2 Use of Evidence to Improve Policies, Programs, and Services
See previous "Committed Leadership" and "Use of Evidence to Improve Policies, Programs, and Services" in Support Group/s for African American Males and Females.
3 Broad Engagement
See previous "Broad Engagement" in Support Group/s for African American Males and Females.
4 Systemic Institutional Improvement
See previous "Systemic Institutional Improvement" in Support Group/s for African American Males and Females.

Proposal Work Plan . . . Priority Area . . . Measurable Yearly Goals: See previous "Proposal Work Plan, Priority Area, and Measurable Yearly Goals" in Support Group/s for African American Males and Females.

SECOND PRIORITY AREA: TEACHING AND LEARNING

Quantitative Data Analyzed: • The overall success rate in our gatekeeper courses • 2009 CSSE data focusing on student and faculty perceptions at DACC of engagement in the classroom.
Qualitative Data Analyzed: • Student focus group comments • Core and Date Team focus group comments
Major Findings of Data Analysis: Student success rates in the gatekeeper courses are significantly low (46% - 66% success rate). Additionally, developmental education course success rate is only 60%. These data suggest that there is a need to investigate our current teaching techniques. Student responses on the 2009 CCSSE question "In your experiences at this college during the current school year, how often have you done each of the following?" only 15% of students responded that they have discussed grades or assignments with an instructor outside of class; 26% said they have talked about career plans with an instructor, and 49% responded that they have used email to communicate with an instructor. Collectively these data suggest that there is a disconnect between faculty and student communication that needs to be addressed. Furthermore, many of our students in recent focus groups commented on the lack of student-faculty communication, antiquated teaching methods; and faculty intimidation of the students. Finally, when the Core and Data team were asked to identify and rank their perception of policies, practices, and procedures that hinder student success, accommodation of newer learning styles was ranked as the number one hindrance.
Stakeholders Engaged in Priority-Setting: The Core and Data team evaluated the data and determined that Teaching and Learning should be a major initiative for Achieving the Dream based on student feedback; staff, faculty, and administrator feedback, and institutional data.
Other Information Regarding the Decision Making Process: Many faculty members have suggested the desire to learn new teaching techniques. The college is intrigued by the success some AtD institutions are having with Contextual Learning and Cooperative Learning. DACC would like for more faculty to incorporate these strategies on a regular basis. Therefore the college is planning professional development sessions in these two areas over the next few months
Resulting Priority: Teaching and Learning: Danville Area Community College has conducted training sessions on working with millennium students in previous years. As the college embarks on our Achieving the Dream journey we will plan additional sessions on effective teaching strategies for diverse students, adult learning theory and other high impact strategies found effective at other AtD institutions.

Priority: Teaching and Learning
Intervention Name 1:   Bridge Program
Direct or Non-Direct Student Intervention: *Direct*
Start Date: Year two; Fall 2011
Type of Intervention (choose all applicable): *Developmental Education, Faculty Professional Development, First-Year Experience, Gatekeeper Courses, K-14 Strategies,*
*Specific Course Content Area: *Adult Education / Developmental Education / General Education*
*Target Student Group (select one or more):   • *Students starting in Adult Education*   • *Students starting in Developmental Education*
*Estimate number of Students Enrolled or Otherwise Benefiting: 250 Adult Education students yearly/300 Developmental Education students annually
*Do students have to satisfy certain criteria to take part in the intervention? *No*
*Will special efforts be made to recruit students to take part in the intervention? *Yes*
Description: Using techniques such as contextual learning, supplemental education, and summer programs to bridge students that take Adult Education classes into Developmental Education classes and to further bridge those students into a degree-seeking curriculum.
Way(s) the Intervention Will Help Close Achievement Gaps: This intervention will encourage students to re-orient their goals into degree-seeking goals rather than stopping at an earlier stage in their education
Measurable Yearly Goals: At the end our second year, DACC will have a Bridge program developed between Adult Ed and Career & Technical programming. By the end of year three, a bridge program will be developed for Dev. Ed and college-level courses.
*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (select one or more):   • *Percent of students who successfully complete developmental courses and progress to credit-bearing courses*   • *Percent of students who enroll and successfully complete gatekeeper courses*   • *Percent of students who re-enroll from one semester to the next*   • *Percent of students who earn certificates and/or degrees*
Evaluation Plan Description: This intervention can be measured by comparing the number of students that continue on from Adult Education into Developmental education and from developmental education into degree-seeking courses.
*Evaluation Results Comparison (select one or more):   • *Baseline data*   • *Cohort tracking*
Plan to Scale Up: Additionally, summer bridge programs will be developed to enhance movement of under-prepared students out of high school into core credit classes.
Sustainability/Institutionalization Plan: This program will become standard in these departments
Communications Plan:

