



Achieving the Dream™

2016 Annual Reflection & Leader College Application

Due June 1, 2016

Instructions

All Achieving the Dream institutions (except for the 2015 Cohort, which must submit an Implementation Plan) are required to submit an annual reflection. The annual reflection is an opportunity to consider your institution's student success work over the past year and to plan for the coming year with an emphasis on your success in system changes that will sustain and integrate your efforts into the student experience. Your institution's reflection helps inform Achieving the Dream's work as we collect data, identify common themes, and build our knowledge of the institutional change process.

Annual Reflection

To complete the annual reflection, your institution should engage a representative group of stakeholders to review and discuss the institution's student success and equity work including progress made, challenges faced, current priorities, and goals for the coming academic year. Your institution should emphasize your efforts to achieve the scale and full adoption necessary for sustained success of the changes you seek to implement.

Leader College Application (if applicable)

Institutions submitting an annual reflection have the option of applying for initial Leader College status or Leader College recertification by completing the Leader College application at the end of the annual reflection. Leader College applicants must also submit student success outcomes data using the [ATD Data Template](#).

Coach Satisfaction Feedback

Institutions should complete this very short survey conducted by Achieving the Dream on their satisfaction with their assigned coaches. This feedback will help ATD provide better, more personalized coaching services. We encourage your institution to fill this survey out as a group so as to facilitate discussion about coach satisfaction, but multiple individual entries may be submitted. Survey responses

are confidential and will only be seen by Achieving the Dream staff. The survey can be completed by visiting <http://bit.ly/ATDcss16>.

Interventions Showcase

Each college should document their student success work by updating existing interventions or adding new interventions to the Interventions Showcase. This is an important aspect of participation in the Achieving the Dream Network and an important resource for other institutions. Interventions Showcase users can log into the Interventions Showcase at www.achievingthedream.org/user.

Submission

The annual reflection and Leader College application is an online form, and each institution's individualized link will be sent to Core Team Leaders by mid-April. You are encouraged to use this worksheet to collaborate and draft your responses before completing the online form. The annual reflection and Leader College Application must be submitted by the June 1 deadline.

Questions

For more information about the annual reflection, visit [ATD Connect](#). Please send an email to programandpolicy@achievingthedream.org if you have any questions.

2016 Annual Reflection Worksheet

Contributors

Please identify the stakeholders who contributed to the 2016 annual reflection with their name and title.

- Dr. Alice Marie Jacobs, President
- Dave Kietzmann, Vice President of Instruction and Student Services
- Dr. Penny McConnell, Dean of Liberal Arts and Library Sciences
- Stacy Ehmen, Dean of Student Services
- Patrick Bayard, Director of Grants and Planning
- Carla Boyd, Director of Career Services
- Dr. Wendy Brown, Professor of Microbiology
- Laura Williams, Director of Adult Education
- Phillip Langley, Lead Instructor of Developmental Education
- Cindy Peck, Director of Admissions and Records/Registrar
- Bob Mattson, Director of Institutional Effectiveness
- Jessica Miles, Data Analyst
- Ashley Hargrove, Administrative Assistant for Vice President of Instruction and Student Services
- Kerri Thurman, Administrative Assistant for President
- Carol Nichols, Director of Small Business Development Center
- Ryan Wyckoff, Instructor of Speech
- Barbara Weldon, Instructor of Developmental Math
- Kathy Sturgeon, Dean of Math, Sciences & Health Professions
- Stephane Potts, Director of Counseling and Transfer Articulation Coordinator
- Chris Cornell, Administrative Assistant/Graphics Specialist for Marketing & College Relations
- DACC Board of Trustees
- DACC Foundation Board
- Access, Equity, and Diversity Team members (established to advise the DACC president on issues of diversity and equity)

Student Success Vision

- a) Briefly outline your institution's current student success vision. Note that this vision should be your ideal for how students will experience your college. It should include overarching, achievable goals that will act as key milestones as your college moves towards your student success vision.

Suggested word count: 300-500 words

Our student success vision at Danville Area Community College (DACC) centers on three main principles: 1) Students will be given information upfront concerning all services and processes needed to reach their individual educational goals, 2) Students will feel engaged in classes, welcome on campus and have at least one person on campus with whom they connect, and 3) Students will have an educational goal to strive for, an academic plan to keep them on track toward this goal, and an easy, accessible way to view their progress each semester until they reach their goal.

We feel these principles are of the utmost importance when increasing our retention, persistence, and completion rates. Mandatory orientation, multiple measures of placement testing, and Success in College (our student success course) work together to provide students with information about DACC services, policies, and procedures, as well as making sure students are in the right classes for their skill level with remediation options if needed. Our newly reinstated mentoring program and our newly implemented mandatory advising process will help students feel welcome on campus and allow them to have someone with whom they can create a consistent connection. Our academic plans, automated degree audit, and future Student Planning software will help students create an educational goal and have better tools to use when reaching this goal. All of these interventions will help us move toward our student success vision.

- b) Briefly describe your systemic change priorities that help your institution achieve its student success vision. We recommend you identify 2-3 priorities. Each priority is likely comprised of multiple student success efforts that work together to achieve systemic change.

Note: A student success effort is defined as a policy, practice, or procedure designed to reduce or eliminate barriers to students' progress and ultimate success in education and the labor market.

Suggested word count: 300-500 words

During their last visit, our ATD coaches encouraged us to find one main area of focus to make a priority over the next year. They felt that while we are doing a lot of great things, we need to have one or two measures that we are trying to impact in a greater way to really move our student success agenda forward. Our ATD Data team reviewed our Key Performance Indicator (KPI) data and determined that the keystone habit we need to improve is retention.

Retention is the foundation for student progression/persistence and eventually completion, so by working to insure students are returning semester after semester and year after year, we can also insure they progress through their program requirements and earn their credential. From 2011-2015, our Fall-to-Fall retention rates have increased almost 6%, but we still feel like we have more to achieve in this area.

At their next meeting, the Data team is going to create measurable goals for our retention, progression/persistence, and completion rates and present them to the ATD Leadership team for approval. These measures will then be communicated to the ATD sub-teams who will in turn use them as guidelines to drive our student success interventions.

- c) What key metric(s) are you using to measure progress on achieving your student success vision?

Data source(s)

Select all that apply:

- ☐ Aspen Prize for Community College Excellence
- ☒ Complete College America
- ☐ National Community College Benchmarking Project
- ☒ National Student Clearinghouse
- ☐ Predictive Analytics Reporting Framework
- ☒ State community college system data
- ☐ Student Achievement Measure
- ☐ Voluntary Framework of Accountability

Suggested word count: 300-500 words

Our Institutional Effectiveness office uses several data sources to measure progress on achieving our student success vision and has found that some data sources are better for our needs than others. While we use Complete College America as a graduation benchmark in our KPIs, the other cohort information is so small that it is too specific for the size of our student body. We use National Student Clearinghouse to track what percentage of our students transfer in both our transfer majors as well as our CTE programs. Our state community college system data through the Illinois Community College Board (ICCB) is our main data source for our KPI student success data. Our Institutional Effectiveness office also uses it for Data and Characteristics to compare DACC with our peer colleges. When Illinois introduced performance-based funding, this information was also integral in the creation of our KPI measures. Performance-based funding is currently on hold, but we feel it is important to continue to track this information so we know where the College stands once this funding method is reinstated.

As part of our research agreement with the National Student Clearinghouse, Achieving the Dream has access to your institution's NSC data and calculated outcomes. If you would like to share data from other sources, we encourage you to do so. There will be an opportunity to upload data at the end of the form.



