

Data Brief



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Danville Area Community College

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Do You Know What's Going On?

In May, a group of 100 college employees were surveyed with an Institutional Capacity Assessment Tool, offered by Achieving the Dream, which measures the college's capacity in seven areas:

Teaching & Learning	Strategy & Planning
Data & Technology	Policies & Practices
Leadership & Vision	Equity
Engagement & Communication	

Results averaged from 3.1 to 3.5 on a 4 point scale, under the following levels key:

- 4.0 Exemplary level of capacity in place
- 3.0 Strong level of capacity in place
- 2.0 Moderate level of capacity established
- 1.0 Minimal level of capacity in place

The high averages were not surprising as much time and effort over the past decade has been spent enhancing the college's student focused culture. The surprise was the number of "I don't know" responses.

Which leads to the question, "Did you know?"

Teaching and Learning

Do faculty apply research-based instructional practices? Does the college provide accelerated options to traditional developmental education?

Some evidence to support positive responses would be:

- acceleration within developmental English and math
- flipped learning in some math courses
- certificates embedded within career/technical degrees
- experiential and service learning
- learning communities between courses
- use of placement testing and initial course assessments
- use of multiple measures in math and reading placement
- alternate track for students seeking MATH 115-Survey of Statistics

Strategy and Planning

Is the student success agenda integrated into other core work? Does the institution use key performance

indicators? Are short-term measures defined so that their achievement ultimately leads to the accomplishment of student success goals?

Some evidence to support positive responses would be:

- the student success agenda is tied to the Strategic Planning Matrix (which is tied to assessment and budgeting processes)
- the college has Key Performance Indicators which are analyzed by the Data Team and shared with other teams or committees including the ATD Leadership Team
- the college has goals of 1% increases in retention, persistence and completion rates which are reviewed in a later article

Equity

Has the college defined metrics to promote and enhance equity? Does the college routinely disaggregate student data into sub-populations to identify achievement gaps? Is disaggregated student data used to address achievement gaps?

Some evidence to support positive responses would be:

The Data Team analyzes data templates in the areas of: developmental course completion in two years, gateway course completion, retention (fall-to-spring and fall-to-fall), and credential attainment within four years. In each template are comparisons of students with different racial/ethnic backgrounds, gender, financial aid status, and credit status (full- and part-time). The goal is to decrease evident gaps each year. As with other data sets, when the goal is not being met, the information is passed on to others for possible action.

Our Retention Efforts

Last winter, DACC employees were asked about retention efforts they have enacted. What follows are some of their actions.

- Revised Blackboard shell for students to more easily find things
- Learned students names and asked of progress in other classes
- Directing struggling students to appropriate resources (academic: tutoring, faculty, and TRIO, non-academic: food pantry, health facilities)



- Sent weekly messages of support
- Gave home phone/email so students could reach me easier
- Review course success rate data within the department and looking at best practices in the field for department discussions
- Use grade checks as a student conversation started
- Use DACC reporting tools for intervention
- Tutor students on study habits and use the class absence policy as a learning tool
- Serve in the Mentoring Program
- Keep student grades and other feedback up to date in Blackboard while assisting them with technology needs
- Using multiple communication methods to reach students
- Search the DACC website to show what is available
- Offer to review material before it is due
- Talk with students unable to cope with a problem
- Take extra time with first-time, online students for confidence
- Introduce myself to students through an information email asking about themselves
- Participate in the Ask Me campaign
- Had an on campus meet and greet for web students
- Tracked down students with multiple absences

Retention, Persistence & Completion

Goal Progress

Just over one year ago, the college set multiple retention, persistence, and completion goals. Each three year set of goals was set for 1% improvement per year. For the first year two of the three goals were met, with the third goal almost met.

Fall to Fall Retention

The 2015 Fall to 2016 Fall retention rate of 48.1% was slightly above the target of 48%.

Persistence

52% of new full-time students in 2015 Fall semester accumulated at least 24 credits at DACC their first year, well above the 46% target. 27% of new part-time students from the same cohort accumulated at least 12 credits, which is also well above the 23% target.

Completion

32.8% of students starting in 2012 Fall semester completed a degree or certificate within four years. This falls slightly short of the 33% target.

