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# College 2019 Annual Reflection Report Process

Due June 21, 2019

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## Introduction

The Annual Reflection Report process provides a structured way for institutions in the ATD Network to assess their student success work over the past year and to plan for the coming year. It guides assessment of system changes, progress with integration of multiple reform efforts that may be operating on the campus, and student-centric solutions aimed at improving student outcomes. Collecting this important information from our Network will enable us to distill key themes, lessons, and trends that will inform work among colleges, coaches, and staff.

## Instructions

Your participation in this important process will help us understand and manage our impact in helping you and other colleges in the Network achieve student success. The 2019 Annual Reflection Report process includes two components: 1) college strategic plan, or report submission, and 2) Annual Reflection Report.

## Submission Elements

### 1. College Strategic Plans / Frontier Set and Pathways Project Reports

We ask Network colleges to submit a copy of their current institutional strategic plan. ATD institutions that are participants in the Aspen Frontier Set or AACC Pathways 1.0 or 2.0 may choose to submit either the most recent Frontier report, Pathways plan, or strategic plan. You may also choose to upload an Executive Summary of either of these reports.

### 2. Annual Reflection Report

The Annual Reflection is designed to facilitate engagement of a representative group of stakeholders to review and discuss your institution's student success and equity work, including progress made, challenges faced, current priorities, and goals for the coming academic year. Important topics include efforts to achieve the scale and full adoption necessary to sustain the changes your college



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seeks to implement. Achieving the Dream is requesting all responses to each question fall within the 150- to 300-word count where counts are indicated.

### Submission

The Annual Reflection Report and strategic plan (or Frontier and Pathways reports) are submitted via an online form. The worksheet on page 3 of this document may be used to help colleges collaborate and draft responses before completing the online form. The worksheet and the online form questions are the same. Please note, however, a slight difference in the format design. You will be able to copy and paste your collective responses from the worksheet to the online form.

**The strategic plan/report upload, and Annual Reflection Report are due June 21, 2019.**

### Questions

Please send an email to [Network@achievingthedream.org](mailto:Network@achievingthedream.org) or call 240-450-0075 if you have any questions.

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



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# College 2019 Annual Reflection Worksheet

## College Strategic Plan, Frontier Set or Pathways Project Reports

Most current college Strategic Plan, Frontier Report or AACC Pathways 1.0 or 2.0 Plan, or an Executive Summary of either of these plans.

## Annual Reflection Worksheet

### Contributors

Please identify the stakeholders who contributed to the 2019 annual reflection with their name and title.

<ul style="list-style-type: none"><li>• Dr. Stephen Nacco, President</li></ul>	<ul style="list-style-type: none"><li>• Dave Kietzmann, Executive Vice-President, Instruction and Student Services</li></ul>
<ul style="list-style-type: none"><li>• Stacy Ehmen, Dean, Student Services</li></ul>	<ul style="list-style-type: none"><li>• Dr. Penny McConnell, Dean, Liberal Arts</li></ul>
<ul style="list-style-type: none"><li>• Kathy Sturgeon, Dean, Math, Sciences, and Health Occupations</li></ul>	<ul style="list-style-type: none"><li>• Carla Boyd, Assistant Dean, Student Services/Chief Diversity Officer</li></ul>
<ul style="list-style-type: none"><li>• Bob Mattson, Executive Director, Institutional Effectives and Planning</li></ul>	<ul style="list-style-type: none"><li>• Shanay Wright, Director, TRIO Student Support Services/Student Success Center</li></ul>
<ul style="list-style-type: none"><li>• Kerri Thurman, Executive Assistant to the President/Secretary to the Board/Director of Grants</li></ul>	<ul style="list-style-type: none"><li>• Becky Doss, Administrative Assistant, Executive Vice-President of Instruction &amp; Student Services</li></ul>



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## ICAT Utilization

ATD’s ICAT (Institutional Capacity Assessment Tool) is designed to help colleges determine their level of capacity in seven key dimensions: Leadership & Vision; Data & Technology; Equity; Teaching & Learning; Engagement & Communication; Strategy & Planning; and, Policies & Practices. These are the essential capacities that enable colleges to create a student-focused culture that promotes student success.