Progress Update

Reflect with your group on your institution's progress in improving student success over the past academic year. Describe this progress for each area and consider both the positive factors and challenges affecting the student success efforts at your institution.

Leadership & Vision

The commitment and collaboration of the institution's leadership with respect to student success and the clarity of the vision for desired change.

Is this area part of your strategic plan? ☒ Yes ☐ No

Did your college pursue any strategies in this area during the past academic year? ☐ Yes ☒ No

Progress

Suggested maximum word count: 300 words

Our president, Dr. Alice Marie Jacobs, and Board of Trustees continue to be very supportive of our student success agenda. Student success was a main component of our last strategic plan and will be a main component as we create our strategic plan for the next three years. Our Board Chair and Vice-Chair have both attended the DREAM conference, and our president has attended every DREAM conference in which DACC has participated except this year's conference due to budget constraints. Even with financial concerns, however, the College still committed to sending two participants to DREAM this past February, because Dr. Jacobs felt it was important to engage with other ATD schools and hear current best practices for student success. Dr. Jacobs is also very active on our ATD Leadership team as well as several of our sub-teams. This level of commitment from our president and Board show their views on the importance of Achieving the Dream and our student success agenda as a whole.

Challenges

Suggested maximum word count: 300 words

This year has been particularly difficult with the Illinois state budget impasse. The Illinois state legislature has not currently passed a budget for FY16, so DACC has only received \$1 million of the almost \$4 million we should receive from state apportionment. To accommodate for this unexpected loss, College leadership has had to make several cuts in programs and personnel, but they have worked hard to keep student success in the forefront of their minds and not reduce areas where students would be greatly affected.

Another challenge we are currently facing is the upcoming retirement of our president, Dr. Alice Marie Jacobs. Dr. Jacobs has been with DACC for sixteen years and was instrumental in our shift from student access to student success. Her commitment to Achieving the Dream moved the initiative forward when many faculty and staff saw it as a “flavor of the month” program and not sustainable over time. Seven years later, almost everyone will agree that student success has become our main institutional focus and something that will continue on even after Dr. Jacobs is no longer president of DACC.

Goals for 2016-2017 Academic Year [Optional]

Based on the analysis of your institution’s progress and challenges over the past year in this area, identify one or two goals for the coming academic year for leadership and vision. What are some action steps your institution plans to take to achieve these goals?

Suggested word count: 150-300 words

Our goals for the upcoming year in terms of Leadership and Vision stem from the need to keep our student success agenda moving forward even in the face of uncertainty. Our ATD Leadership team and sub-teams plan to review all of our current interventions and determine which are worth continuing and which should end to make way for better student success solutions with restricted resources. Our Board Vice-Chair, Dr. Serfoss, attended the DREAM meeting two years ago and is now the Chair of the Presidential Search Committee, so our hope is that he will do everything he can to find a new president who has as much of a commitment to student success and Achieving the Dream as Dr. Jacobs. We will also work for a smooth transition with the new president to continue our Achieving the Dream legacy.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

The ATD Leadership team feels it will be essential to bring our ATD coaches to campus shortly after our new president is chosen so he or she can learn more about ATD and how it pertains to everything student-success related here at DACC.

Promising Practice

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

☒ Yes ☐ No

[IF YES] Please describe the promising practice:

We feel that having a president, Board of Trustees, and Foundation who are deeply committed to student success and Achieving the Dream has been essential to our increases in retention, persistence, and completion over the last seven years. Even with our budget constraints and movement to essential spending only, Dr. Jacobs and the Board are always willing to put student success first and have been making financial decisions based on how any changes will impact students and their ability to reach their educational goals.

Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Data & Technology

The institution's capabilities to collect, access, analyze and use data to inform decisions, and to utilize and leverage technology to support student success.

Is this area part of your strategic plan? ☒ Yes ☐ No

Did your college pursue any strategies in this area during the past academic year? ☒ Yes ☐ No

Progress

Suggested maximum word count: 300 words

The use of data in making decisions at DACC has definitely permeated the campus culture since the start of our involvement with Achieving the Dream. This past year, our Institutional Effectiveness office conducted the Noel-Levitz Student Satisfaction Inventory (SSI) during the Fall 2015 semester and the Community College Survey of Student Engagement (CCSSE) during the Spring 2016 semester. The college plans to conduct these surveys during the fall semester of odd years for Noel-Levitz and during the spring semester of odd years for the CCSSE. College leadership feels that these surveys provide very insightful qualitative data and have committed to providing the financial resources needed to administer these surveys even during these tough economic times.

The Institutional Effectiveness office previously administered the Noel-Levitz SSI in the Fall 2010 semester, and using that as our baseline measure, we found several areas where our student satisfaction has increased over the last five years. Students find our faculty more accessible and feel like they care more about them as an individual. More students also feel a sense of belonging on campus from both faculty and administrators and that they seldom get the “run-around” when seeking information on campus. The professional development and training that we have held over the last few years concerning equity and student engagement are paying off with students feeling more welcome on campus.

The past fall, our Dean of Student Services implemented a new early-warning system using a software called Maxient. While MAP-Works had several features we thought were beneficial, the separate log-in system for faculty and employees caused a lack of usability which we simply couldn’t afford given the expense of the product. Maxient reporting software gives DACC a user-friendly, centralized reporting tool that helps connect the dots and prevents students from falling through the cracks. Specifically, our Retention Alert/Student Care report provides a vehicle for faculty and staff to notify academic advisors of students who are exhibiting signs of distress, not progressing as they should, or when they have seen a change in behavior that could deter their academic success. The system is easily accessed from the DACC website and does not require additional logins or steps that have deterred reporting in the past. The Maxient system also allows for complete record keeping, follow-up, a depository for advisement notes, and a built-in system that recognizes patterns of behavior before it is too late. Once notices have been sent, trained Advisors offer and provide services for immediate interventions. Maxient also interfaces with the College’s ERP, Colleague, to provide faculty and advisors with report assistance as well as importing information that helps advisors apply interventions that are best-suited for each student situation.

Challenges

Suggested maximum word count: 300 words

The budget impasse has made purchasing technology to support student success very difficult over the last year. Our Institutional Effectiveness office lost one of their data specialists due to the budget impasse. Dr. Jacobs and our Dean of Student Services, Stacy Ehmen, attended the 2015 Data and Analytics Summit this past fall where they were very impressed with the positive impact data analytics can have on student success. However, at this time, data analytics is simply not something we can afford.

We had also hoped to purchase the Ellucian product Colleague Student Planning as part of our mandatory advisement quality project for Higher Learning Commission, but we had to put this purchase on hold for most of the year due to budget constraints. Fortunately, Dr. Jacobs worked with the DACC Foundation, and they generously offered \$30,000 from a donor new initiative fund and \$15,000 from a donor technology fund to help purchase this software. With these generous donations, the College will only have to use \$13,000 of institutional funds to purchase the Student Planning software. This is another example of how our community supports our student success agenda.

Goals for 2016-2017 Academic Year [Optional]

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for data and technology. What are some action steps your institution plans to take to achieve these goals?

Suggested word count: 150-300 words

Our goals for the upcoming year in terms of data and technology include purchasing and launching the Colleague Student Planning software and finding ways to address data needs with a reduction in resources. We feel that this software is a necessary step in moving our student success agenda forward and are going to plan accordingly. We also plan to utilize our Achieving the Dream Data Team to assist the Institutional Effectiveness office in data analysis for our Key Performance Indicators. This will help with the reduction in the Institutional Effectiveness office.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

Achieving the Dream would be very helpful in providing any information concerning economical data analytic software or processes. Our leadership at DACC understands how important data analytics can be in increasing student success and would like to move forward in this area if there are opportunities available that do not require a large amount of monetary resources.



