



## **2011 Achieving the Dream Annual Report**

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## **1. Greatest Accomplishments since joining ATD**

### *A. Committed Leadership*

Danville Area Community College's (DACC) continued committed leadership stems from the deep involvement of our president, Dr. Alice Marie Jacobs. As a member of the Core and Data team and Equity and Inclusion sub-team, Dr. Jacobs is an active participant in the Achieving the Dream (ATD) process. The DACC Board of Trustees is also involved through updates on data and the interventions on which each sub-team is focusing. During their visits to DACC, our ATD coaches, Luzelma Canales and Linda Watkins, also met with the Board to answer their questions about the initiative and provide information about how Achieving the Dream is changing the way community colleges do business on a national level. In addition to our commitment to ATD, this year, the college will join Call to Action, the Community College Completion Agenda after approval from our Board this week.

Our Leadership team is also a very important part of our committed leadership in Achieving the Dream. We have a diverse group of members comprised of faculty and administrators from across campus. This past year, the team expanded its membership to include Developmental Education, Career Services, and Retention and Student Engagement. This team works hard to ensure that the college remains on track and keeps moving the ATD initiative forward here at Danville Area Community College.

One way we keep Achieving the Dream relevant to faculty and staff is through the use of our college-wide professional development days, such as our Faculty and Staff In-Services at the beginning of each semester. During this past year's in-services, we provided training on cooperative learning and cultural sensitivity as well as held faculty roundtables to create discussion about cooperative learning in classrooms that use the technique regularly already. Our dedication to Achieving the Dream is evident through our use of these days to focus on concepts and speakers that connect to our ATD interventions.

### *B. Use of Evidence*

Before Achieving the Dream, our college often made changes to our policies and procedures without looking at any type of data to determine if this was the best decision for our students. While it has been a challenge, our involvement in ATD has forced us to take a step back and start building a culture of evidence rather than simply jumping into our next idea.

Our strongest use of looking at our data to make decisions can be found in our creation of two support groups devoted to our African American students. When our Core and Data Team looked at the progression, retention, and completion numbers for our African-American males and females, we found them to be noticeably lower than our numbers for other ethnic groups. From this stemmed the creation of the Equity and Inclusion sub-team and the interventions to create some type of supplemental service for these students.

A-MALE (African Males Addressing Life Effectively) is our male support group and is structured more like a student organization, whereas WISE (Women Inspiring Success Effectively), our female-support group, is an actual class that students can register for and receive Corporate and Community Education credit. The Equity and Inclusion sub-team altered the delivery of this support for African-American males and females based on research that showed African-American males prefer a more fluid, fraternal interaction with their peers, while African-American females prefer more structure such as is found in a classroom with a curriculum and set objectives. Our use of the evidence led us to create groups that will more

effectively help target the students we found need the most assistance in completing their educational goals.

Our First Year Experience (FYE) sub-team also used data from our student and front-line staff focus groups to determine that there were definite information and communication gaps in our admissions and registration process for new students. From this data, the FYE team decided to map out the ideal first year for incoming students with different tasks based on whether the student is a brand new student or transferring in from another school, whether he or she is interested in working toward a degree or certificate or simply wanting to take a couple of classes, and other such defining factors. By addressing these issues, we are using data to drive our decisions and working to eliminate some of the barriers students face when completing their first year at DACC.

Our use of evidence and participation in Achieving the Dream has also given us access to different financial opportunities. For example, we have recently been given the ability to become a pilot site through a \$10,000 grant from the Illinois Community College Board (ICCB) to redesign a developmental education course. Through our data, we have decided to focus on cooperative learning and acceleration in this newly redesigned class. Due to our participation in ATD, this past year, our Director of Institutional Effectiveness also received a Presidential Scholarship from the Association for Institutional Research to complete two classes as a part of their new Data and Decisions Academy. The college will continue to look for opportunities such as these where we can leverage our efforts through Achieving the Dream to gain more resources for our student success agenda.