**Please indicate which institutional capacity building areas your college used this past year and will use in the upcoming year to support your student success priority goals** (check all that apply):

Capacity	2018-2019 (past year)	2019-2020 (next year)
Reinforce leadership and vision across the institution	X	X
Strengthen culture of data, inquiry, and evidence	X	X
Develop culture of equity in academic and support services	X	X
Align teaching and learning with student success priorities	X	X
Strengthen internal and external engagement and communication	X	X
Align policies and procedures with student success	X	X
Strengthen ability to plan and execute strategically	X	X
Other (please briefly describe this capacity)		

**How did/will you use the ICAT findings (capacities) to support your strategic planning process, or your accreditation efforts or to advance your overall student success efforts?** (Maximum 250-word count)

Danville Area Community College administered the ICAT in spring 2017 resulting in a score of Level 3 for the majority of the capacities. One element, Reinforcing Leadership and Vision across the Institution, received a Level 4 score. The Achieving the Dream Leadership Team was surprised at the amount of administrators who reported, “I don’t know” for several of the capacities. This was an “aha” moment for us.



For example, areas in which there was a significant number of “I don’t know” responses were:

- Teaching & Learning
- Equity gaps, and more specifically, what faculty are doing to address equity gaps
- Professional Development
- Board of Trustees thoughts and opinions about student success
- Goals and mission of the college and of various divisions/departments

As result of the spring 2017 ICAT Survey, the following initiatives were implemented in FY18 and FY19.

- The Achieving the Dream Teaching & Learning Team offered an interactive learning activity at the fall in-service called, Ticket to Student Success: Changing Student Perceptions with DACC Services. This event was a great success and the committee received suggestions to host a reverse faculty academy for the Student Services Division to experience what occurs inside classrooms.
- A Student Services Division team developed the Pinnacle, an annual publication, to keep faculty up-to-date on Student Services offices, staff, and resources.
- Human Resources gathered input from administrators, faculty, and staff on professional development needs.
- The College President developed an Organizational Review of Goals Report for 2018-2019 that compiled all department goals and outcomes and future plans for 2019-2020.
- Division master plans were shared with the DACC community on the website.
- The Achieving the Dream Data Team revised the college’s Key Performance Indicators into a more user-friendly format with definitions for better understanding.



### Student Success Priority Goals

Please list your Student Success Priority Goals from this past year (2018-19) and, using the table below, describe the progress your college has made. (Colleges that joined ATD in 2016 or 2017 may use the priority goals established in the action plan they submitted at the end of their first year in ATD's Network)

