



2019 COHORT STUDENT SUCCESS ACTION PLAN

Due: September 30, 2020*

* ATD is closely monitoring developments around the COVID-19 pandemic and its effects on colleges. At the time of releasing this template (March 2020), we are holding on setting a submission deadline for the time being. We will set a submission deadline in consultation with you at some point once we have greater clarity on the situation at hand.

Instructions

Colleges develop and submit an Action Plan at the end of the discovery and planning period that defines the first year of participation in the Achieving the Dream (ATD) network. The Action Plan does three key things:

1. Tells a story of what you have done during your first year in ATD's Network and shares this story with your colleagues.
2. Provides an opportunity to translate your learning into an overarching vision and strategy for improving student and institutional outcomes.
3. Describes how you will seek to improve policies, processes, and systems; maximize impact through the college-wide scaling of strategies; align and allocate resources to support implementation; and measure the impact of your student success work.

Colleges start the discovery and planning period in different places. Some colleges have been active in national reform efforts for many years, while others have received public or private funding to broaden or sustain their student success efforts. Others are relatively new at whole-college transformation. Colleges also are at different stages of learning and discovery based on factors like availability of data, competing priorities (e.g., accreditation), organizational changes, or external policy developments. As a result, some Action Plans will be more comprehensive and detailed than others.

This is **your** Action Plan. It will guide and sustain your student success work moving forward. It is designed to help you communicate what you have learned, where you are focusing your student success work, and the role of the college community in achieving your goals. It is a living document that is meant to be adapted and evolved as you learn more, accumulate experience, and assess the effectiveness of your strategies.



Institution Name: *Asnuntuck Community College*

Name, title and email of the person(s) with primary responsibility for monitoring progress of the Action Plan:

ATD Co-Leads:

Prior to August 2020

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August 2020 to present

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Section 1: Where You Started (100 words each)

Please summarize your efforts and progress implementing comprehensive, large-scale student success work prior to joining the 2019 ATD cohort. What have you implemented? What results did you see/not see? What did you learn from this?

Prior to joining ATD, ACC developed and facilitated several student success initiatives (i.e., New Student Workshops, New Student Orientation, Starfish Early Alert and Outreach Programs, Degree Works, Food Pantry, etc. *as seen in our Student Success Inventory submitted to ATD in June 2019*). Many of these efforts have been implemented but without much of an overarching plan or use of data to measure their success. We have realized how important it is to 1) catalog all of our student success efforts, 2) regularly collect, review, and assess data related to the effectiveness of programs and initiatives in promoting student success, and 3) create action plans based on assessment of data. Additionally, we had a well-established Retention & Student Success Committee that met up until 2015, but the committee was dissolved. We had an Enrollment, Retention, and Completion (ERC) committee established for 2015-2016 but stopped meeting when ERC leaderships roles changed. We realized that in forming the ATD Success Team, this group is now one of the only committees focusing on large scale student success at the college that involves a diverse group of faculty and staff, and this work must continue.



Optional: Please provide any additional information you would like the ATD team to know, including any relevant contextual information regarding your institution, system, region or state (e.g. organizational changes, legislative changes, funding changes, etc.).

Our entire Connecticut Community College system is undergoing a merge to one-college called the Connecticut State Community College. This will largely impact our structure, policies, and practices. Additionally, our budget continues to decrease and is a challenge in determining what campus resources we can allocate to student success.

Section 2: How You Organized Your Student Success Work (300 words)

Please describe the structure you created or adapted to complete your student success work during your first year with ATD. Use the questions below to *guide* your response.

- What types of teams or other structures did you establish, or modify, and what were they charged to accomplish?
- To what extent were faculty, staff, administrators, and students actively engaged in these teams?
- How was learning shared across teams/areas?
- What communication strategies and processes were used to share learning from the teams with the broader college community, including trustees?
- Did the structure change/evolve as you collected and analyzed information about the student experience, equity gaps, barriers to student success, and gaps/bottlenecks in the enrollment funnel and supports provided to students? If so, how and why?