Promising Practice

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

☒ Yes ☐ No

[IF YES] Please describe the promising practice:

We feel implementing the Colleague Student Planning software will greatly impact all students in their quests to reach their educational goals.

Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Equity

The commitment, capabilities, and experiences of an institution to equitably serve low-income students, students of color, and other at-risk student populations with respect to access, success, and campus climate.

Is this area part of your strategic plan? ☒ Yes ☐ No

Did your college pursue any strategies in this area during the past academic year? ☒ Yes ☐ No

Progress

Suggested maximum word count: 300 words

Initial efforts of the Equity and Inclusion sub-team were focused on improving opportunities for minority students in their goal of Achieving the Dream of a college education and stable career. As we began to see significant improvement in those categories, we threw the net wider and examined other factors, such as economic status, and found that the gap in achievement was even greater between students receiving PELL grants and those who were attending school without federal financial assistance. In some cases, these students were also minorities or first-generation college students, but the sub-team began to realize the common thread was more often socio-economic class. As a result, the college began offering the higher education version of the training, Investigations into Economic Class, to help under-resourced and first-generation college students build the resources they need to succeed in college and in life as an alternative to our student success course Success in College.

Last year, the president of the Danville Housing Authority (DHA) board met with Dr. Jacobs to discuss options for teaching financial literacy. Existing programs seemed to be a duplication of services without very high outcomes. Dr. Jacobs suggested the poverty construct and a series of meetings lead to providing the Getting Ahead training for residents of the federal housing project Fair Oaks in Danville as a pilot. The college provided Carla's time as a facilitator for the course and DHA provided funding for textbooks and materials. The 15-week program was offered and the maximum of 12 students were accepted into the group.

- Of the 12 participants, 100% graduated from the 15-week class.
- 58% continued to meet for 5 additional weeks to follow up with the life plans created during the program producing resumes and planning continued education.
- One student from the class was awarded an internship by Vermilion County to work and gain additional skills.
- 17% are now attending classes at Danville Area Community College from taking classes to help them pass their high school completion exam to classes in nursing and general studies
- DHA was very pleased with the results and the next class is currently underway.

Challenges

Suggested maximum word count: 300 words

Even with the great success we have seen in the students who have completed our *Investigations* class both on and off campus, our biggest challenge falls in the small number of students we are impacting with this intervention. The model for this class encourages having no more than 12 students in the group to create a conducive environment for discussion. Our class facilitators agree that this is a necessary component; however, that means more sections of the course have to be offered to reach more students. Registration for these sections on the main campus is also difficult, because advisors are asking students to self-identify and deferring to the student's decision to opt out of this special section of Success in College even if the student meets several of the obstacles that the class addresses. The Equity and Inclusion sub-team has discussed at length the best ways to encourage this class and met with advisors to try and incorporate some of these strategies into their advisement sessions, but students still are not registering for the course in the numbers needed to see significant change.

The Equity and Inclusion sub-team also tried to conduct student focus groups to get their feedback on what obstacles current students have had to overcome while striving to reach their educational goals, but class and work schedules made this difficult to schedule. Students were asked to provide written feedback via e-mail and several responded with their thoughts. The Equity and Inclusion sub-team plans to share this information during Faculty and Staff In-Service next year.

The budget impasse also affects our mission of equity. Our move to essential spending only has made it difficult to secure outside professional development for faculty and staff that also increases our understanding of equity and how to assist students in overcoming obstacles and reaching their educational goals.

Goals for 2016-2017 Academic Year [Optional]

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for equity. What are some action steps your institution plans to take to achieve these goals?

Suggested word count: 150-300 words

With retention being a main component of our student success agenda, one goal we have in terms of equity is to continue to close achievement gaps in terms of retention between student groups. The Progression and Completion and Equity and Inclusion sub-teams would also like to plan professional development training for our faculty and staff that would be run in house to avoid having to incur additional costs. The Progression and Completion sub-team would like faculty to share best practices on how to create more connections with students and, in turn, help students overcome obstacles and return the following semester or year. The Equity and Inclusion sub-team would like to have a student panel at Faculty and Staff In-Service so employees can hear real-life experiences from the people we serve.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

Promising Practice

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

☒ Yes ☐ No

[IF YES] Please describe the promising practice:

We feel our Investigations into Economic Class course is a promising practice. We just need to work on scaling it up to impact more students.

Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Teaching & Learning

The variety of educational programs, learning experiences, instructional approaches, and academic and non-academic supports strategies designed to facilitate student learning and success

Is this area part of your strategic plan? ☒ Yes ☐ No

Did your college pursue any strategies in this area during the past academic year? ☒ Yes ☐ No

Progress

Suggested maximum word count: 300 words

For the Fall 2015 semester, Dr. Wendy Brown from the Math/Science Division and Ryan Wycoff from the Liberal Arts Division collaborated on a learning community where students signed up for both BIOL 100 Life Science and SPCH 101 Oral Communication in a cohort. Both are courses that are applicable to an Associate of Science and Arts transfer degree as a Life Science and Communications requirement respectively, and both courses are very popular on their own, so Ryan and Wendy thought they would be more beneficial together. Wendy and Ryan created lesson plans that crossed subjects (for example, the students used information they learned in Life Science for their informative speeches in Speech) and utilized the same classroom in Lincoln Hall that had been updated to facilitate this contextualized learning style. Students registered for the classes at the same time with Speech meeting MWF from 9 – 9:50 a.m. and the Life Science lecture meeting MWF 10 – 10:50 a.m. Seventeen students enrolled in the Fall 2015 cohort and only two withdrew (an 88% completion rate). When surveyed, 100% responded that they agreed or strongly agreed with the following statements:

- I got to know my learning community classmates better than in other classes.
- I felt welcome in my learning community classes.
- My learning community instructors were knowledgeable.
- I would recommend this learning community to another student.

Some comments from students when asked “What did you like about the learning community?” were:

- I really enjoyed the instructors and course materials, along with my fellow students.
- The same people were in each class and we could help each other out. We became a lot more comfortable. We didn’t have to worry about being late to the next class or rushing.
- I liked how my teachers combined projects and together made each class more interesting.

Wendy and Ryan are offering another BIOL 100/SPCH 101 cohort this coming fall semester and already have a full class. Once they have a few cohorts of data, Wendy and Ryan plan on sharing their findings and experiences teaching in a learning community with other faculty on campus.

Challenges

Suggested maximum word count: 300 words

Yet again, the budget impasse has posed a challenge over the last year in terms of our faculty engagement. The College has suspended two programs within our Business and Technology division due to low enrollment and are looking at other high cost/low enrollment programs that could be suspended should the budget crisis continue. Faculty professional development has also been put on hold under our essential spending mandate. The College is currently stable due to the foresight and financial acumen of our current and past chief financial officers and Board of Trustees members and the fact that one third of our revenue comes from local property taxes (something our four-year university counterparts do not receive), but the constant barrage of bad news centering on the state budget (or lack thereof) is causing a decrease in employee morale.

Goals for 2016-2017 Academic Year [Optional]

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for teaching and learning. What are some action steps your institution plans to take to achieve these goals?

Suggested word count: 150-300 words

Our teaching and learning goals center on continuing our work in faculty engagement and sharing best practices to increase student success. The Teaching and Learning sub-team will continue to offer Teaching Excellence Academies as well as Part-Time Faculty Academies for our full- and part-time faculty. The Vice President of Instruction and Student Services has also committed time to continue to better develop learning outcomes during Faculty and Staff In-Services. Faculty appreciate this time to re-evaluate goals and work as part of a team within their departments and division.