Annual Reports on the transfer of students through the Bridge Program will be excepted by those involved in the program
Internal and/or External Resources Needed: Training of faculty and administrators on contextualized learning   Training of faculty and administrators on Bridge Programming
Institutional Policy Changes Needed: Development of expertise on the design and implementation in Bridge programming on our campus.
Anticipated Challenges: Funding for the Staff Development and best practice investigation must be identified.
Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful: Additional bridge programming will be developed if the first two are effective.

Priority: Teaching and Learning
Intervention Name 2:   Professional Development in Contextualized & Cooperative Learning
Direct or Non-Direct Student Intervention: *Non-Direct*
Start Date: May 2010 and August 2010
Type of Intervention (choose all applicable):   *Faculty Professional Development*
*Specific Course Content Area: *Faculty from all content areas will be asked to participate*
*Target Student Group (select one or more):   • *All students from any content area where faculty implement these strategies should benefit*
*Estimate number of Students Enrolled or Otherwise Benefiting: Of 1500 full-time students we hope that 25% have contextualized and cooperative learning integrated into their coursework.
*Do students have to satisfy certain criteria to take part in the intervention?   *No*
*Will special efforts be made to recruit students to take part in the intervention?   *Faculty will be encouraged to implement these interventions where appropriate*
Description: We are working with CORD (Council on Occupational Research and Development) to train faculty on the effective use of contextual learning in the classroom. Later this fall we have scheduled two days of in-service for all faculty and academic administrators to work with Patrick Henry Community College on how their institution was able to significantly improve student outcomes utilizing Cooperative Learning as a highly effective teaching strategy.
Way(s) the Intervention Will Help Close Achievement Gaps: DACC has identified achievement gaps with various groups of students. Our data reveals particular concern with African American Males. Because other AtD institutions are having success with these students by utilizing both Contextual Learning and Cooperative Learning strategies, we hope that our college can have similar results. Therefore our CORE AtD Leadership Team has sanctioned staff development activities that will encourage all faculty to implement these two strategies in their classrooms over

the next academic year. The goal is to improve the teaching and learning outcomes for all sub groups of students on the DACC campus and increase the number of students earning degrees and certificates especially with minority students.

Measurable Yearly Goals:
Retention rates will increase 2% annually in those courses implementing these strategies

*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (select one or more):
- *Percent of students who complete the courses they take, with a grade of C or higher in courses utilizing these strategies.*

Evaluation Plan Description:
Course evaluations will identify courses utilizing these strategies and compare successful completion rates.

*Evaluation Results Comparison (select one or more):
- *Baseline data compared to course completions utilizing these strategies*

Plan to Scale Up:
Faculty utilizing these strategies will share best practice results with colleagues.

Sustainability/Institutionalization Plan:
Although we will not require the use of the new learning styles, we will continue to encourage all faculty to incorporate at least some forms of these practices in their classroom. We will use faculty mentors to help other instructors with incorporating the strategies into their course. As more faculty have positive results with these interventions additional faculty will be encouraged to implement.

Communications Plan:
Vice-President of Instruction and Student Services and ATD Leadership team will invite faculty to participate in these staff development activities.

Internal and/or External Resources Needed:
 College budget and Innovation grant along with partnerships for College and Career Success grant

Institutional Policy Changes Needed:
Structure of In-service calendar for May and August

Anticipated Challenges:
Amount of faculty participation in the May In-service activity. Some faculty will be more receptive to incorporating these interventions than others.

Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:
Faculty professional development activity planning in future years.

Priority: Teaching and Learning

Intervention Name 3:   Student Enrollment/Engagement in Developmental Reading

Direct or Non-Direct Student Intervention: *Direct*

Start Date: Year two

Type of Intervention (choose all applicable):
: Advising, Developmental Education, Gatekeeper Courses, Improved use of Data, Internal Policy Review and Update.

*Specific Course Content Area:
Reading

*Target Student Group (select one or more):
All ages, genders, races, financial aid ranges, GPA ranges, first-time students both

full and part-time, academically under-prepared students, ESL, and first generation.	