We established a 16-member Success Team which included faculty and staff from areas of the college including Admissions, Registrar, Advising, Liberal Arts Department, STEAM Department, Careers Department, Academic Affairs, Student Services, Institutional Research, and the Advanced Manufacturing Technology Center (AMTC). Within this Success Team, we also established sub-teams including a Data Team, Communications Team, and Equity Team. Participation and engagement in these teams were high, with most members attending all meetings. The Success Team met bi-weekly during the semester in order to carry out “discovery and design activities” including planning the Kickoff, reviewing disaggregated data, developing a definition of student success (see below in chart), mapping the student experience, completing the Scale of Adoption Assessment Tool, planning and administering the ICAT, creating an equity statement (see below in chart), etc. Sub-teams were regularly put on the agenda to report out to the group. Agendas and minutes were regularly recorded and most recently put on an Achieving the Dream webpage that is to be promoted to the campus community. Updates from the ATD Success Team were shared at All College Meetings as well as Faculty Council and College Council. We expanded our Data Team membership to ensure we had more engagement in the data review, organization, and communication process.



Students were involved in a few different ways. We sought for their feedback in the creation of the student success statement two times. Once, we asked Phi Theta Kappa and Student Government Association members to provide draft statements or thoughts. Their feedback was helpful in developing our student success definition. We also sent a survey to the entire campus including students to get feedback on two final student success statement drafts. We also created a very basic survey that was modeled after an example from the ATD website and distributed it at the Student Activities fair and in some classrooms. We compiled some of the results, but did not get a chance to compile all results and review for key insights due to the COVID-19 interruption.

COVID-19 certainly affected how we operated, especially with the ICAT Café. We were able to get 88 members of the campus community to participate in virtual café sessions, which was quite the accomplishment considering the myriad of challenges that people were facing. Some of the processes that we mapped out in the student experience needed to be immediately looked at and improved because of moving to a virtual, remote work environment. For example, Admissions and Advising started to work on an intake process that required certain steps of new students prior to advising to ensure the best student experience. These were improvements that simply could not wait and were topics of discussion when we were outlining barriers to student success. Additionally, when we realized that we did not have a student success statement and many at our campus did not know what equity was, we made sure to create not only a definition of student success, but an equity statement as well. The team has established these statements and looks forward to communicating them in a more consistent and wide-reaching way to the campus community.

Section 3: What You Learned

Indicate which of the following analyses you completed and explain briefly why you chose to explore this area.

Area of Analysis	Completed (Y/N)?	Disaggregated Data (Y/N)?	Rationale	Key Findings, Insights
Early Momentum Metrics such as credit accumulation 1 st term/year, gateway course completion in 1 st year, term-to-term persistence (specify)	Y	Y	Common metrics being analyzed across the system: success rates in ENG 101 and ENG 101s, and MAT 137 and MAT 137s, disaggregated by student type (new, returning, transfer, readmit) and demographics	Overall, there is an achievement gap between White students and students of color, particularly Black and Hispanic students. Relatively small gender gap. Student groups who are vulnerable to low success rates are: age 20-24, and/or part-time. New students older than 24 are most successful, then transfer, then continuing. The data showed that for students older than 24, while 11% of new students earned zero credits during the first year, the rate is slightly higher for transfer students (14%), and returning students (13%) in the same age group.