Our Math and Sciences division has made great strides over the last several years with their changes in our math curriculum and course progression, and they continue to do so this year. Our Developmental Education and Math and Science division are working toward accelerating our developmental English and math requirements to allow students to work through these sequences more quickly. Phillip Langley, our Lead Instructor of Developmental Education, has worked through the curricula of our DEVE 098 and DEVE 099 courses to combine the two courses into one class. Starting in the Fall 2016 semester, students will be able to complete both of these classes in one semester and will be able to move directly into ENGL 121 Communication Skills, a career English course and pre-requisite for ENGL 101 Rhetoric and Composition I. In the Spring 2017 semester, two of our math instructors will pilot a DEVM 099/MATH 107 co-requisite mathematics course where students can earn 7 credit hours for both classes. This will allow students to either move more quickly through the math sequence or complete a career math (MATH 107) for their program in one semester.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

Promising Practice

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

☒ Yes ☐ No

[IF YES] Please describe the promising practice:

We are adding multiple measures to our placement methods in an effort to save students time and money by making sure they are in the correct classes. Last year, we added a measure to our math placement that uses Algebra I and II grades of a "B" or better for placement into our Basic Algebra and Intermediate Algebra classes respectively. Next year, our Placement Scores Task Force is recommending using a high school GPA of 2.5 on a 4.0 scale as measure of reading competence in place of traditional placement testing.

Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Engagement & Communication

The process of enabling key external stakeholders, such as K-12, universities, employers and community-based organizations, and internal stakeholders across the institution to participate in the student success agenda and improvement of student outcomes.

Is this a high priority area for your institution? ☒ Yes ☐ No



Progress

Suggested maximum word count: 300 words

The DACC Mentoring Program was reinstated this past fall semester as a way for students to connect with faculty and staff on campus and have a point of contact for any questions they may have or challenges they may be facing. First Year Experience sub-team members recruited student mentees through the Welcome Back Bash in the fall, information tables set up in the Student Union, and announcements via student e-mail, Facebook, and the electronic signs on campus. Currently, we have thirty-seven students signed up for mentoring and forty-two available mentors. Mentors are asked to contact their mentee at least three times throughout the semester and were given talking points if needed such as relevant dates and deadlines, services available to students on campus, etc. Several mentors have shared that they have a great relationship with their mentee and talk to them much more than three times a semester. The Mentoring Program will start working with Ryan Minier to incorporate the mentoring program into INST 101 Success in College to get a larger pot of students to mentor this coming fall.

One of our ATD goals last year was to improve communication across campus about our student success agenda and interventions. To assist in this, we added our ATD sub-team meeting schedule to our existing Continuous Quality Improvement (CQI) meeting schedule that is sent out weekly to employees and continued to invite new members to the sub-teams at the beginning of each semester. We also started posting our meeting notes for all ATD teams and sub-teams to our ATD web page on the DACC website. We have also worked to communicate our student success agenda to community stakeholders through presentations to the DACC Foundation Board and Board of Trustees, the Access, Equity, and Diversity Committee, area service clubs, and other community groups.

Challenges

Suggested maximum word count: 300 words

While we have made strides in increasing communication across campus, this is still an area where we need to improve. Our student success agenda is a main component of our Faculty and Staff In-Services each semester as well as communicated through our sub-team meeting minutes on the website, but this has not increased membership in our sub-team meetings. The same faculty and staff continue to participate, which is great, but to move the needle and increase student success in a bigger way, we need to get more employees on board. With the same people leading our student success initiative on campus, the risk of burnout increases during a time when faculty and staff are already taking on more responsibility.

When our coaches visited campus during the Fall semester and heard all of the wonderful things our sub-teams are doing to increase student success, they suggested that, while we are doing so many great things within our sub-teams, our sub-teams need to do a better job of communicating with one another and using each other to troubleshoot any issues we might be facing.

Goals for 2016-2017 Academic Year [Optional]

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for engagement and communication. What are some action steps your institution plans to take to achieve these goals?

Suggested word count: 150-300 words

One suggestion our coaches had in terms of breaking down the silos between our ATD sub-teams was to bring all of the sub-team members together in a Sub-Team Summit. During this meeting, each sub-team would give a brief update on their interventions and present one question or problem that they may be facing in their team such as an intervention that is not reaching the student population that the team would like. The other sub-teams would then offer their suggestions on the problem, discuss how the sub-team can help, and take their turn sharing updates and stating a problem. The ATD Leadership team thinks this would be very beneficial to our sub-teams and is planning on hosting this event sometime during the next year.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

Promising Practice

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

☐ Yes ☒ No

[IF YES] Please describe the promising practice:

Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Strategy & Planning

The alignment of the institution with the umbrella goal of student success and the institution's process for translating the desired future into defined goals and objectives and executing the actions to achieve them.

Is this area part of your strategic plan? ☒ Yes ☐ No

Did your college pursue any strategies in this area during the past academic year? ☒ Yes ☐ No

Progress

Suggested maximum word count: 300 words

When interviewing faculty, staff, students, and community members about items of focus for the 2013-2016 strategic plan, the main questions asked centered on what DACC does right in terms of increasing student success and what challenges DACC faces in terms of increasing student success. Eighteen topics were finalized based on these questions, all related to student success in some way. Some of these topics include:

- Make revisions and enhancements to the counseling/advising process to improve student success
- Modify all policies and procedures that are detrimental to student success
- Implement an early warning system to identify at-risk students
- Review staffing levels to insure adequate personnel to focus on student success
- Provide state of the art technology to enhance learning, student success, safety, and productivity
- Embrace diversity across campus

Each topic included several sub-topics, many of which evolved into the interventions discussed within this annual reflection such as mandatory advising, the mentoring program, and multiple measures of assessment. This year, our Director of Grants and Planning is interviewing internal and external stakeholders again to determine how the College should best move forward over the next three years, and these questions are main components of the focus groups yet again. Student success is a main part of departmental assessments and budget allocations as well. If a request cannot be tied to student success in some way, it is not likely to be approved.

Challenges

Suggested maximum word count: 300 words

When reviewing DACC's 2013-2016 Strategic Plan, almost all of the fifty-four strategies noted under the eighteen student success topics are listed as completed except four of them. The four not completed were slated for fiscal year 2016 and are all tied to funding and our state budget allocation. Even with this challenge, however, DACC is dedicated to meeting our students' needs and will continue to plan interventions that are sustainable even with limited funds.



Goals for 2016-2017 Academic Year [Optional]

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for strategy and planning. What are some action steps your institution plans to achieve these goals?

Suggested word count: 150-300 words

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?

Promising Practice

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

☐ Yes ☐ No

[IF YES] Please describe the promising practice:

Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.

Policies & Practices

The institutional policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.

Is this area part of your strategic plan? ☒ Yes ☐ No

Did your college pursue any strategies in this area during the past academic year? ☒ Yes ☐ No

Progress

Suggested maximum word count: 300 words

Introduced to students for the Fall 2015 semester and available 24/7 through the Jaguar Spot student web portal, degree audit (or program evaluation) is a way for students to keep track of their program requirements at any time during the semester. Courses that students have completed or are currently registered will populate under the general education and major-specific requirements for the student's current certificate or degree program. Students can also run a "what-if" analysis to see how classes they have taken would be applied to another program. Course substitutions and waivers are also be posted to a student's program evaluation/degree audit so advisors, financial aid, records, and the student can all be on the same page about remaining requirements.

The "How Close Are You?" campaign is a recruitment and completion campaign that started in the Spring 2015 semester. Using degree audit, we were able to run program evaluations on any students with 45 or more credit hours who had last attended DACC during the 2013-2014 school year to see if any had earned certificates or degrees but never applied to graduate or determine how close they are to earning their credential.