*Estimate number of Students Enrolled or Otherwise Benefiting:
150

*Do students have to satisfy certain criteria to take part in the intervention?
Yes. Students must place into Developmental Reading.

*Will special efforts be made to recruit students to take part in the intervention?
Yes. Placement scores will be carefully scrutinized and policies, processes, and procedures will be analyzed to find any holes in the Developmental Reading enrollment/registration process.

Description:
According to Institutional Research, a large number of students placing into Developmental Reading are not taking the course. The reason why is not yet clearly known; that is the first phase of this intervention – to identify where the gaps are between placement and registration of said students. The second phase is to identify the specific needs of the students who should be taking Developmental Reading and properly align the Developmental Reading course to fit the needs of said students in college credit courses. The third phase is to track student success post-Developmental Reading in said college credit courses.

Way(s) the Intervention Will Help Close Achievement Gaps:
By making sure that students placing into Developmental Reading are actually
 taking the course, students will then be better and further prepared to
 successfully complete college credit courses, including gatekeeper courses.

Measurable Yearly Goals:
Show all students placing into Dev. Reading actually taking the course; verify course objectives are meeting student needs; track students progress.

*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (select one or more):
- Percent of students who successfully complete developmental courses and progress to credit-bearing courses
- Percent of students who enroll and successfully complete gatekeeper courses.
- Percent of students who complete the course they take with a grade of C or higher.
- Percent of students who re-enroll from one semester to the next.
- Percent of students who earn certificates and/or degrees

Evaluation Plan Description: Data from the success of students in Developmental Reading and following through their progression through college credit courses will help designate possible successes through baseline data. Course evaluations will identify courses utilizing these strategies and compare successful completion rates. COMPASS pre and post tests.

*Evaluation Results Comparison (select one or more):

Plan to Scale Up:
Possible programming of reading courses to fast-track process, possible change of placement scores to create more sections of Developmental Reading.

Sustainability/Institutionalization Plan:

Communications Plan:
Regular meetings for full-time faculty who teach, institution-wide sharing of the data through the ATD Core and Data Team.

Internal and/or External Resources Needed:
 Additional adjunct and/or full-time reading faculty

Institutional Policy Changes Needed:

Changes are dependent on audit of campus policies, practices, and procedures.
Anticipated Challenges: Placement/Counseling/Registration processes/procedures
Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful: Addressing student ability in campus-wide degree/certificate programs.

<mark>**Priority: Teaching and Learning**</mark>
<mark>**Intervention Name 4:**   Evaluation of Placement Scores</mark>
Direct or Non-Direct Student Intervention: *Non-Direct*
Start Date: Year three
Type of Intervention (choose all applicable):   Advising, Developmental Education, Gatekeeper Courses, Improved use of Data, Institutional Effectiveness, Institutional Research, Internal Policy Review and Update, Program Evaluation Process, Student Support Services.
*Specific Course Content Area: English/Reading/Mathematics
*Target Student Group (select one or more):   All ages, genders, races, financial aid ranges, GPA ranges, first-time students both full and part-time, academically under-prepared students, ESL, and first generation.
*Estimate number of Students Enrolled or Otherwise Benefiting: Campus-wide
*Do students have to satisfy certain criteria to take part in the intervention?   No
*Will special efforts be made to recruit students to take part in the intervention?   No
Description: Based upon nation-wide research, DACC needs to review the basic concepts of its baseline cut scores for placement in English, Reading, and Mathematics. Preliminary investigations indicate our cut-scores are not in line with national standards thus placing students incorrectly in both Developmental and college-credit courses.
Way(s) the Intervention Will Help Close Achievement Gaps: By making sure that students placing into the correct level of courses, either Developmental or college-credit, students will then be better and further prepared to successfully complete all courses, thus making sure that student success and retention are increased.   taking the course, students will then be better and further prepared to successfully complete college credit courses, including gatekeeper courses.
Measurable Yearly Goals: Assess student success through proper placement using COMPASS.
*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (select one or more):   • Percent of students who successfully complete developmental courses and progress to credit-bearing courses   • Percent of students who enroll and successfully complete gatekeeper courses.   • Percent of students who complete the course they take with a grade of C or higher.   • Percent of students who re-enroll from one semester to the next.   • Percent of students who earn certificates and/or degrees

Evaluation Plan Description: Data from the success of students in Developmental courses and gatekeeper courses will indicate success when compared to the baseline data from previous semesters.	