### *C. Broad Engagement*

One of DACC's greatest accomplishments this year was our use of broad engagement to connect faculty members to the concept of cooperative learning. By leveraging our use of professional development, the Teaching and Learning sub-team - comprised of several faculty, assessment, and ATD champions - provided cooperative learning training for the faculty here at DACC from Patrick Henry Community College before the Fall 2010 semester. The Teaching and Learning sub-team then asked instructors who either already used cooperative learning in their curriculum or who had embraced the cooperative learning idea in their classes this past semester to share their practices with other faculty through two faculty breakfasts held throughout the year. The most exciting aspect of these breakfasts stems from the fact that they are faculty-driven and, because of this, well attended by other faculty who are interested in learning about new ways to engage students in the classroom. Had these breakfasts been hosted by outside presenters, the level of faculty buy-in may not have been as high. We have had some difficulty engaging adjunct faculty in the same manner as our full-time faculty, but the Teaching and Learning sub-team is addressing this issue.

Another area where we have incorporated broad engagement is through our work with community members through the Access, Equity, and Diversity team. This team, comprised of many diversity advocates throughout Danville, is very interested in our interventions concerning underrepresented students and has received updates on the progress of A-MALE and WISE throughout the year. Our ATD coaches also met with this team to discuss what other schools are doing to increase the progression, retention, and completion rates of minority students.

Internally, the college has worked to create a broader engagement among faculty and staff through the expansion of the Core and Data team. This year, we gained four new participants from the areas of Math and Science, Developmental Education, Library Services,

and Success in College (our student success course). These new members have brought with them valuable knowledge and skills that will only make our Core and Data team stronger and more able to promote the positive messages we have gained from Achieving the Dream to others on campus.

#### *D. Systemic Institutional Improvement*

As one of the main tenants of the Achieving the Dream initiative, one major institutional improvement DACC has made as a campus is the concept of “asking the data” before making any changes to our student success agenda. Some of the data we needed in the beginning of our ATD process already existed, but we used ATD principles to disaggregate the data and look at specific student groups individually. We also conducted student, faculty, and front-line staff focus groups to gain qualitative data in addition to our current quantitative data. Too often, decision-makers at DACC would decide to change a program or process involving students after hearing what other schools have done or reading what new researchers had discovered without first gathering data and reviewing it to determine if these changes would have a positive effect on our students. By forcing ourselves to slow down and look at the data before making any major decisions, we are better able to use our time and resources in the most beneficial way for our students.

Another area where DACC has seen systemic institutional improvement is through the collaboration and cooperation of the different areas on campus under the common goal of student success. Faculty from many different disciplines, staff from different departments, and administrators from across campus come together in our Core and Data team, and subsequent sub-teams, to create and implement our ATD interventions. At first, the various viewpoints of the different team members caused some struggle, but, eventually, each team worked through their differences and came to an agreement on what needed to be done for our students.

One example of this collaboration and cooperation can be found in the work of our Equity and Inclusion sub-team. When this team started working on WISE, the African-American female support group, two members of the team faced a communication barrier with both people feeling protective of their respective projects, the new support group versus TRIO support already offered on campus. However, by focusing on the common goal of student success, these two members were able to come to an agreement on how best to support students through participation in the group and participation in TRIO. In the end, by eliminating the idea of ownership over their projects and working together, the WISE advisor felt more supported by what the TRIO representative had to offer, and the sub-team became stronger as a result.

## **2. Resources Used (Internal and External)**

### *A. Committed Leadership*

DACC’s dedicated college president and Board of Trustees have helped us maintain our committed leadership for the Achieving the Dream initiative. We are a self-funded participant of ATD, so we are leveraging financial and human resources. We were able to use a one-time Illinois Community College Board student success grant to bring trainings to faculty and staff on cooperative learning and cultural sensitivity as well as fund more participants for the ATD Strategy Institute in February. It was because of our committed leadership to Achieving the Dream that we were able to designate that money toward these ATD events. Without the commitment of our president and Board, our continued participation in Achieving the Dream would not be possible.