			<p>(race/ethnicity, gender, age, Pell status, etc.)</p>	<p>Earning zero credits in first year:</p> <p>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.</p> <p>Trends observed:</p> <ul style="list-style-type: none"> • New students are trending toward increase in earning zero credits over 5 years. • Under 20 years old are more at risk, especially transfer in students. • Part time students are at greater risk of earning zero credits than full time. • New black non-Hispanic students show a steady increase in earning zero credits over 5 years. • Female, new or returning students are at risk at earning zero credits. • New or returning students who are non-Pell recipients are at greater risk of earning zero credits. <p>Gateway Course Completion on Dashboard (ENG & MATH courses):</p> <p>Some highlights/observations discussed were:</p> <ul style="list-style-type: none"> • Placement into ENG and MAT using Next Generation Accuplacer test started in Spring 2019 with testing that started in Fall 2018. This testing was paused in March
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				<p>2020 due to Covid-19. Prior to Fall 2018, the Classic Accuplacer was used.</p> <ul style="list-style-type: none"> • As part of the Connecticut State Colleges & Universities response to the COVID-19 pandemic, the following items were used to determine appropriate English and math placement for the fall 2020 semester. The Accuplacer assessment was not offered for the fall 2020 semester. The same measures will be used for English and math placement for the spring 2021 semester and the Accuplacer assessment will not be offered. <ul style="list-style-type: none"> ○ High School GPA ○ SAT/ACT/AP Scores ○ Previous college-level math and English credit ○ GED Scores ○ Previous ACCUPLACER Scores • Some groups are very small when the data is broken down by year to make predictions. • IR Director recommended staying away from online courses since there are so few of them in the English and Math areas. • FT students are identified as those enrolled in 12 or more credits. • It appears that the students age under 20 and 24+ groups are doing well, however the middle age group 20-24 scored below average. It is possible that 20-24 year olds may be students who have jobs. In addition, sometimes students do not take math or English during their first year.
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				<ul style="list-style-type: none"> • When the Accuplacer was changed, is information available to show whether this impact made it better for one group and worse for others? [question to be answered] • FTEIC – need to look at new students and early momentum metrics. • For continuing students, it would be important to know if data shows this to be their first or second time taking the courses – is this info available? [question to be answered] • At risk groups can be identified and then focus groups can be held to define the barriers for certain groups. Focus Groups were not held due to the COVID-19 pandemic.
Success rates in high enrollment courses	Y	Y	Our top 20 courses are being analyzed by the Data Team during Summer 2020	<p>In fall 2019, the top 20 highest enrolled courses comprised of 49% of the total college enrollment. The top 10 courses comprised of 33% of the total college enrollment.</p> <p>The lowest performing courses were math courses (MAT167, MAT137, MAT095), Financial Accounting (ACC115), and Composition (ENG101), and three of the above 5 courses were the top 10 highest enrolled courses.</p> <p>Female students do poorer than male student in most numeracy courses. Male students outperformed female students in Eng101, however, it is opposite for FYE classes where female students outperformed male students. Of all age groups, students between the age of 20-24 do not perform as well as students in other age groups in the top 20 courses. Pell recipients do not perform as well as non-Pell recipients. While Black and Hispanic</p>

students performed equally poor in FYE (Black-58%, Hispanic-54%) and Financial Accounting classes (Black-44%, Hipanic-50%), Black students are more successful in ENG101 (63% pass rate) and SOC101 (75%) than Hispanic students (ENG 101 -44%, SOC101-50%). However, the number of Black and Hispanic students are not large enough when broken down by courses, therefore, further attention should be paid to gather direct input from Black and Hispanic students.

Top 20 Enrolled Courses at Asnuntuck:

1. HDEVM101- First Year Experience
2. ENG*M101- Composition
3. PSY*M111-General Psychology 1
4. SOC*M101-Principles of Sociology
5. COM*M173-Public Speaking
6. MAT*M137- Intermediate Algebra
7. SOC*M190- Self and Others: Dynamics of Diversity
8. BIO*M121- General Biology 1
9. ENG*M102- Literature and Composition
10. ECN*M101- Principles of Macroeconomics
11. MAT*M095- Elementary Algebra Foundations
12. ACC*M115- Financial Accounting
13. MAT*M167- Principles of Statistics
14. BIO*M111- Intro to Nutrition
15. ART*M111- Drawing 1
16. ART*M100- Art Appreciation
17. BMG*M202-Principles of Management
18. PSY*M112- General Psychology 2
19. ENG*M101S- Composition Embedded Support
20. SPA*M101- Elementary Spanish 1