<b>Student Success Priority Goals (List one per row)</b>	<b>Key strategies, interventions, and activities implemented to reach the student success strategic priority goal</b>	<b>Outputs or outcomes achieved *Please provide evidence/metrics</b>
<p><i>Example:</i> Increase enrollment and persistence of Black and Hispanic Students in high demand/high mobility career paths</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> <li>• Developed pre-college advising program for students in underrepresented high schools.</li> <li>• Pilot in 5 high schools</li> <li>• Assess and improve</li> <li>• Scale</li> </ul>	<p><i>Example:</i> Increased enrollment of Black and Hispanic students in STEM and Pre-Health programs from 9% to 13%; increased fall-to-fall retention from 5% to 8%</p>
<p>1. Increase retention, persistence, and completion goals by 1%.</p>	<ul style="list-style-type: none"> <li>• Scaled up mentorship program by increasing number of faculty and staff serving as mentors.</li> <li>• Continued efforts with Operation Graduation initiative.</li> <li>• Increased number of 3+1 Degree Programs and partnerships with four-year universities.</li> </ul>	<ul style="list-style-type: none"> <li>• Surpassed 1% increase in fall-to-fall retention rate.</li> <li>• More than doubled 1% increase in persistence.</li> <li>• Surpassed 1% increase in graduation rate.</li> </ul>
<p>2. Evaluate current strategies to improve student retention and equity gaps.</p>	<ul style="list-style-type: none"> <li>• Hosted Cost of Poverty Experience (COPE) simulation during August 2018 Faculty/Staff In-service.</li> <li>• Hosted two trainings: Black Minds Matter and Supporting Men of Color: How to Increase Engagement, Retention, and Graduation Rates with an Innovative, Holistic Coaching Program.</li> <li>• Developed M-SWIFT mentorship program to increase retention and engagement of first-time, full-time African-American male students.</li> </ul>	<ul style="list-style-type: none"> <li>• Fall-to-fall retention gaps continue (Black v White, PT v FT), Persistence rate gaps are lessening (Black v White, Pell v non-Pell) but not FT v PT, Graduation rate gaps continue (Male v Female, Black v White, PT v FT) although Pell v non-Pell is decreasing.</li> <li>• Planning for adjustments to current services.</li> <li>• Implemented timely and intrusive retention strategies by encouraging faculty and staff to utilize the Retention Alert/ Student Care Reports.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Sent two faculty and one staff member to Dream 2019 Annual Conference and ATD Equity and Inclusion Institute.</li> <li>• Expanded DACC student services to southern part of community college district.</li> <li>• Hosted Echoes and Reflections on contemporary Anti-Semitism.</li> </ul>	<ul style="list-style-type: none"> <li>• Participated in community outreach activities with agencies serving lower income residents.</li> <li>• Updated point-of-service survey for Academic Advisement and Counseling Office.</li> </ul>
3. Explore mobile app usage to improve communications	<ul style="list-style-type: none"> <li>• Researched mobile app companies.</li> <li>• Developed Tier 1 team for developments of mobile app</li> <li>• Pilot plan to market new mobile app to general student population in August 2019.</li> <li>• Created and Intranet/Share Point system.</li> </ul>	<ul style="list-style-type: none"> <li>• Documented and updated various policies and procedures as needed to meet compliance and HLC standards.</li> <li>• Improved transparency with additions to DACC website, student handbook, and college catalog</li> </ul>
4. Implement a scaled up mentorship program	<ul style="list-style-type: none"> <li>• Created Student Success Advocate position to serve as mentorship program coordinator.</li> <li>• Recruited additional faculty and staff to serve as mentors</li> <li>• Devised end of year surveys for feedback from both mentors and mentees.</li> </ul>	<ul style="list-style-type: none"> <li>• Reassigned program coordination to a part-time Student Services Advocate to improve program oversight, mentor training, and mentee engagement.</li> <li>• Increased number of faculty and staff serving as mentors by 75%.</li> <li>• Re-established mentee pool by DACC officials instead of by request only. Number of mentees increased over 200%.</li> <li>• 1% growth in new fall students returning to spring.</li> </ul>
5. Assess and expand student activities to improve retention	<ul style="list-style-type: none"> <li>• Administered student survey at Welcome Back event in fall 2018.</li> <li>• Increased number of diversity-related activities for general student population.</li> <li>• Improve information on student activities on college website.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop plan to implement mobile application during summer 2019.</li> <li>• Administered student surveys at Welcome Back Fall 2018 Event and learned more about student interests and availability to participate in intramurals, student clubs, and organizations.</li> </ul>



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	<ul style="list-style-type: none"><li>• Develop communication system to notify students (mobile app).</li></ul>	<ul style="list-style-type: none"><li>• Assessed students' usage of library 1Search tool. 83% knew they needed to have their ID to check out materials, 58% knew that they would need to use their DACC user IS/password to access online resources, 64% remembered all of the search techniques.</li></ul>
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**Place an X in the box to indicate the degree of difficulty your college has faced in meeting Student Success Priority Goals in the following areas:**