*Evaluation Results Comparison (select one or more):
Success through Gatekeeper and Developmental courses.

Plan to Scale Up:
Scale up to all courses.

Sustainability/Institutionalization Plan:
Same as evaluation plan

Communications Plan:
Communicate through ATD Core and Data Team and Institutional Effectiveness team.

Internal and/or External Resources Needed:
 Additional adjunct and/or full-time faculty; additional Institutional
   Research/Assessment Center support for testing.

Institutional Policy Changes Needed:
Changes are dependent on audit of campus policies, practices, and procedures.

Anticipated Challenges:
Placement/Counseling/Registration processes/procedures

Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:
All courses related-content which has base requirements.

Priority: Teaching and Learning

Intervention Name 5:   Research high impact strategies in Developmental Education program practices.

Direct or Non-Direct Student Intervention: *Non-Direct*

Start Date: Year one

Type of Intervention (choose all applicable):
Developmental Education, Advising, Improved use of data, Internal Departmental policy review and update.

*Specific Course Content Area:
English/Reading/Math (Developmental)

*Target Student Group (select one or more):
- *All ages, gender, races, financial aid ranges, GPA ranges, first-time students, full and part-time students, academically underprepared students, ESL, and first-generation*

*Estimate number of Students Enrolled or Otherwise Benefiting:
500

*Do students have to satisfy certain criteria to take part in the intervention?
Yes. Students must place into Developmental-level coursework.

*Will special efforts be made to recruit students to take part in the intervention?
Yes. Placement scores will be carefully scrutinized and policies, processes, and procedures will be analyzed to find any holes in the Developmental enrollment/registration process.

Description:
Nationwide, Developmental Education takes many forms in the higher education structure. The question then becomes, "What are the best structures for Dev. Ed?" through the use of national research – for example, NADE – DACC will undertake the study and evaluation of how best to keep what is working for DACC and modify and/or add what needs to be changed to make the Dev. Ed. department more successful.

Way(s) the Intervention Will Help Close Achievement Gaps:
Students who begin in the developmental process often times are left behind by becoming

entrenched in a litany of developmental coursework. This research will focus on how to keep students focused and on track to their ultimate goals, and how Dev. Ed. can be restructured to keep students on track to a moving path – not a stalled one. Possible examples are combination or 'fast-track' courses and/or bridge course definitions or construction.
Measurable Yearly Goals:
*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (select one or more):   *Percent of students who successfully complete developmental courses and progress to credit-bearing courses*   *Percent of students who enroll and successfully complete gatekeeper courses*   *Percent of students who complete the course they take with a grade of C or higher*   *Percent of students who re-enroll from one semester to the next*   *Percent of students who earn certificates and/or degrees*
Evaluation Plan Description: Data from the success of students in Developmental coursework both pre and post intervention and following their progression through college credit courses will help designate possible successes through baseline data.
*Evaluation Results Comparison (select one or more):   *Baseline data*   *Cohort tracking*
Plan to Scale Up:
Sustainability/Institutionalization Plan: This program will become standard in these departments
Communications Plan: Annual Reports , departmental meetings to share with credit Instructors
Internal and/or External Resources Needed: Additional adjunct and/or full-time developmental faculty
Institutional Policy Changes Needed: Changes are dependent on audit of campus policies, practices, and procedures.
Anticipated Challenges: Placement/Counseling/Registration processes/procedures; possible course structure, adding/removing/combining developmental sequences.
Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:

Measureable Yearly Goals:

    After Two Years:

- 25% of Faculty will use some form of contextualized or Cooperative Learning Strategies in their classroom, increasing in retention rates in courses using the new learning strategies by 2% each year for the next three years
- A Bridge Program from Adult Education into Career and Technical Programs will be in place, increasing retention of these target students by 2% each year for the next three years

After Three Years:
- A Bridge Program from Developmental Education into transfer-level coursework will be in place, increasing retention of these target students by 2% each year for the next three years

After Four Years:
- Developmental Education courses will be redesigned based on the research of High Impact Strategies from other schools, increasing success rate in these courses by 2% each year for the next three years
- Implementation of new strategies for Developmental Reading students Placement, increasing proper placement of students by 100%

