Achieving the Dream

December 9, 2019 Meeting Minutes

3:05 start

1) Action Plan
   a) The Action Plan needs to be completed by early June 2020
   b) Asking for input from the Dream Team to inform Spring 2020
2) Minutes from 11.18.2019 meeting were Approved
3) Defining Student Success at ACC
   a) 137 people participated – 18% faculty; 21% staff; 61% students
   b) The 2nd statement was preferred overall
   c) Individual comments #17, 18, 22, 29, 31, 33 were discussed
   d) Overall comments – statement seems lengthy; consider tweaking the 2nd statement; resiliency to face challenges – take 'face challenges' out;
   e) Revised Definition - "A successful ACC student is empowered to achieve individual goals, develop critical thinking, interpersonal, and lifelong learning skills, as well as resiliency and a readiness to engage with and contribute to a diverse community."
   f) Laurie 1st Yhara 2nd to vote on the above approved definition of student success. Unanimously approved
4) Holistic Student Supports Discovery Inventory
   a) <u>Use of Data & Adoption of Technology</u> – Stacey presented to following update
      a. Student-level data is collected and used by many different offices on-campus
      b. Record systems include Banner, Starfish, DegreeWorks, Blackboard, and information in physical files.
         i. Upcoming projects: Accommodate (Disability Services), On-Base (content management), CRM Recruit, RFP in-process for System-wide student success system
      c. Current Issues include:
         i. Ease of access to data
         ii. Outside of IR, lack of knowledge about data available and how to access what is available
         iii. Lack of time/resources to fully utilize current systems/ create data reports/ analyze data/ evaluate needs/ evaluate support services
         iv. Problems with functionality in current systems (not all have true dashboards, predictive analytics
         v. Certain policy issues. Need to link data better to help make decisions as well as resources to implement changes.
         vi. Need for input and communications with multiple constituents (students, faculty, staff, administration)
         vii. Lack of current systems/ data integration
         viii. Need support to research, purchase, develop, and maintain system(s) to collect and report data. Also need training resources.
         ix. Upcoming merger and policy changes have an impact on ACC's ability to address issues right away
      d. Next Steps include:
         i. Continue ATD process to create culture of working with IR and using data for informed decision-making (one of Qing's bullets)
         ii. Change to Advising policy (need resources)
         iii. Work with System office to research, select, purchase, develop, and maintain system
            1. Need system that works for future single college, but can address specific regional/campus needs and is robust, flexible, and can easily work with other systems, yet is intuitive and easy-to-use

2. Need resources to do this as well as to train users.

  e. Themes - Ease of access to data; lack of knowledge of what data is available and where to find it; lack of time and resources to utilize data we currently have; need to evaluate our support systems; issues with DegreeWorks and its accuracy and ease of use; Blackboard and grade entry and recording; Policy – i.e., midterm grades are not required; Advising – not mandatory and limited ability to collect data when students don't show up

  f. Upcoming consolidation may influence what technology we adapt and utilize; training resources are needed to get everyone using the technology

  g. A question on the reliability of self-reported data was raised in regards to whether this issue been discussed? Is it part of CRM Recruit? There is no mandatory advising and so there is limited ability to track when students change their minds in regards to major or overall goals?

  h. Resources to maintain the technology need to be in place or planned for.

  i. Data dashboards – what are the options, how are they used and maintained; need resources to support them; training people to use the dashboard so it is useful

  j. CRM Advise was purchased a while ago by the System Office but is not used; each campus seems to be utilizing their preferred software to address local resources and needs

  k. Predictive Analytics – not currently in place at ACC or in the System

  l. Consider recommendations from ATD 'best practices' and what resources we have available here at ACC and what is supported by Administration

b) <u>Integration of Student Supports and Success Strategies</u> – Tim reported

  a. Tutoring – 1 on 1 or small groups; professional tutors; 45 minute individual appointments per week; referrals from instructors via Starfish most of the time; Disability Services also makes referrals; embedded tutors in ENG*101S and self-paced math classes;

    i. Issues with current model – tutoring is not required; tutoring is up to the student; many students feel a higher level of support that they received in the past; tutoring is limited to classes that students are enrolled in at ACC rather than in classes they are taking at other campuses – resource limitations, tutors aren't familiar with instructors at other campuses; no group study space available on campus; tutoring center was moved to the library and both locations lost physical space

    ii. Ideal Design – more space and resources needed; designated math and writing labs for small group instruction and individual tutoring; dedicated Information Literacy Liberian; create group study space;

    iii. Other Supports – test proctoring is a challenge

    iv. Counseling Supports – not available on campus

    v. Starfish helps; early connections with disability services;

    vi. No designated committee for faculty and staff support to train people on issues related to tutoring and disability services

    vii. Move Deb's office to the middle with windows to the two spaces on each side as a quick fix – test proctoring monitoring with cameras

  b. Connections to Support – we use to have a hub with the front hallway but no hub of late due to plant challenges that ACC is currently dealing with

    i. Creating a 1-stop space would be ideal

    ii. Students get connected through New Student Orientation and New Student Workshop, Starfish; classroom visits and FYE classes

    iii. Need training of faculty and staff for any software that is implemented on campus

    iv. Getting connected to resources tends to be reactive rather than proactive for students

    v. Case management and advising would help with handing students off between depts

vi. Student alerts – to make sure they stay on track in regards to change of major and if student is selecting courses that are on their path; semester based plans is not being used in DegreeWorks; not using advising holds; moving the Guided Pathways and Areas of Study may help;

vii. Easy to lose students when they are handed off from Professional Advisors to Faculty Advisor – this process needs to be cleaned up

viii. Training of 'front-line' staff in terms of who and when to refer students to. Having a training folder in the Q-drive available for all faculty and staff – update on a regular basis; Who is Who on campus to help students in terms of where they go for what

ix. Training is not ongoing but is occasional in nature

c. Scheduling

i. Assessing student course needs – are we using DegreeWorks to assess course needs – it isn't programed to do this yet – can't run batch reports

All of the areas of the Holistic Student Supports Discovery Inventory will be put into 1 document and will help guide our work in Spring 2020

5) Data Discussion - Teresa reported

a. Looked at Students earning zero credits in first year broken out by different categories including new students, transfer in, returning students broken out further by age, PT/FT time status, race/ethnicity, gender, and pell status.

b. Trends observed:

i. New students are trending toward increase in earning zero credits over 5 years.

ii. Under 20 years old more at risk , especially transfer in students.

iii. Part time students are at greater risk of earning zero credits than full time.

iv. New black non Hispanic steady increase in earning zero credits over 5 years.

v. Female, new or returning are at risk at earning zero credits.

vi. New or returning students who are non-pell are at greater risk of earning zero credits.

Spring 2020 – meeting dates will be sent out

4:30 PM End

Respectfully Submitted,

Teresa Foley