	<b>No difficulty at all</b> <i>All the supports are in place</i>	<b>Some difficulty</b> <i>Minor challenges exist, but will be resolved over time</i>	<b>Much difficulty</b> <i>Infrastructure exists, but major resources needed</i>	<b>Nearly impossible</b> <i>No infrastructure in place to support this initiative</i>
Faculty/staff empowerment		X		
Senior leadership transition	X			
Staffing for implementation			X	
Professional development		X		
Policy change (campus, system-level, national)		X		
Logistics (scheduling, space, technology)	X			
Multiple/conflicting priorities		X		
Funding			X	
Resource Allocation		X		
Communication		X		
Sustainability	X			
Continuous improvement		X		
Enrollment Decline		X		
Generating college-wide buy-in			X	
Other: please list and rate				



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From the areas you rated **No difficulty at all**, please specifically explain **one** area that worked well and why it was successful. (Maximum 300-word count)

One area that has worked well and without any difficulty in achieving our student success goals is the transition of senior leadership. Key college positions such as the Chief Diversity Officer, Student Success Advocate, and Director of Academic and Institutional Assessments are prime examples of how the college prioritizes student success. The primary role of the Chief Diversity Officer is to review college policies, procedures, human resource hiring practices, and professional development to establish institutional and student success and engaging the community in equity matters. The Chief Diversity Officer laid the groundwork for the development of the M-SWIFT Program to close the equity gap and increase retention of first-time, full-time African-American male students. The Student Success Advocate position was developed to provide oversight and coordination of the Danville Area Community College Mentorship Program. This year, the Student Success Advocate was tasked with scaling up the mentorship program by increasing the number faculty and staff serving as mentors and the number of student mentees. Increasing mentoring resulted in a 1% growth in new fall students returning in the spring semester at a time when employment is increasing and retention was expected to decrease. The Director of Academic and Institutional Assessments is a newly created position and will work closely with the assessment champions within three of the college's academic divisions, Liberal Arts, Business and Technology, and Math, Sciences, and Health Professions and will help with the development of course outcomes and program assessments. The goal of this new position is to assess if students are learning and acquiring knowledge and skills identified in the curriculum and syllabi.

From the areas you rated **Nearly impossible**, please specifically explain **one** area that was the most challenging and why. (Maximum 300-word count).

We did not have any areas rated in this category.



**What are 1-2 key lessons learned from your student success work that could be useful to other colleges in the Network?** (Maximum 300-word count)

Lesson One

One aspect that has worked well for us when reviewing our Key Performance Indicators is to focus on the small components/factors of our student data as opposed to the broader/bigger numbers. This has help us to focus on the campus-wide goals of increasing persistence, retention, and completion rates by 1% each year. With all of the ATD team and college staff focusing on common goals, we have made significant strides in meeting our stated goals.

Lesson Two

We have also learned to utilize the data that we collect to further support changes to policies and procedures. This “unpacking” of data helps to effectively assess our strategies and make changes to support more equitable outcomes. With closing the loop processes in place, continued follow-up has established sound systems on campus.



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## What are your 2-3 Student Success Priority Goals for next year (2019-2020)?