Our level of faculty buy-in with cooperative learning, and Achieving the Dream as a whole, is also instrumental in our success to date. We believe one reason for this level of buy-in stems from the number of participants we were able to send to the ATD Strategy Institute this past February. The faculty members who attended the numerous workshops available came back with new ideas and a new energy to share with their colleagues on campus. If we had not had such a high number of faculty members participating in our ATD interventions – whether through their time working on a sub-team or through their use of cooperative learning in the classroom and the sharing of these techniques – we would not have been able keep this initiative moving forward.

### *B. Use of Evidence*

Our Institutional Research office has worked constantly to meet the college's new data requirements without an increase in manpower through additional positions. Without their hard work and diligence, we would not be able to make the data-driven decisions necessary to create stronger student success interventions. The individual sub-teams have also worked hard to make progress on their interventions whether it has been through mapping a student's first year to determine the best outcomes for the First Year Experience, creating support groups for our most struggling students, or offering faculty members the opportunity to learn about a new teaching tool to better engage their students in the classroom.

### *C. Broad Engagement*

Our leveraging of professional development funds, both through grants and budget reallocations, has allowed us to bring speakers to campus to provide new information to our faculty regarding cooperative learning and working with underrepresented groups. The college has also been able to fund Dr. Wendy Brown's training to start her down the path of becoming a cooperative learning trainer. With this training, Dr. Brown will soon be able to offer instruction on cooperative learning to any current and future faculty member who may be interested in this teaching tool.

Our ability to bring so many people to the ATD Strategy Institute allowed for broad engagement through the diversity of our participants. The areas on campus represented included Enrollment Services, Financial Aid, Retention and Student Engagement, Math and Sciences, Liberal Arts, Institutional Research, Career Services, Developmental Education, Grants and Planning, Office of Instruction, and the President. By having such a diverse group attend, we were able to participate in a wide variety of workshops that will not only offer assistance in our current interventions but also allowed us to see on what other interventions community colleges across the country are focusing.

Another area of broad engagement for us and several other colleges in our area is our work at the state level through our recent collaboration with the five other Illinois ATD colleges. We have met with these colleges to learn what each one is doing through their involvement with Achieving the Dream as well as what each of us can do to help one another with our common goal increased student success. This past year, the six Illinois ATD colleges worked together on a grant to obtain more external resources for our ATD endeavors and have started sharing internal resources through best practices from our schools. We view this as a positive change and a shift from a time when schools did not want to share information or resources with one another. We are very happy with this connection to our fellow ATD schools and hope to continue a relationship with them in the future.

#### *D. Systemic Institutional Improvement*

Our involvement in Achieving the Dream has not only mentally altered our focus toward student success it has also physically altered our focus through several changes in our student services departments. The first change split the Coordinator of Recruitment/Retention position to allow for more focus on Achieving the Dream through a new position titled Coordinator of Retention and Student Engagement. This person coordinates all student retention efforts including the ATD meetings as well as New Student Orientations, our new, manual early warning system, and academic advising as necessary.

Next, to create a better level of cohesion in the student admissions and registration process, the college brought together the Admissions and Records, Advisement and Counseling, and Recruitment and Retention offices under one umbrella to create Enrollment Services. The Director of Enrollment Services/Registrar oversees all three offices and works to ensure that everyone in each office is giving students the same information. The reason for this change stemmed from the continuous presence in student focus groups of a perceived lack of communication and information as a main obstacle when trying to reach their academic goals. We believe this reallocation of internal resources will create a smoother process for students trying to complete their community college education.

### **3. Greatest Challenges**

#### *A. Committed Leadership*

Two of our greatest challenges in maintaining committed leadership have been increased enrollment and reduced state funding. With a marked increase over the past two years, everyone from support staff to faculty to administrators have had to take on more students, classes, and, as is to be expected, responsibilities. Pair more students with less funding, and the college has had to work hard to keep Achieving the Dream at the forefront of the college agenda in everyone's minds. The importance of ATD has made the initiative a priority, but the strain is there.