2015 "How Close Are You?" Statistics (as of 4.25.16)

- 238 Total Students Reviewed
- 39 Students Eligible to Graduate
 - 30 Associate Degrees
 - 9 Certificates
- 14 Students Currently Registered for Fall 2015 or Spring 2016
- 185 "How Close Are You?" Letters Sent
 - 45 Students Owed Money – Letter contained information about money owed
 - 16 enrolled in the classes for following semester(s) for 104 total credit hours

Challenges

Suggested maximum word count: 300 words

For the Spring 2016 registration period, our Academic Advisement and Counseling office implemented mandatory advising for all new degree- and certificate-seeking students. Previously, only full-time students were required to go through the Counseling office to register for classes, but with the new mandatory advising process, all new students, full- and part-time, who are going for a degree or certificate must meet with an advisor their first semester to set up an academic plan. Currently, the academic plans are being created using Microsoft Word and saved in a shared drive. We had planned to implement the Colleague Student Planning software this year to enhance our mandatory advising process, but the budget impasse caused us to have to look for alternative resources for this. Dr. Jacobs has met with the Foundation Board and Director, and they have generously committed to paying for most of Student Planner in the upcoming year. This shows the level of commitment and support our community has for DACC and our student success goals.

Goals for 2016-2017 Academic Year [Optional]

Based on the analysis of your institution's progress and challenges over the past year in this area, identify one or two goals for the coming academic year for policies and practices. What are some action steps your institution plans to achieve these goals?

Suggested word count: 150-300 words

For our "How Close Are You?" campaign, we are currently working on reviewing students with more than 45 hours who last attended during the 2014-2015 school year and are expecting to see similar results as we had this year. The Director of Admissions and Records and Director of Institutional Effectiveness are also going to use our automated degree audit process to review current students in programs with stackable credentials to determine who is currently eligible for certificates that may not have applied for them. Both of these measures will help increase our completion rates.

With the generous donation from our Foundation, we plan to implement the Colleague Student Planning software over the next year. We feel this software will greatly benefit our mandatory advising process and is necessary in moving our student success agenda forward.

What resources or assistance can Achieving the Dream provide to assist you in reaching these goals?



Promising Practice

Does your institution have a promising practice in this area that other Achieving the Dream institutions would benefit from?

☒ Yes ☐ No

[IF YES] Please describe the promising practice:

We feel our "How Close Are You?" campaign results (see above) showed considerable success and plan to continue this process annually to graduate students who have already earned their credentials and encourage students to return to school and finish their intended certificate or degree.

Please include data that illustrates the success of this promising practice (data submission is voluntary, but encouraged). There will be an opportunity to do so at the end of the form. Data should be disaggregated by race/ethnicity, gender, and Pell status if appropriate to the intervention.



Achieving the Dream™

2016 Leader College Application Worksheet

For more information or questions about the Leader College application, please contact Samaad Wes Keys at skeys@achievingthedream.org.

Selection & Review:

Each application for Leader College status will go through a blind-selection process and will be reviewed by a panel of experts both internal and external to Achieving the Dream.

Applications will be assessed on their ability to provide the following:

1. Evidence of growth or an upward trend for the metric your institution selected over the course of the last four years
2. Both qualitative and quantitative evidence to support the institution's success
3. A clear link between the impact of the specific intervention(s) and the success the institution has experienced.

Note: Colleges will not be granted Leader College status solely because they have exhibited growth over a period of time. Successful applications will incorporate each of the items above and applications will be reviewed holistically to determine if a college received leader college status.

Institutions applying for initial Leader College certification will apply on one measure; institutions applying for Leader College recertification will apply using two measures.

Section I

Student Success Measure

Of the measures below, please select the measure(s) for which you would like your institution to be considered for Leader College status (one for initial certification applicants, two for recertification applicants). Definitions for the measures are provided in [Appendix A](#) of this document.

- ☐ Successfully complete developmental courses and advance to credit-bearing courses
- ☐ Enroll in and successfully complete the initial college-level or gateway courses in subjects such as math and English
- ☒ Persistence from year-to-year or term-to-term



☒ Credential attainment within four years (degree or certificate)

☐ Institution-defined metric

Data Analysis

Describe the outcomes of the measure your institution has selected to be considered for Leader College status. This could be for the overall student population or for a specific target population (e.g., African American men, Latina women, first-generation, etc.) at any time within the past three academic years (2011-2012, 2012-2013, 2013-2014, and 2014-2015).

Evidence can include both quantitative and qualitative measures, but should include, at a minimum, metrics for the target population that shows improvement that can be reasonably explained by an intervention.

To demonstrate the impact of the interventions and the improvements achieved, data for periods before, during and after the implementation of the initiative(s)/ program(s) should be provided.

Colleges are encouraged to submit data from peer institutions or national data as points of comparisons. If the initiative(s) or program(s) targets a subset of students at the institution, also provide parallel metrics for all students at your institution.

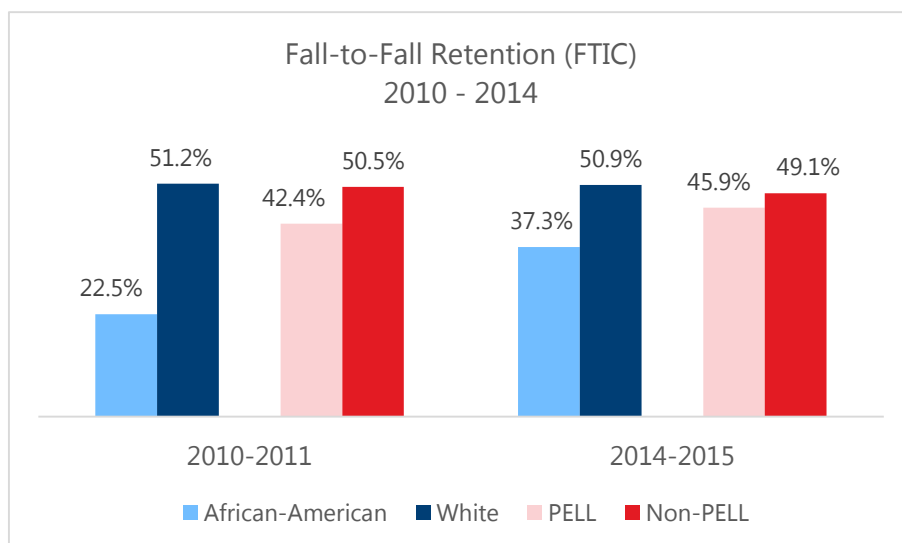
In addition to the required data template, we encourage all institutions to include in an appendix any additional charts and figures that can support the explanation of their success in this section.

Since its participation in Achieving the Dream (ATD), Danville Area Community College (DACC) has embarked on numerous interventions that have been motivated by data, information and review of best practices. The results of the College's campus-wide efforts have shown significant changes in the culture of the college as faculty and staff have increasingly embraced a student success agenda. Because of this shift in campus culture, over the last four years, DACC has experienced steady and uninterrupted upward trends in persistence from year-to-year and credential attainment within four years.