AMTC Course Success Rate	Y	Y	AMTC students are placed in courses by cohorts. It is important to understand how placement and course schedule in AMTC impacting student success. There may be something programs outside of AMTC can learn from AMTC.	Course success rate of all AMTC courses in the past five years were reviewed and discussed by the Data Team. The AMTC Coordinator helped the Data Team members to understand how courses are structured and how students are placed into courses. Data Team members provided suggestions as to factors that may be warrant further investigation. The AMTC Coordinator is in the process of sharing feedbacks from the Data Team with the Dean of AMTC, who will work with instructors to implement strategies that aim to increase student success.
Guided Pathways KPIs	Y	Y	While the BOR Office of Research and System Effectiveness publishes Guided Pathways KPIs, inmates and AMTC students are included in the BOR dashboard. ACC's IR office removed the AMTC and inmate data to provide a more accurate picture of specific ACC students	In Fall 2020, the Data Team will continue to meet and review Guided Pathways KPI data. Findings will be documented, and shared with Success Team. Recommendations to be made to the management team and relevant committees for implementation.
Meta-major/ Program of Study selection	N	N/A	N/A	N/A
Student voice (Early Engagement metrics like SENSE, focus groups, etc.) SENSE	Y	Y	We analyzed SENSE results. SENSE is administered on a three-year rotation during Fall	ACC scored lower than the CCC system and the national average on three of the six benchmarks: (1) High Expectations and Aspirations, (2) Clear Academic Plan and Pathway, and (3)



			semesters. We did not perform focus groups or any further investigation due to campus closure related to the COVID-19 pandemic.	<p>Effective Track to College Readiness. In each of these, we observed a downward trend over the 2009-2019 period.</p> <p>Student responses for each benchmark were examined and discussed. Recommendations were to disaggregate by student characteristics and other demographics and then triangulate to other data sources. The Data Team will focus on analyzing SENSE results in Fall 2020.</p>
Student voice – Barriers to Success survey - distributed at student activities fair and some classes	Y	N	Conducted informal survey adapted from example on ATD website to get feedback from students on barriers to success	TBD – interrupted by Covid-19.
Faculty and staff voice (focus groups or surveys)	Y	N	Survey was conducted to gather feedback from faculty, staff, and students regarding our student success definition. This definition was also brought to shared governance bodies (i.e., Faculty Council and College Council) and was unanimously approved.	<p><i>ACC's Student Success definition:</i></p> <p><i>A successful ACC student is empowered to achieve individual goals, develop critical thinking, interpersonal, and life-long learning skills, as well as resiliency and a readiness to engage with and contribute to a diverse community.</i></p>



<p>Faculty and staff voice (focus group)</p>	<p>Y</p>	<p>N</p>	<p>An Equity Team was formed as part of the ATD Student Success Team to focus on creating an equity statement. This focus group created a draft of an equity statement to be brought to shared governance bodies in Fall 2020 for approval.</p>	<p><i>ACC's Equity Statement:</i> Asnuntuck Community College Diversity, Equity, and Inclusion Statement</p> <p>Asnuntuck Community College believes that access to a high-quality education in an inclusive environment is the right of all individuals. We have a responsibility to provide equitable access, support, and opportunities for all students, particularly students of color, low-income students, and other historically underrepresented students.ⁱ</p> <p>The college is committed to reviewing and creating policies and practices that promote inclusiveness, social justice, and respect for all within the campus community.ⁱⁱ Differences are welcomed, different perspectives are respectfully heard, and every individual feels a sense of belonging and inclusion.</p> <p>By embracing the concept of equity, Asnuntuck Community College pledges to the removal of barriers and the creation of a safe environment that allows individuals of diverse backgrounds to successfully engage in the life of the college.ⁱⁱⁱ</p> <p>ⁱ "Examples of historically underrepresented students include but are not limited to: first-generation students; low-income students; students of color; non-traditional age students; students with marginalized orientations and gender identities; intersex students; students who are English-language learners; undocumented students; veterans; students with disabilities; students with dependents; foster care youth; formerly and currently incarcerated students" ("Equity").</p> <p>ⁱⁱ Campus community includes students, faculty, staff, and community partners.</p> <p>ⁱⁱⁱ For addition information and resources, see "Equity."</p> <p style="text-align: right;">Works Cited</p>
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“Equity.” Achieving the Dream, 2020, www.achievingthedream.org/focus-areas/equity. Accessed 14 May 2020.