#### *B. Use of Evidence*

The increased demand on our Institutional Research office has been a challenge. The IR team has tried to do its best to deal with the increased demand, but it has been overwhelming at times with all of the other work the department has to do. The lack of increase in terms of new staff has also been a problem, however, ATD has helped us focus our limited resources to make positive decisions in terms of student success.

We have also found it challenging to break the old habit of simply making changes without actually looking at the evidence beforehand. Our First Year Experience sub-team had to stop itself from changing the curriculum of our student success course, Success in College, without first looking at what students and faculty find helpful in the class and what they do not. While waiting to see the results of the data is important to find the best possible solutions for student obstacles, it is still sometimes difficult to break the habit of jumping right into a new project.

#### *C. Broad Engagement*

While full-time faculty have engaged in the cooperative learning training and faculty breakfasts fairly consistently, one challenge we face is finding more ways to increase engagement of adjunct faculty members. Because they are sometimes primarily employed

elsewhere full-time, are not always on campus, or are only on campus for short periods of time, our adjunct faculty members do not always have the same opportunities as full-time faculty when it comes to professional development. We do have a Part-Time Faculty Academy for these instructors where we try to offer shortened versions of the trainings and speakers due to a more restricted time frame, and all faculty are invited to the faculty breakfasts regardless of full- or part-time status, but there is still a certain level of disconnect. One way we are working to close this gap is through a new policy in which all future professional development sessions will be video-taped and placed in the library and on our website so more adjunct faculty can participate in these sessions. In addition to this, our Teaching and Learning sub-team continues to develop other strategies to remedy this situation.

*D. Systemic Institutional Improvement*

Our small staff is a challenge in terms of systemic institutional improvement because we all do so many things on campus. This can lead to difficulty in scheduling meetings, frustration in the lack of speed in which things can get done, and a potential standstill of activity. Again, by making Achieving the Dream a priority on campus, we have been able to lessen these problems.

A lack of communication has also caused a few issues when trying to move forward with our interventions. In addition to team members having different views on the best method with which to continue, our First Year Experience sub-team has had a lot of problems assuming things without looking at the data. For our team to become more effective, we have had to take a step back and look at our interventions more thoroughly before moving forward with a new plan.

**4. Institutional Research Challenges (Mark all that apply)**

- None
- Too few IR staff positions
- Too few IT staff positions
- Unfilled staff positions
- Inadequate IR staff training in needed skills
- Difficulty retrieving useful, timely data
- Other (Please describe):

**5. Increases in Institutional Research Capacity**

At this time, DACC has not had any increases in staff or resources in our Institutional Research office. One of our sociology instructors did assist in compiling and analyzing our student focus group information last year to create the basis for our qualitative data which greatly helped our IR office, but that was not a permanent increase.

**6. 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.

**7. Engagement of External Community in ATD**

- Collaborative activities with K-12 schools to improve student preparation for college

- Data sharing with local high schools
- Collaborative activities with four-year institutions to improve student success
- Collaborative activities with community organizations
- Collaborative activities with employers
- Other (Please provide the type of activity):

### **8. Alignment of ATD Work with Institution's Goals for Improving Student Outcomes**

One way we will align our Achieving the Dream work with our institution's goals for improving student outcomes is through our plan to use ATD to create our new Danville Area Community College strategic plan next year. Any interventions that show success through evaluation data will inform our strategic plan and budget. Interventions that do not show success or current DACC processes that are found unnecessary or unhelpful to our students in terms of success will be reevaluated and potentially dismissed to provide more funds and resources for the interventions and processes that do work. Because this is an institution-wide change, all employees will be involved in this endeavor.

### **9. Incorporation of 2010 Implementation Proposal Feedback**

#### *Committed Leadership*

Our feedback for this section asked us to enhance the effectiveness of our ATD team through implementation of strong evaluation/assessment plans for each intervention and integrate the ATD initiative into our planning and budgeting processes. Our sub-teams have completed logic models and worked on evaluation plans for each intervention we focused on this year, and we are fully committed to integrating what we have learned through our participation in Achieving the Dream into our strategic plan and budget next year. Already, we have allocated funds toward professional development in the areas of cooperative learning and equity, inclusion, and cultural sensitivity and have created the Coordinator of Retention and Student Engagement position to have someone available to focus on coordinating our ATD efforts. We will continue to use Achieving the Dream as a driving force in our decision making process for future college endeavors, and our committed leadership is an integral part of this movement.