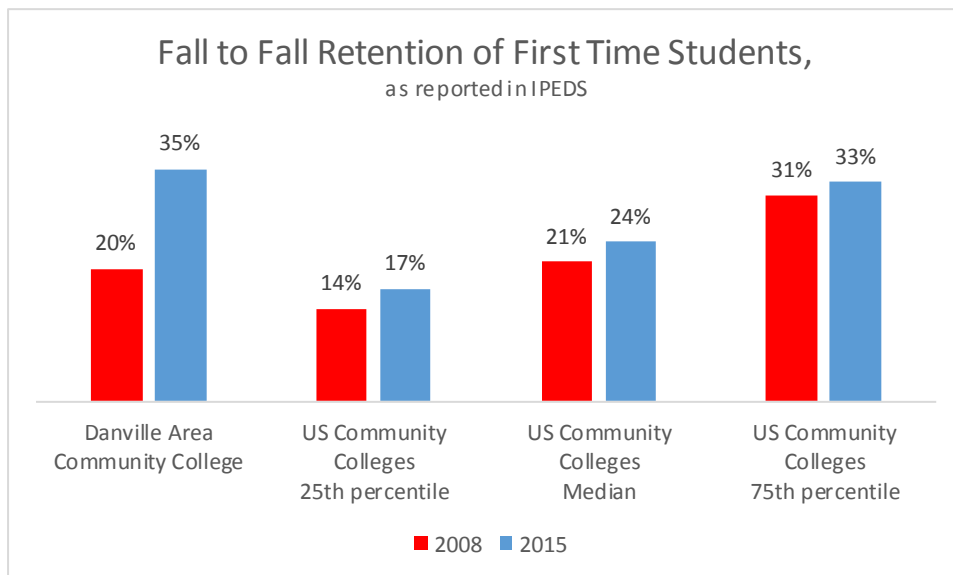
Persistence from Year-to-Year

Measuring all credit bearing students enrolled in the fall semester who returned the following fall semester, overall success has climbed year by year for these students. Male students have remained relatively steady throughout the past three years, Pell students have remained steady, and non-Pell students have grown in success from year to year. The same can be said for full-time students who have seen a 4.5% overall growth in success. Part-Time student success has also grown every year, from 37.6% in 2011 to 45.5% in 2014.

Another important aspect of our student success agenda is closing the achievement gaps between student groups. From 2010-2014, our Fall-to-Fall retention rates for first-time-in-college students increased slightly, but the better news is the retention gap between African-American students and white students and between Pell and non-Pell students have both decreased with a 15.1% and 4.9% gap closure respectively. Closing these gaps is just one step toward creating a more equitable college experience for all students.

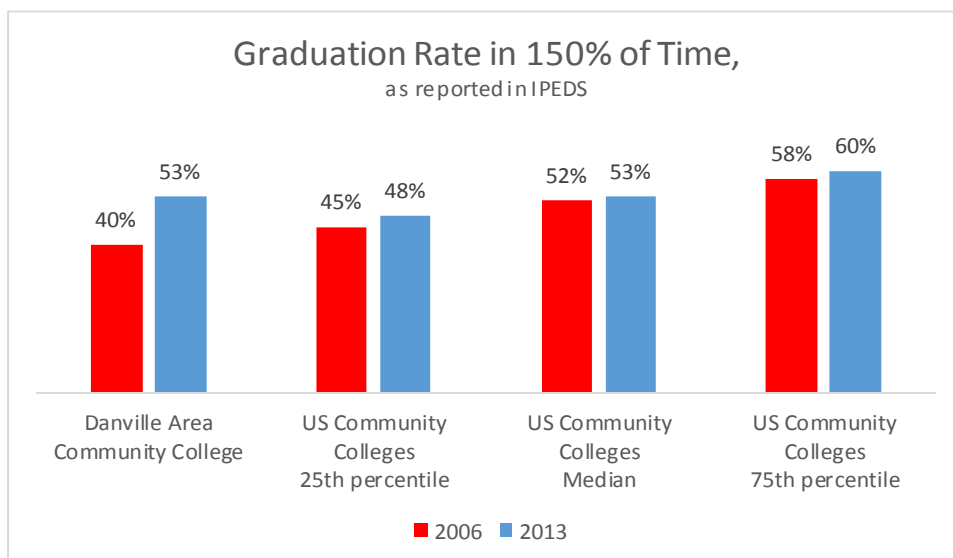


When looking at student data, the College also reviews several data sources to compare how we are doing to other community colleges both regionally and nationally. Using the Integrated Postsecondary Education Data System (IPEDS) statistics, before we became an ATD College, DACC was in the bottom quartile of colleges for its fall to fall retention rate per IPEDS data which only looks at first-time students rather than all currently enrolled students as the ATD measure does (in 2008, 20%). Today, we are on the upper quartile for U.S. community colleges (in 2015, 35%).



Credential Attainment within Four Years

DACC has also made significant gains in students attaining a credential within four years. Measuring students who attained a degree or certificate within 4 years, overall success rates have continued to rise year by year for the 4 years measured with a 33.7% success rate for students starting at DACC during the 2011-2012 school year up from a 24.4% success rate for students starting at DACC during the 2008-2009 school year. While graduation rates have fluctuated from year to year in several sub-groups, every sub-group by ethnicity, gender, Pell status, and enrollment status has seen gains over the four-year span. IPEDS data, which is somewhat similar to the ATD recertification application measure of credential attainment, also reflects increases in students earning a credential. When looking at graduation rates within 150% of time as reported in IPEDS for first-time, full-time students, before we became an ATD College, DACC was below the median for U.S. community colleges (in 2006, 40%), and for the last two years, DACC has been in the upper quartile nationally for U.S. community colleges (2013, 53%).



Section II

In this section, describe the initiative(s) or programs(s), which contributed to your institution's improvement in the measure selected any time in the last four academic years (2011-2012, 2012-2013, 2013-2014 and 2014-2015). Please include the following information:

Outline the future goals and objectives of the initiative(s)/program(s).

- What was the biggest challenge in implementing the initiative(s)/program(s), and how was the challenge overcome or mitigated?
- Do you believe the program(s)/initiative(s) can be successfully replicated or transferred to other institutions? Why or why not?
- What are the most important considerations for an institution wanting to replicate the initiative(s)/program(s)?

Participation in Achieving the Dream has moved DACC to implement various interventions within individual departments as well as review and change campus-wide policies and procedures. DACC ascribes its successes in student persistence and completion to the comprehensive implementation of all of its ATD-inspired efforts. What follows are a few examples of both departmental and campus-wide policy and procedural changes that have positively impacted student persistence and completion.

Mandatory Orientation

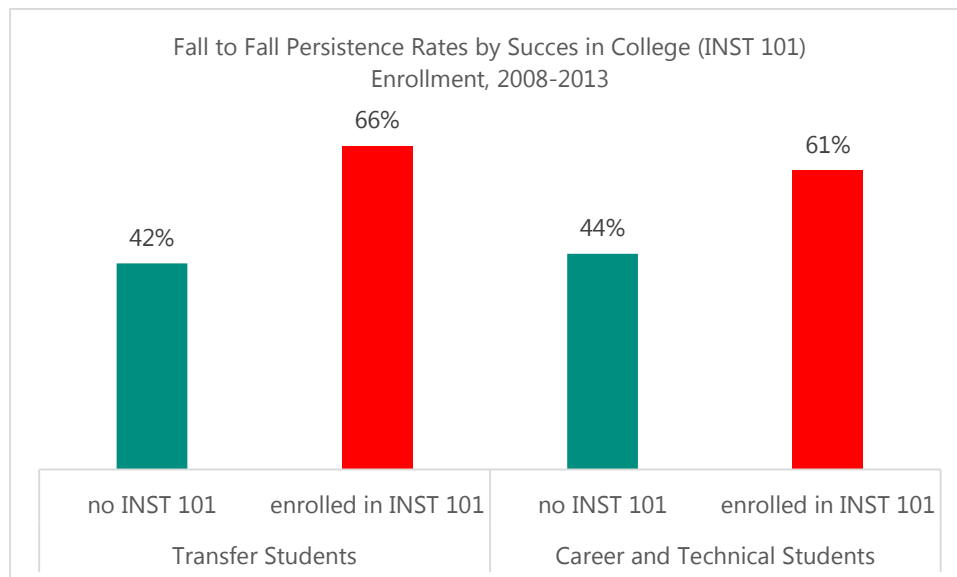
One of the main mottos of Achieving the Dream states that "students don't do optional," and one way to ensure that students are receiving information concerning college policies, procedures, and services is to have them complete a student orientation. When the First Year Experience sub-team initially reviewed orientation data, they found that 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.