				<p>“Equity.” Achieving the Dream, 2020, www.achievingthedream.org/focus-areas/equity. Accessed 14 May 2020.</p>
<p>Institutional Capacity Assessment (ICAT); Capacity Cafe</p>	<p>Y</p>	<p>N</p>	<p>ICAT completed as part of first year in ATD</p>	<p>Strengths:</p> <ul style="list-style-type: none"> ○ Advisory boards for credit, non-credit, manufacturing are strong and help inform curriculum. ○ Connections with transfer institutions are strong; access to several transfer colleges and universities throughout the academic year. ○ PTK – acknowledging students. Asnuntuck’s PTK is ranked 4th internationally and is also nationally and internationally recognized. ○ Developmental education reform has helped students progress through their math and English course requirements quicker so they can identify a degree or path in a more timely manner. ○ Dual enrollment programs work well to help high school students become acquainted with college and identify goals for attending college (High School Partnership, College Connections, etc.) ○ First Year Experience, New Student Orientation, and New Student Workshops help students start strong. ○ Starfish is a great retention tool and helps with communicating with students. ○ Student activities help students stay connected and engaged. ○ We have great resources: Tutoring, Transfer Advising, Career Advising . ○ Marketing does a good job with social media.

				<p>Areas of Improvement/Action Items:</p> <ul style="list-style-type: none"> ○ Strategic plan should be posted on the website for ease of communication. <i>Need to review Strategic Plan for revision and make necessary updates on the website.</i> ○ Current policy development, review, and assessment processes are guided by the C SCU to develop the Connecticut State Community College (CSCC). ACC leadership should work to ensure local input is provided in the policy development processes. Additional ACC policies should be developed based on college-based goals, resources, and needs related to ensuring student access to educational programs and success. <i>Need to develop a policy review and assessment plan that is focused on student success.</i> ○ ACC leadership to guide the community in implementing C SCU policies at a local level as it implements the CSCC. <i>Need to ensure that there is a local vision and support in changing times.</i> ○ Review current communication structures (e.g., Cabinet, Extended Cabinet, All College, etc.) in regards to their goals and objectives to facilitate effective communication across areas of the college to inform current practice and positively impact the student experience. <i>Need to figure out a way to communicate effectively across campus where everyone is provided with helpful, relevant information for their roles so that they can perform jobs effectively and positively impact the student experience.</i> ○ What data is available and how it can be effectively utilized to inform college policies, services, and program and course offerings should be fully explored and communicated to the ACC community on a regular
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				<p>basis. The development of a data schedule for each area of the college (i.e., Academic Affairs, ATMC, Continuing Education, Admissions, Advising, Registrar, Financial Aid, Academic Tutoring Center) for decision making should be implemented. <i>Need to have data more accessible and understandable as well as relevant to specific functions, timely, and useful.</i></p> <ul style="list-style-type: none"> • <i>A College-wide Data Dashboard is recommended with data that is regularly requested.</i> • <i>Faculty need data that is easily accessible to better understand student success outcomes in their programs.</i> • <i>Data needed to clearly show who is most at-risk to focus outreach efforts.</i> • <i>Need to consistently communicate retention and success rates with enrollment data to change the dialogue.</i> • <i>Need to have a regular conversation about economic forecast and workforce needs to inform programs and curriculum. Need to be responsive to region's needs.</i> <ul style="list-style-type: none"> ○ <i>Implement mandatory advising for all students. Need clear case management advising and appropriate staffing.</i> ○ <i>Communication with students continues to be challenging. Need to create a communication plan so that we are reaching out to all students (day, evening, online) effectively.</i> ○ <i>Analyze the impact of student success and graduation or transfer outcomes for students who participate in New Student Orientation, FYE, and New Student</i>