#### *Use of Evidence*

Much of our feedback for this section centered on our IR and IT offices and the ability to obtain and continuously disaggregate our longitudinal data. While our IR office has struggled to produce the level of data we need at this point, we are working on lessening the burden in their office by increasing capacity and hiring an assistant for that office in the coming months. We have also used faculty to help analyze data.

In terms of strengthening our plans the scale up the Equity and Inclusion intervention and evaluating each intervention through the use of logic models and formative evaluation plans, we have definitely moved forward with the A-MALE and WISE support groups. While the First Year Experience sub-team struggled with creating our logic models due to the breadth of our first intervention, our coaches helped us focus our vision to a more manageable idea, and we will work to continuously improve logic models from this information to include both formative and summative evaluations.

*Broad Engagement*

We believe we have worked hard to address the suggestions of strengthening plans for sustained community, staff, student, and faculty engagement, sustaining involvement of faculty and student services staff on committees concerned with student success, and communicating the student success work, successes, and challenges to internal and external stakeholders. Our faculty breakfasts on cooperative learning have greatly increased our faculty buy-in to the ATD ideals and have promoted more cooperative learning through faculty sharing of best practices in their own classrooms at the faculty breakfasts and roundtables, as well as promoting cooperative learning through trainings such as when Patrick Henry Community College came to our Faculty and Staff In-Service in the fall. We have had more faculty and student services staff join the Core and Data team and intervention sub-teams this past year with the hopes of encouraging more participants in the future with the increased visibility of our ATD interventions on campus. Finally, we have worked hard to communicate our student success work, strengths, and challenges with stakeholders through our presentation of data to area high school guidance counselors at our annual High School Articulation meeting as well as through our meetings with the Access, Equity, and Diversity community team.

*Systemic Institutional Improvement*

From our feedback of this section concerning integrating the ATD framework into strategic planning and budget development and more clearly identifying the activities that will take place prior to implementation of the strategies in Fall 2011, we have committed to incorporating our ATD interventions into our strategic plan and budget next year while also using data to determine what current programs, policies, and procedures are not working and if their resources could be funneled to the ATD interventions that are showing more success. We believe our logic models and evaluation plans will more accurately explain our activities for each intervention being implemented in Fall 2011. We will use the ATD model to make continuous improvements to all areas of campus through the expansion of data-driven decision making to remove any barriers to success our students face both now and in the future.

**10a. 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
1) Support groups for both African-American males and females  A-MALE (African Males Addressing Life Effectively)  WISE (Women Inspiring Success Effectively)	1) A-MALE Sept. 2010  2) WISE Feb. 2011	Community Engagement, Equity, Student Support Services	N/A	1) African American Males  2) African American Females	1) 13/287 = 5%  2) 15/264 = 6%	1) 15  2) 15	To get the support groups up and running for the benefit of students	Organization/course established and initiated. The first support groups are currently being facilitated.
<p>Intervention Description: Danville Area Community College will identify two advisors and actively recruit 25 male and 25 female African-American students who are in the 19-24 year old age range to participate in support groups. 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.</p>								

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) Professional development for faculty and staff on equity, inclusion, and cultural awareness	Jan. 2011	Equity, Faculty Professional Development	N/A	Other: All students	3,528/100% (Total number of student enrolled Spring 2011 semester)	3,528	Cultural sensitivity training provided to all college staff	Implemented in Spring 2011
<p>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.</p>								

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) Instructional Delivery	Fall 2010	Instructional Delivery	Developmental Education/ Gatekeeper Courses	Dev. Ed. and Gatekeeper	450 students 20% of total enrollment	New Initiative	Utilizing cooperative learning to improve retention	Limited data: First year of implementation
<p>Intervention Description: In an effort to create more student engagement in the classrooms, the Teaching and 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.</p>								