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
Conduct Contextualized Learning Training	X				Vice President for Instruction and Student Services, Achieving the Dream Core Team
Conduct Career Ladders and Lattice's Training	X				Vice President for Instruction and Student Services, Achieving the Dream Core Team
Implement Contextualized Learning Strategies in Courses across the campus		X	X	X	Academic Deans, Faculty
Implement Course Ladders/Lattice's in Curricula across the campus		X	X	X	Academic Deans, Lead Faculty
Conduct Cooperative Learning Training	X				Vice President for Instruction and Student Services, Achieving the Dream Core Team
Implement Cooperative Learning Strategies in Courses across the campus		X	X	X	Academic Deans, Faculty
Research high impact strategies in Developmental Education program practices	X	X			Achieving the Dream Core Team, Developmental Education Faculty
Implement selected high impact strategies in Developmental Education		X	X	X	Achieving the Dream Core Team, Developmental Education Faculty
Review the College's Assessment and Placement System		X			Achieving the Dream Core Team, Administrators, Faculty
Enhance the College's Assessment and Placement System			X	X	Achieving the Dream Core Team, Administrators, Faculty
Examine the Developmental Reading process		X			Achieving the Dream Core Team, Developmental Education Faculty

Enhance the Developmental Reading process			X	X	Achieving the Dream Core Team, Developmental Education Faculty
Develop Bridge Programming between Adult Education and Career and Technical programs		X			Vice President for Instruction and Student Services, Academic Deans, Adult Education Faculty
Develop Bridge Programming between Developmental Education and College level courses			X		Vice President for Instruction and Student Services, Academic Deans, Developmental Education Faculty

THIRD PRIORITY AREA: FIRST YEAR EXPERIENCE

Quantitative Data Analyzed: Focus groups were conducted and about 75% of the students said, in essence, there were gaps in the first-year experience that if changed, could help more students be successful. Comparing enrollment and persistence patterns for a three-year period also found that a larger-than-acceptable number of students were enrolling but persisting past the first year, or in some cases, past the first semester. Persistence from year-to-year and semester-to-semester was analyzed.
Qualitative Data Analyzed: During focus group meetings of Presidential Scholars, representatives from Gatekeeper-identified courses, and Instructor comments/evaluations from Student Success Courses from Spring 2010, it was discovered that some of the materials/products being delivered were not meeting students' needs. The ATD Core and Data team also identified areas they felt were hindrances to student success. Through this process, a consensus was made that the first-year needed to be more concise and uniform for students – no matter which 'door' they were entering from (high school registration periods, GED program,
Major Findings of Data Analysis: From the data analysis, we determined that the first-year student population struggles with equitable services, completion and persistence rates, college-ready skills, and many life-issues. If students persist beyond the first year they are much more likely to complete a certificate or degree. We concluded that if we could keep students successfully engaged during the first year, the likelihood for success would be greater than without any interventions.
Stakeholders Engaged in Priority-Setting: The stakeholders engaged were a cross-section of both college and community members. The ATD Leadership Team, consisting of the college President, Vice-President, other administrators and faculty members; the ATD Core and Data Team, which have approximately thirty on-campus members; students – both current and past; Board of Trustees; and community members from different boards, committees, or advisory councils.
Other Information Regarding the Decision Making Process:
Resulting Priority: First-Year Experience

Priority: First Year Experience
Intervention Name 1:   Define and Map Internal policies and procedures that impact certificate and/or degree-seeking student success starting from when the student becomes registered for classes..
Direct or Non-Direct Student Intervention: *Non-Direct*
Start Date: Year one
Type of Intervention (choose all applicable):

Improved use of Data, Institutional Effectiveness, Institutional Research, Internal Policy Review and Update, Student Support Services.

*Specific Course Content Area:
N/A

*Target Student Group (select one or more):
N/a

*Estimate number of Students Enrolled or Otherwise Benefiting:
Campus-wide

*Do students have to satisfy certain criteria to take part in the intervention?
N/a

*Will special efforts be made to recruit students to take part in the intervention?
N/a

Description:
Based on data collected from student focus groups, attrition data, CCSSE results, and the satisfaction/usage rates based on institutional surveys, it has been determined that different students are receiving different services, which may or may not hinder academic success. It has been determined that an overall picture needs to emerge about successful policies/procedures, but before that can happen we need to determine what those policies/procedures are, and most importantly, what positively affects student outcomes.

Way(s) the Intervention Will Help Close Achievement Gaps:
This will help close gaps by creating a holistic approach during the first-year based
 on each student's individual goals. More students will persist.