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				<p>Workshops. Develop policy as needed based on the findings. <i>Need to gather data to see if students who engage in these activities are truly more likely to persist – if so, need to make mandatory.</i></p> <ul style="list-style-type: none"> ○ New Student Orientation and New Student Registration processes need to be implemented to gather holistic needs of students so proactive referrals to resources and support services can be provided. <i>Need systematic way to gather holistic needs of students in form of an intake, and an organized approach to proactively provide resources to students.</i> ○ Develop course and semester-based plans for each program to use with students in advising sessions to ensure they maintain their path towards program completion and achievement of individual educational goals. Acquire and utilize technology to facilitate this process as needed. <i>Need to review programs to ensure accurate sequence of courses. Need technology that can easily create customized plan and be used to monitor progress by both student and advisor.</i> ○ Include an introduction to my.comnet.edu and how to access student email and Blackboard in the New Student Orientation sessions. <i>Need to look at access to technology (especially now) and required training of technology for all students.</i> ○ Develop internships opportunities for students in all Career programs. <i>Need to evaluate programs and assess how students are developing skills and experience to not only explore career options but to build necessary skills for their sought profession.</i> ○ Communicate to the ACC community the various student success and retention programs available to students. <i>Need an inventory of student success</i>
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				<p><i>initiatives and programs available for all to review, understand, and use when working with students.</i></p> <ul style="list-style-type: none"> ○ Post student success stories on the website and in the newsletter. Develop an alumni relations office to facilitate career development of current students. <i>Need staffing/resources to focus on collecting success stories and develop alumni database for career development.</i> ○ Offer mental health resources for students on campus. <i>Need to have mental health resources on campus to help with myriad of mental health issues facing our students.</i> ○ Communicate the Equity statement on the website and in college literature. Develop measurable goals so that progress towards the goals can be clearly monitored. <i>Need to establish measurable equity goals so that certain populations are monitored and do not fall through the cracks.</i> ○ Additional faculty and staff are needed to provide instructional and support services to ensure student retention and success. <i>Need more human resources including faculty, advisors, retention staff, alumni coordinator, marketing staff, etc. to help coordinate recommended student success efforts</i>
Scale of Adoption Assessment Tool	Y	N	SOAA conducted and revisited as part of first year in ATD to better understand what we need to do in order to be “at scale” for each of the Guided Pathways pillars. Much of what we	<p>Pillar 1: Mapping Pathways to Student End Goals</p> <p><i>Next steps:</i></p> <ul style="list-style-type: none"> ● Need clear understanding of data on career fields of importance in college’s area, to link this data with programs offered or use data to establish need for new programs. Needs to be part of strategic plan process. (Occupational and Educational Reports are provided to program