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) Map our First Year Experience	Summer 2010	First Year Experience	N/A	First-Time Students	Estimated 1,200	Estimated 1,200 (100% of total number of new students enrolled Spring 2011 semester)	-To define a successful first year for new students -To organize our New Student Orientation to convey the most information to new students	-Updated registration policies -Researched and purchased new New Student Orientation software for online orientations - Mapped out the process for first year students coming to DACC
<p>Intervention Description: Working with our front-line staff and student focus group information, our First Year Experience sub-team mapped out the ideal First Year Experience, updated DACC policies and procedures, and researched and purchased an alternative method of delivery for our New Student Orientation.</p>								

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
5) Assess Success in College course	Jan. 2011	Student Success Course	N/A	First-time, degree-seeking students	500 – 600 students per semester	Implementation in Jan. 2012	-Create a task force to look at SIC course -Determine if course needs to be changed	Established a task to look at SIC course
Intervention Description: The Success in College task force will use student focus groups and course evaluations to determine how beneficial our current SIC course is for students as well as what topics are of the most importance to students and faculty. If it is determined that a change in course curriculum is necessary, the task force will move forward with making those changes to the class.								
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
6) Assess the need for an Early Warning System	Jan. 2011	Other-Student Engagement	N/A	Other: Students who are not attending class regularly	456 (Number of students who withdrew after 10 <sup>th</sup> day and before midterm in Spring 2011)	109 (Number of students contacted about class absences in Spring 2011)	-Research options for an Early Warning System -Decrease number of students dropping/withdrawing from classes	Implemented manual Early Warning System
Intervention Description: In an effort to decrease the number of students dropping or withdrawing from classes throughout the semester, the Coordinator of Retention and Student Engagement implemented a manual early warning system in which faculty e-mail/call her and report students who have not been in class recently. The Coordinator of Retention and Student Engagement then calls the students to determine the reason for their absence and offer them assistance should they need it. The First Year Experience sub-team will research the merits of an early warning system that connects to our Datatel Colleague system.								

### **10b. Addressing of Achievement Gaps through Interventions**

When all groups of students were compared, African-American males and females were lagging in achievement in gatekeeper and developmental coursework. Based on research, focus groups, and best practices, support groups were developed to address the achievement gaps. The intervention will help close achievement gaps in course completion of developmental and gatekeeper courses by engaging African-American students in the academic culture and by promoting cultural pride.

Research also indicated to the Equity and Inclusion sub-team that support groups are more successful when combined with professional development. In January 2011, Dr. Bethanie Tucker spoke to our staff on the topic of “Understanding and Engaging Under-resourced College Students.” She delighted the audience with her humor, wit, and expertise on how economic class influences teaching and learning.

For the Teaching and Learning sub-team, focus groups with students revealed that some gatekeeper and other courses were not interactive enough and relied too heavily on the lecture method. At the ATD Strategy Institute in North Carolina, cooperative learning as an intervention appeared to have promise and success at some colleges. At the Fall 2010 Faculty and Staff In-Service, Patrick Henry Community College trained our faculty on cooperative learning.

The First Year Experience sub-team has focused more on the student population as a whole this past year but will start looking at specific student groups to determine how their interventions can affect these groups.

### **10c. Evaluation Plans for Interventions**

For the Equity and Inclusion sub-team support groups, we will compare successful course completion and semester retention of African-American students participating in both college courses and A-MALE or WISE 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 and Learning sub-team is focusing on 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 First Year Experience sub-team could not accurately determine how to evaluate their interventions until they knew what their ultimate outcomes were. Now that they have their objectives, they will look at how to evaluate them.

### **10d. Evaluation Data Used from Interventions to Improve Student Success Interventions**

It is too early for us to have significant evaluation data for any of our interventions. We are in the process of collecting baseline data for the first year of implementation. Data collected will be analyzed to direct changes and improvements for Year Two.