Measurable Yearly Goals:
- 100% of institutional policies and procedures that impact students will be reviewed.
- Student satisfaction as measured by instrument survey(s) will indicate increased satisfaction each year.

*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (select one or more):
- Percent of students who re-enroll from one semester to the next.

Evaluation Plan Description: Collective data will be mapped for visual of processes. Will create a checklist/flowchart by department of policies and procedures. Identification of inconsistencies will take place by surveying students about where they first entered campus and what helped or hindered them. Focus groups/surveys.

*Evaluation Results Comparison (select one or more):
- Baseline data

Plan to Scale Up:

Sustainability/Institutionalization Plan:
- Policies and procedure changes will be institutionalized.

Communications Plan:
- Mapped processes will be distributed to all departments and be discussed during administrative meetings.
- Maps will be distributed to students that explain policies/procedures

Internal and/or External Resources Needed:
 Noel Levitz survey costs every two years

Institutional Policy Changes Needed:
Changes are dependent on audit of campus policies, practices, and procedures.

Anticipated Challenges:
There may be some resistance to change, but data will be utilized to justify decisions.

Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:

Priority: First Year Experience
Intervention Name 2:   Design and Implement an Early Warning System;   Integrate closer Counseling/Advising monitoring based on findings
Direct or Non-Direct Student Intervention: *Non-Direct*
Start Date: Year one
Type of Intervention (choose all applicable): Improved use of Data, Institutional Effectiveness, Institutional Research, Internal Policy Review and Update,
*Specific Course Content Area: N/A
*Target Student Group (select one or more): N/a
*Estimate number of Students Enrolled or Otherwise Benefiting: Campus-wide
*Do students have to satisfy certain criteria to take part in the intervention? N/a
*Will special efforts be made to recruit students to take part in the intervention? N/a
Description: Based on analysis of institutional and national data, it has been determined that certain populations are at greater risk of failing or not completing educational goals. An early-warning system will be developed, then the 'advisement system' will be defined and a holistic advisement method for students who have been identified as at-risk based on the development of the early warning system will be researched and implemented.
Way(s) the Intervention Will Help Close Achievement Gaps: An early warning system would help capture students who are not achieving as   well as his or her peers early in the semester, while interventions can still take   place to help success rates. By defining the 'advisement system' and   implementing an early warning
Measurable Yearly Goals: - Increase the number of C's or better in Gatekeeper courses by 2%.   - Increase the number of successful completers in Developmental Education courses by 2% annually.   - Increase the number of 'touches' students who have been identified through the Early Warning system receive from counseling.
*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (select one or more):   - Percent of students who re-enroll from one semester to the next.   - Percent of students who receive passing grades will be greater than those who have not received early interventions.
Evaluation Plan Description: Comparative data will be compiled from cohort groups of students and other students to apprise success of early intervention identification.
*Evaluation Results Comparison (select one or more):   Baseline data

• Randomly assigned cohort groups of students
Plan to Scale Up:
Sustainability/Institutionalization Plan: • Early warning system will be utilized in Developmental Education and Gatekeeper courses to begin with, further plans will be contingent on successes/non-successes of said interventions.
Communications Plan: • Information will be distributed at employee meetings and training will occur with appropriate staff.
Internal and/or External Resources Needed: Early warning system that is compatible with current mainframe system
Institutional Policy Changes Needed: Changes will need to occur in reporting and follow-up processes with both faculty and student-serving departments.
Anticipated Challenges: There may be some resistance to change, but data will be utilized to justify decisions.
Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:

Priority: First Year Experience
Intervention Name 3: Update and Utilize Success in College Course to be a useful factor in students' first year experience.
Direct or Non-Direct Student Intervention: *Direct*
Start Date: Year two
Type of Intervention (choose all applicable): First-year experience, Improved use of data, Student Success Course
*Specific Course Content Area: Success in College course will look at topics like time management, study tips and skills, note taking, test anxiety, etc.
*Target Student Group (select one or more): First-time students, will develop cohorts of students at beginning to get initial data
*Estimate number of Students Enrolled or Otherwise Benefiting: Campus-wide
*Do students have to satisfy certain criteria to take part in the intervention? N/a
*Will special efforts be made to recruit students to take part in the intervention? N/a
Description: Success in College is currently offered and is somewhat mandatory. However, many students are not required to take the course (i.e. part-time students). It has been determined through student focus groups, surveys, and baseline data that the course is not as effective as it should be. An analysis of the course content, high impact practice and literature review, along with student and faculty feedback will help develop a better course. Will develop 'pilot' classes to be offered before the semester begins and will group cohorts by like-categories (i.e. athletes, dislocated workers, etc.)
Way(s) the Intervention Will Help Close Achievement Gaps: Improving the Success in College course will benefit all students by increasing

