Data Brief

To keep you abreast of Danville Area Community College's involvement over the past year with Achieving the Dream, the following excerpts have been taken from the 2012 Achieving the Dream Annual Report submitted in April by Cindy Peck. To read the entire report, go to the DACC Website and click on Achieving the Dream.

FIRST YEAR EXPERIENCE

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. All of the AtD teams are using evaluation data to determine how their interventions are impacting student success. For example, the Success in College (SIC) task force, a group created by the First Year Experience (FYE) 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 class-room.

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 10 additional class sections with this format will be offered in the Fall 2012 semester.

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 de-

cided to look into this option more thoroughly. As the data below 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.

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

NSO= New Student Orientation

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 orientation.

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. Dr. 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.

EQUITY AND INCLUSION

Our original longitudinal data included student cohorts based on age, gender, ethnicity, enrollment status, and PELL grant eligibility. From this data, the Equity and Inclusion team 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, as shown in the data below, when compared with similar students who did not participate in either support group.

RETENTION		
Cohort Enrolled Fall 2010	% Retained to Spring 2011	% Retained to Fall 2011
A-MALE	67%	44%
All Black Students	61%	39%
All Students	55%	37%

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 beginning this fall in hopes that this will encourage regular attendance of a core group.

TEACHING AND LEARNING

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), and 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 video-taped and uploaded to the DACC AtD webpage for those who cannot attend in person.

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.

THIS IS ONLY THE BEGINNING!

Read the entire report at www.dacc.edu/atd and learn more about the following initiatives affecting Student Success at DACC:

- Changes to curriculum in Developmental Education

- DACC's VITA site

- Changes to ENGL 101

- Tutoring changes in the Student Success Center

- Short-term credentials and the Accelerating Opportunities Grant

- Dr. Bethanie Tucker returns to campus