<b>Student Success Strategic Priority Goals (please select goal category from the drop-down menu)</b>  <i>Example:</i> <input checked="" type="checkbox"/> Increase Retention / Persistence Increase fall-to-fall retention for all students by 3 percentage points by 2021-22	<b>Key strategies, interventions and activities you will implement/continue to implement</b>  <i>Example:</i> <ul style="list-style-type: none"> <li>Expand ALP English from pilot to full scale</li> <li>Develop math pathways based on program of study</li> <li>Redesign orientation/registration so non-academic needs are identified, and all students enroll in Math and/or English in first semester</li> <li>Reallocate lab personnel as embedded tutors in entry-level math</li> </ul>	<b>Expected outputs or outcomes. Please provide specific, measurable metrics.</b>  <i>Example:</i> Increase % of students completing college level English in year 1 from 40% currently to 65% by end of 2020-21	<b>Is this goal or strategy different from 2018 – 2019?</b>  <i>Example:</i> <input type="checkbox"/> Yes (Please explain changes) <input checked="" type="checkbox"/> No
<input type="checkbox"/> Increase persistence/retention	<ul style="list-style-type: none"> <li>Continue to scale mentorship opportunities.</li> <li>Host customer service professional development for staff.</li> <li>Develop and introduce mobile app to student population.</li> <li>Continue with Operation Graduation.</li> </ul>	<ul style="list-style-type: none"> <li>Increase persistence, retention, and completion rates by 1% (currently, fall-to-fall retention is 58% for full time, 26% for part time and 49% for combined).</li> </ul>	No
<input type="checkbox"/> Increase student completion			
<input type="checkbox"/> Developmental education redesign			
<input type="checkbox"/> Map academic pathways			
<input type="checkbox"/> Advising redesign			
<input type="checkbox"/> Improve teaching and learning			
<input type="checkbox"/> Equity- close equity gaps	<ul style="list-style-type: none"> <li>Continue to scale mentoring opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Decrease the equity gaps by 1% (currently, the equity gap for black</li> </ul>	No



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	<ul style="list-style-type: none"><li>• Expand Black Minds Matter professional development to faculty.</li><li>• Develop Toolbox Bridge Program.</li></ul>	students and white students is 27% for fall-to-fall retention.	
<input type="checkbox"/> Other (List)			



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### What key performance indicators is your institution using currently?

Key Performance Indicators	Yes	No
Completion of Gateway Math and/or English in Year One		X
Persistence from Year one to Year two (fall-to-fall retention)	X	
Courses attempted/ completed with C or higher grade within one year of initial enrollment	X	
Completion of a certificate or degree within three years of initial enrollment	X	
Transfer metric and earned baccalaureate (BA or BS) degree within six years		X
Credit accumulation in first year	X	
Zero credits earned in the first semester		X
Other (please list): Developmental course success rates, Developmental students success in first college course, and Transfer rates to 4 year and transfer rates to another 2 year.	X	



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**In what ways can Achieving the Dream assist your institution in reaching your goals for the coming year? Select all that apply and provide a summary of your needs.** (Maximum 150-word count per selection)

<input type="checkbox"/> ATD coaching support	We look forward to our One-by-One coaching experience for the coming year. We value our coaches' perspective and advice in helping us to review our current interventions and developing key strategies to address and meet our student success goals. After each one of our past coach visits, our administrators, faculty, and staff feel empowered to further our work of achieving our student success goals.
<input type="checkbox"/> Promising practice sharing	One of our student success goals for the coming year is to continue working on decreasing equity gaps among our student population. We would like to learn more about interventions that have been proven effective at addressing equity gaps among black students and their counterparts.
<input type="checkbox"/> Facilitation of network college connections	
<input type="checkbox"/> Grant opportunities	We would like to learn more about training opportunities to access grant funding sources in support of increasing retention, persistence, and completion rates among students.
<input type="checkbox"/> Building a culture of evidence	We seek to learn more about how to demonstrate with hard data how our programs, services, and processes are effective and significantly contribute to institutional goals and the mission of the college.
<input type="checkbox"/> Pathways support	
<input type="checkbox"/> Holistic Student Supports	
<input type="checkbox"/> Building a culture of equity	We continue to build upon our initiatives to close equity gaps among our student population. We could benefit from learning about new interventions/approaches to help us address these equity gaps in new ways.
<input type="checkbox"/> Dual Enrollment/ Early College Models	
<input type="checkbox"/> General professional development and webinars	Our Human Resources office has recently compiled a list of professional development training requests from administrators for the next few years. We seek



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	learn more about professional development and webinars from Achieving the Dream to help with this effort.
<input type="checkbox"/> Board Development	
<input type="checkbox"/> Other (List)	Past attendees to the annual DREAM conference have shared that they could have benefited from a senior track to share and exchange ideas and learn from institutions that have been a part of the ATD Network for five or more years.