their 'toolbox' of skills, knowledge, and confidence for success in other courses.
Measurable Yearly Goals:
- Success in College course will be modified to reflect the needs of students as determined by student/faculty evaluations and the Early Warning System.   - Overall student evaluations of pilot Success in College will reflect higher satisfaction rates than those enrolled in regular Success in College course.   - Disaggregate group retention percentages will surpass regular sections from semester to semester and from year to year.
*Achieving the Dream Student Progress and Success Measures That Will Be Directly Affected by This Intervention (select one or more):
- Percent of students who re-enroll from one semester to the next.   - Percent of students who persist from year to year will increase.
Evaluation Plan Description: Comparative data will be compiled from cohort groups of students and other students to apprise success of control groups as compared to others.
*Evaluation Results Comparison (select one or more):
- Baseline data   - Randomly assigned cohort groups of students
Plan to Scale Up:
Will institute campus-wide if successful
Sustainability/Institutionalization Plan:
Course curricula will be mandated for consistency once success measures are identified.
Communications Plan:
Information will be distributed at employee meetings and training will occur with appropriate staff.
Internal and/or External Resources Needed:
Staff development
Institutional Policy Changes Needed:
May need to offer before the regular semester begins
Anticipated Challenges:
Logistics of building cohort groups of students.
Additional Institution-Wide Decisions in Which the Resulting Evaluation Will Be Helpful:

Work Plan	Year One	Year Two	Year Three	Year Four	Lead Staff
1. Inventory policies and procedures; review for inconsistencies, access, and success that directly impact student retention and success (Counseling, Bookstore, Business Office, Fin. Aid, etc.)	X	X			ATD First-Year Team

2. Review high impact practices (data, literature reviews, surveys, focus groups)	X	X			ATD First-Year Team
3. Survey sampling of students for effect of current policies/procedures	X	X			ATD First-Year Team
4. Identify areas for improvement	X	X			ATD First-Year Team
5. Administer a comprehensive student survey (Noel Levitz, SSI, or comparable survey instrument)	X		X		Institutional Research office
6. Implement new/revised policies and procedures.		X	X	X	Vice-President Academic Deans Administrators
7. Revise polices/procedures; evaluate and modify as needed.		X	X	X	Vice-President Academic Deans Administrators ATD Team
8. Design and develop early warning system based on research, high impact practices, and institutional data	X				Academic Deans Administrators ATD Team Vice-President
9. Pilot the early warning system in some sections of Dev. Ed .and Gatekeeper courses.		X			Dev Ed Instructors Faculty
10. Review and refine early warning system for expansion into additional sections. Measure and compare data for effectiveness.			X	X	ATD Team ATD First-year Exp. Team Administrators Admissions, Records, Counseling
11. Expand to courses outside of Dev. Ed. and Gatekeeper courses				X	Faculty Vice-President
12. Review evaluations of current format(s).	X				ATD First-Year team
13. Develop a more useful evaluation form for Success in College course	X				ATD First-Year team Faculty
14. Survey students about Success in College at the end of their academic program.	X	X	X	X	ATD First-Year team Faculty
15. Update and improve format and materials based on student & faculty evaluations, surveys, and		X	X		ATD First-Year team Faculty

past student success, and high impact data research for Success in College course					Academic Deans
16. Mandate orientation for all Success in College instructors.		X	X	X	Vice-President Academic Deans
17. Develop a plan for more students to take the class (waive tuition if student meets ed. goal, new format)		X	X		ATD First-year Team ATD Core and DATA team
18. Continue to update based on feedback from student and faculty surveys, and retention and persistence data.		X	X	X	ATD First-year Team ATD Core and DATA team Faculty
19. Select control group sections to compare, ensure there is a diverse sampling in 3 or 4 sections for at least a 100-student sampling. Compare, disaggregate, expand, and enhance course.			X	X	ATD First-year Team ATD Core and DATA team Faculty
20. Define the advisement process	X				Counseling Registration ATD First-Year Team
21. Research and implement high-impact practices for holistic counseling success.		X	X		Counseling Registration ATD First-Year Team