This was a major policy and procedural change that required a lot of communication and reiteration, but the students have been better equipped to navigate the college system with the information gained in the orientation. Students have responded positively to the orientation when surveyed, and in our Noel-Levitz Student Satisfaction Inventory (SSI), we saw an increase in students who felt that were not getting the "run around" when seeking information. Students also answered positively to feeling a sense of belonging at DACC, which can increase the likelihood that they return the following semester and year.

Student Success Course

The college's one credit INST 101 Success in College course, required of all degree-seeking students at Danville Area Community College, has proven to be of great benefit to students taking the course. While advisors encourage INST 101 be taken during the student's first semester, the choice is left up to the student. Although many take the course in their first semester, a number wait for a later semester. In this analysis, two groups of students that started in a summer or fall semester were compared - those taking the course their first fall semester or summer prior and those who did not have the course by the end of that first fall semester. Students starting in fall semesters from 2008 through 2013 were considered.

Fall-to-fall persistence rates have shown gains of 17% to 24% for both applied associate degree and transfer degree students (Figure 1.4). Persistence, in this case, is defined as retention at DACC or transfer to another higher education institution. Gains of this magnitude are rarely seen in larger scale initiatives. Across the nation, the fall-to-fall persistence rate for multiple years has fluctuated between 55% and 60% for first-time two-year public institution students with full-time students having rates approximately 10% higher and part-time students approximately 6% lower, according to the National Student Clearinghouse. As can be seen in the chart, students who enrolled in Success in College in their initial semester have had persistence rates well above that national average, while students not taking advantage of first semester enrollment in the course did not.

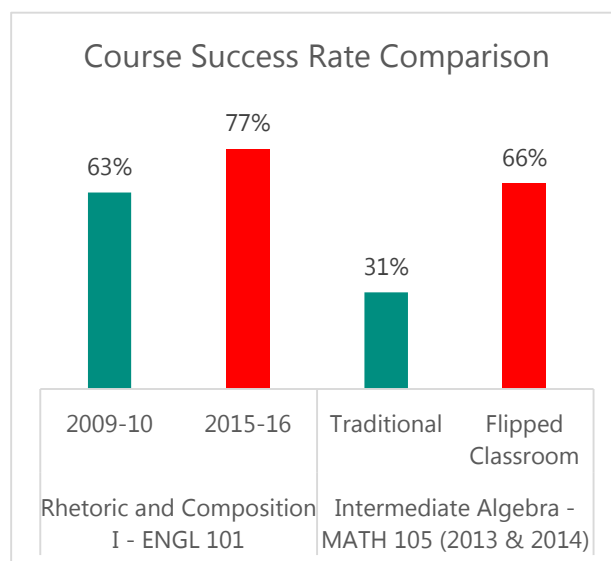


Departmental Initiatives in Math and English

As all national studies have suggested, students who complete gateway math and English courses are more likely to persist from term-to-term and year-to-year as well as earn a credential. At DACC, ENGL 101 Rhetoric and Composition I and MATH 105 Intermediate Algebra are two courses that were targeted as gatekeeper/gateway courses in that they were initially high enrollment, low success rate courses. Both of these courses have seen considerable gains in student course completion based on policy and procedural changes that have occurred over the last several years as part of our student success effort.

When establishing gatekeeper courses, ENGL 101 was of particular interest because it is required for so many of our programs, and one aspect of the course specifically, the Exit Exam, was causing several students to fail the course even though they had earned a passing grade in the class before the exam was taken. After researching other colleges and their policies and procedures surrounding their college composition courses, the Writing Committee determined that the Exit Exam should not be the only deciding factor for course competency and decided to eliminate the exam as a requirement for passing the class. Students in ENGL 101 now complete a writing sample similar to the Exit Exam in their classes as part of course requirements. As the chart below indicates, this changes has had a considerable impact on our ENGL 101 course success rates.

Early on in the College's ATD journey, one of our math instructors started a pilot course for MATH 105 Intermediate Algebra in which she used flipped learning as an alternative to the traditional lecture-based model. In terms of the flipped learning model, the instructional techniques have been reversed so that homework is completed in class while lecture is reviewed outside of class through online videos. As you can see from the chart below, upon reviewing the data, the Math and Sciences division determined that the flipped learning model was showing higher success rates than the traditional method and made the decision to move all MATH 105 on-campus courses to this method of instruction starting in the Fall 2015 semester.



The Math and Sciences and Liberal Arts divisions also utilized data from our continuing ATD analysis and information that highlighted the importance of gatekeeper courses and student preparation for furthering their education. This data guided efforts to fundamentally alter tutoring services offered to students with a goal of improving accessibility and efficacy. DACC leadership supported department specific plans to enhance access to tutoring, resulting in significant changes in how tutoring would be offered in math, sciences and writing. The DACC Math and Sciences division developed the Math and Science Solutions (MASS) tutoring lab in 2014 to help students achieve higher levels of success in math and science courses, and the Liberal Arts division moved the Writing Center to the first floor in 2013 to create a more student-friendly and accessible environment. By moving tutoring services to their respective academic buildings, both have seen an increase in student traffic which positively impacts student course completion rates and, in turn, positively impacts student persistence and completion.

Faculty and Staff Engagement

Since becoming a part of Achieving the Dream, DACC has invested resources into the effort by leveraging financial resources specifically for professional development, both through grants and budget reallocations, allowing opportunities to bring speakers to campus to provide new information to faculty regarding cooperative learning and working with underrepresented groups. DACC was able to fully fund training of an internal cooperative learning trainer to offer instruction on cooperative learning to any current and future faculty member interested in this teaching tool. Funds have been committed toward professional development in not only cooperative learning, but also equity, inclusion, and cultural sensitivity. Professional development on the topics of equity, inclusion, and/or cultural awareness have been provided to DACC full-time and part time faculty and staff on an annual basis with a dedication to offer this training every year. The goal of this intervention is for all faculty and staff to 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. The strategy has led to yearly improvements in persistence.

The implementation of DACC 's professional development initiative coincides with both the improvement in student attitudes and the improvements in persistence providing DACC with compelling evidence that its professional development endeavors have changed administrator and faculty mindsets creating a culture at DACC that is more accommodating to students and consequently more supportive and conducive to student success and persistence. Qualitative evidence concerning this intervention includes a perceptible change in attitudes during the period covered by DACC's focused professional development efforts. The Noel Levitz SSI noted positive changes in how students view faculty and staff when asked to respond statements such as, "Faculty care about me as an individual" and "Administrators are approachable to students."

What was the biggest challenge in implementing the initiative(s)/program(s), and how was the challenge overcome or mitigated?

The biggest challenge in implementing any initiative at DACC is communicating the change to all involved in the new policy or process. To foster stronger communication concerning our student success efforts, the Office of Institutional Effectiveness creates a data brief every semester based on the recommendation of the ATD Leadership Team concerning new interventions and student success data that we have found in our efforts. These are shared at the Faculty/Staff In-Services and Part-Time Faculty Academy sessions each semester. Procedural changes are also communicated within the necessary offices and departments on a monthly or quarterly basis.

Do you believe the program(s)/initiative(s) can be successfully replicated or transferred to other institutions? Why or why not?