**10e. Evaluation Obstacles Faced**

We have not faced any evaluation obstacles at this point because this is our first year of implementation.

**10f. Scaled-Up Interventions**

We will plan to scale up according to what the data shows us about each intervention. For our cooperative learning intervention, future faculty in-service trainings will continue to focus on cooperative learning strategies. If this intervention is successful, additional faculty will be encouraged to adopt the intervention.

**10g. Canceled Interventions**

We have narrowed and focused some of our interventions, but we have not canceled any of them. Initial feedback on the cooperative learning and African-American male and female support group interventions show promise.

**10h. Substantial Changes Made to Interventions Listed Above**

We have not made any substantial changes to our interventions.

**10i. New Implementations Planned**

Our ATD coaches have encouraged the Teaching and Learning sub-team to focus even more on faculty and staff development. They feel this is a strong focus for our ATD implementation. Additional faculty/student success sessions will be developed and delivered over the coming year.

**11a. Graph presenting evidence of improvement in student achievement over three or more years.**

<b>Achieving the Dream Fall to Spring Retention</b>			
<b>2010-2011 (Baseline)</b>			
	<b>N</b>	<b>Return</b>	<b>% Return</b>
All	2582	1890	72%
Caucasian	1751	1351	77%
African-American	294	201	68%
African-American Males	108	78	72%
A-MALE	13	9	69%
African-American Comparison Cohort	13	8	62%

**11b. Brief description of one intervention that assisted in improvement found in 11a and why intervention has helped improve student outcomes**

The A-MALE (African Males Addressing Life Effectively) organization began Fall 2010, and the WISE (Women Inspiring Success Effectively) leadership development course began

Spring 2011. A-MALE is structured like other college organizations with officers and a small participation fee. The goal of A-MALE is for students to increase their knowledge of DACC’s campus, academic support services, and policies, appreciation of African-American cultural dynamics, attitudes and barriers, understanding of navigating the institutional system, and perception of being able to overcome barriers.

The WISE leadership development course has the same goals as A-MALE but is structured differently. Through research, it was discovered that women prefer more structured environments, so this support group is structured like a class with more defined requirements. At this point in time, data is limited as to how successful the interventions will be, but the long-term goals are increased course completion and retention as well as a higher number of African-American students earning a degree or certificate.

We know that 69% of the A-MALE participants who were enrolled in the Fall 2010 semester enrolled the following spring as compared with 62% of the comparison cohort, but there is much more data that needs to be collected and analyzed before any conclusions can be made about the success or failure of this intervention. The Equity and Inclusion sub-team will continually monitor the A-MALE participants as data is gathered for fall-to-fall retention and course and program completion rates. Although inconclusive at this time, we believe that the additional support provided to African-American students, along with the professional development centered on topics of equity, inclusion, and cultural awareness, the initial achievement gaps of this ethnic group will begin to disappear.

**11c. Regarding the intervention described in 11b above:**

**Support Groups for African American Males and Females: A-MALE and WISE**

Students involved in [intervention]:

Year	Number of Students in [intervention name]	Students in intervention as % of total enrollment	Students in intervention as % of target population [describe target population]
2010 - 2011	Fifteen students are currently participating in the A-MALE (African Males Addressing Life Effectively) Organization.	Currently less than 1% of the total college enrollment is currently participating in the A-MALE Organization.	The African American male student population is the target population for this intervention. Five percent of this population is participating in A-MALE.
2011_- 2012	Fifteen African American female students are currently participating in WISE (Women Inspiring Success Effectively) Leadership Development course.	Currently less than 1% of the total college enrollment is currently participating in the WISE Leadership Development course.	The African American female student population is the target population for this intervention. 6% of this population is participating in WISE.

**12. Additional Comments/Requests:**

Our Director of Institutional Research has found the start of the ATD Access Data Tool User Group very useful to our college as well as other colleges she has talked to, so more tools

like this would be very helpful. Our ATD team as a whole has also found our coaches to be wonderful resources in guiding us on this journey through data-driven student success interventions, and we are so grateful to have them with us throughout this whole process.