The initiatives can be successfully replicated. The interventions that DACC utilized were themselves derived from best practices and evidence based on studies that demonstrated promise in helping DACC achieve its goals. For DACC, the process of targeting mandatory orientation, a student success course, departmental changes in math and English courses, upgrading its tutoring offerings, and providing additional professional development required a commitment to investing resources despite declines in available funding opportunities.

What are the most important considerations for an institution wanting to replicate the initiative(s)/program(s)?

For institutions that may seek to replicate the progress that DACC has had, it will require prioritizing the student success strategy over other college operations and/or identifying resources that can facilitate the increase in training as needed for faculty and staff. Schools must consider their campus culture and determine where they are individually as an institution on their personal journey toward positively impacting student success.



Section III

Please provide a letter of endorsement from your institution's President/Chancellor that further explains why your institution should receive Leader College status.

May 31, 2016

Achieving the Dream
8403 Colesville Road
Suite 450
Silver Spring, MD 20910-6331

Dear ATD Colleagues:

Danville Area Community College submits this application for Leader College recertification with anticipation. As an Achieving the Dream college since 2009 and a Leader College since 2013, the Danville Area Community College community has embraced its ATD work with enthusiasm and commitment. As the president of DACC during our ATD journey, I am proud of what we have accomplished, but realize that there is much more work yet to be done. That is one reason DACC is maintaining its affiliation with ATD despite the current budget impasse in Illinois.

We are thankful for the opportunity to be part of the network and realize that we would not have accomplished what we have to date without the support and knowledge of our coaches as well as the ATD resources available to us. Additionally, the College has benefited from our Strategic Plan process focused on becoming more student centered, support from the Board of Trustees, and community support for the College and its Achieving the Dream focus on equity and student success. Community support was evident last week as the Board of Trustees was able to approve an expensive technology solution because of funds provided through the Foundation by generous community members.

As you will see from the recertification application, for the last four years progress has been made in two major areas of student success: persistence from year-to-year for all currently enrolled students and credential attainment within four years for all currently enrolled students. The College has been concerned for quite some time with its graduation and persistence rates. In fact, DACC has made somewhat dramatic progress since it first became concerned about these issues. Using IPEDS data as a national comparison, you can see in the Leader College recertification report that we have made great gains in both persistence and credential attainment since becoming involved with Achieving the Dream.

Another important aspect of our student success agenda is closing the achievement gaps between student groups. From 2010 – 2015, our fall-to-fall retention rates for first-time-in-college students increased slightly, but the better news is the retention gaps between African-American students and white students and between Pell and Non-Pell students have both decreased with a 15.1% and 4.9%

gap closure respectively. Closing these gaps is just one step toward creating a more equitable college experience for all students.

We have been focused on planning to hopefully close achievement gaps between full-time and part-time students. Whenever we disaggregate data in any measure, part-time students do not fare as well as full-time students. To address this issue, this year, Mandatory Advising was implemented for all students pursuing a certificate or degree (previously advising was only required of full-time certificate and degree-seeking students). In fact, Mandatory Advising is our quality initiative for regional re-accreditation by the Higher Learning Commission. An important aspect of the Mandatory Advising plan is a technology solution described in the Reflections report, the Ellucian Colleague Student Planning Module, which we hope will cause us to see continued improvement in fall-to-fall retention as well as credential attainment.

Because I serve on the Leadership Team as well as participate frequently in the meetings of several other teams, I know first-hand how hard DACC personnel are working to improve student success and hope that the Leadership College designation will again be granted which will inspire and motivate their continued efforts.

Sincerely,

Alice Marie Jacobs
President

C: Board of Trustees



Achieving the Dream™

APPENDIX A

Student Success Measures & Definitions

General Student Success Data Specifications

Achieving the Dream requires:

- That each institution analyze **at least four years of disaggregated data** for its student success measure.
- That **data be disaggregated on at least three levels:**
 - Ethnicity/race
 - Gender
 - Income status (Pell recipient status)

Analyzing Your Data

Achieving the Dream has developed the [Achieving the Dream Data Template](#) to assist institutions with tracking student success data and presenting results.

Institutions applying for initial Leader College status or Leader College Recertification must submit a **completed ATD Data Template** along with the Leader College application and annual reflection.

Defining the Cohort

The **ATD Cohort** includes all students who are first-time degree- or certificate-seeking students new to your institution during the fall term, including full-time and part-time students.

Measure 1: Successfully complete developmental instruction and advance to credit-bearing courses

Number and percentage of students successfully completing developmental course requirements in two years

Institution may report the developmental education course completion in one of three subject area:

- (1) Math
- (2) English
- (3) Reading



Measure 2: Enroll in and successfully complete college-level or gateway courses (math and/or English)

Number and percentage of students successfully completing gateway courses within three years

Institution may report gateway course completion in one of three ways:

- (1) Math
- (2) English
- (3) Math and English

Measure 3: Persistence from year-to-year or term-to-term

Number and percentage of students persisting from year-to-year (fall-to-fall) or term-to term (fall-spring).

Measure 4: Credential attainment

Number and percentage of students attaining a degree or certificate within four years

Measure 5: Institution-defined measure

Metric from national voluntary or state postsecondary data systems that provides evidence of institutional success

This measure is subject to the same guidelines as the other four measures (disaggregated on three levels, four years of data, etc.). Example sources include but are not limited to:

- Aspen Prize for Community College Excellence
- Complete College America
- National Community College Benchmarking Project
- National Student Clearinghouse
- Predictive Analytics Reporting Framework
- State community college system data
- Student Achievement Measure
- Voluntary Framework of Accountability



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APPENDIX B

Data Template Example

Institution Name:		Springfield Community College										
Persist from Term-to-Term or Year-Year												
Define the Persistence (Fall to Fall/Fall to Spring, etc.)		Fall to Spring										
Note: Enter the most recent year that your college will submit data for in cell A7-9 and the header rows will pre-populate with the BEGINNING year of the cohort												
All students in the ATD cohort												
2015-2016		2012-2013			2013-2014			2014-2015			2015-2016	
	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful	N	# Successful	% Successful
All	3,691	2,758	74.7%	3,754	3,002	80.0%	3,592	2,869	79.9%	3,417	2,621	76.7%
Hispanic	489	371	75.9%	508	405	79.7%	573	465	81.2%	645	493	76.4%
African American	366	257	70.2%	393	291	74.0%	412	314	76.2%	392	300	76.5%
White	2,524	1,901	75.3%	2,585	2,090	80.9%	2,366	1,898	80.2%	2,144	1,633	76.2%
Male	1,646	1,222	74.2%	1,667	1,298	77.9%	1,616	1,258	77.8%	1,492	1,136	76.1%
Female	2,045	1,536	75.1%	2,087	1,704	81.6%	1,976	1,611	81.5%	1,925	1,485	77.1%
Pell	938	777	82.8%	1,320	1,120	84.8%	1,445	1,229	85.1%	1,586	1,287	81.1%
Non-Pell	2,753	1,981	72.0%	2,434	1,882	77.3%	2,147	1,640	76.4%	1,831	1,334	72.9%
Subgroup 1: ENTER NAME (Optional)												
Subgroup 2: ENTER NAME (Optional)												
Subgroup 3: ENTER NAME (Optional)												
Subgroup 4: ENTER NAME (Optional)												

** A cohort should be a general/large population of students, such as: ALL new or FTIC students or ALL new or FTIC students referred to developmental education.

A cohort cannot be defined as a group of students that has received the benefit of a specific intervention.

Cell B10 Represents 36% of total enrollment.

Cell E10 Represents 34.3% of total enrollment.

Cell H10 Represents 32.5% of total enrollment.

Cell K10 Represents 30.2% of total enrollment.