			<p>included was prior to many changes with consolidation and may impact our work. For example, the Holistic Case Management Policy was approved and will require advising for all certificate and degree seeking students.</p>	<p>coordinators for New Program Proposals and program modifications)</p> <ul style="list-style-type: none"> • Review current Academic Program Review process to see what is required and propose changes if necessary in order to ensure programs are “well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.” • Each program needs to review existing transfer articulations when conducting a program review if not doing so already. • Consider creating own advising sheets for the Transfer Tickets and include in catalog for consistency. Need approval from BOR on updated advising sheets before utilizing. • Incorporate transfer institutions into Program Advisory Board meetings if not occurring. • Recent data needed for Top Feeder Transfer Institutions (4 year) for every program from Clearinghouse and provided on a regular basis to Program Coordinators. • Include jobs/labor market data related to sample job titles for each academic program. This needs to be regularly updated. • Showcase program specific alumni success stories and highlight program specific employer connections. • Showcase program specific top feeder transfer institutions and related transfer articulations • Review the design of the website regarding its usability and accessibility. Website needs to be easier to navigate. Consider calling a meeting to revisit website design and establish focus groups to ensure that it is user friendly and accessible to all.
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				<ul style="list-style-type: none"> • Explore how to include financial costs, potential debt, and economic benefits completion of each academic program on specific academic program webpages and promotional materials. Include this information for each stackable credential (certificate, associates, bachelors). • Need to include actual “placement” data (where students have transferred and have been employed) for each academic program under the transfer and employment tabs on program webpages. • Determine how often labor market information is updated on website through MRW. Determine if earnings can be displayed for sample job titles and make sure to indicate level of degree (Associate’s earnings or Bachelor’s). • Incorporate graduate survey data into each program updated information. Create process for sharing graduate survey data and using information to update webpages and degree sheets. • AMTC to confirm with College of Technology what advising pathway resources exist to post on website. • Program Coordinators need to identify milestone courses for each program (courses needed to succeed in program). • Faculty need to review and approve when courses are offered (semesters offered) and make sure this information is consistent in the catalog, website, program sheets, Degree Works (SEP) • Program maps need to be approved by faculty/program coordinators for both F/T and P/T sequencing. • New program sheets with prerequisites outlined and “semester offered” info need to be approved by faculty/program coordinators. • Once both F/T and P/T sequencing and semester offerings are approved, need to create plans in Degree Works
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				<ul style="list-style-type: none"> • Unsure if above should proceed since programs are being consolidated at the system level. <p>Pillar 2: Helping Student Choose & Enter a Program Pathway <i>Next steps:</i></p> <ul style="list-style-type: none"> • Explore which “Intro” courses embed career/college exploration into courses. • Explore how more new students can take FOCUS2 or other career self-assessment within first semester. • Explore how students will choose approved “Areas of Study” • Explore how to create plans for students – using Degree Works? Other technology? • • Have Program Coordinators define gateway courses for each major program area. • Gather data for student success in defined gateway courses • Determine which courses need special supports and then make available • List special supports on program webpages, marketing materials and actively promote to students • Waiting on ACME for alignment of math courses with areas of study • Promote support services available including “Tutoring Referral” in Starfish • Do not have adequate resources to provide support for all poorly prepared students in all college level courses. Focused on Math and English. • Continue partnerships with high schools <p>Pillar 3: Keeping Students on a Path <i>Next steps:</i></p>
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				<ul style="list-style-type: none"> • Every student needs to be on a plan upon enrollment - dependent on technology to monitor. • Need more professional advisors to advise in case management model • More promotion of Degree Works with faculty and students. • Utilize FYE for training students on reviewing degree audits • Continuing to use Degree Works? If so, waiting on consolidated programs to program plans. • Waiting on choice of technology program for academic degree planning. • Continue using Starfish for early alert and SOS program for additional follow up with at risk students. • More staffing may be needed, such as “Retention Specialists” to conduct further intervention with at-risk students. • Unsure if will continue to use Starfish so have not fully implemented Intake form yet. • More professional advisors are needed to ensure every student is being advised in a case management model. • Mandatory advising may need to be explored. Without mandatory advising, we rely on students to contact us. • Need to understand what kind of data can be provided to inform scheduling. • What kind of technology program will be purchased that can inform scheduling? <p>Pillar 4: Ensuring that Students are Learning</p> <p><i>Next steps:</i></p> <ul style="list-style-type: none"> • Continue program reviews – ensure that learning outcomes are being reviewing and updated as necessary • Consolidation will require common learning outcomes
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				<ul style="list-style-type: none"> • Continue to offer opportunities for to apply and deepen knowledge • Explore and catalog where these opportunities are intentionally embedded into coursework • Review how programs are assessing whether students are mastering learning outcomes in each program • Continue schedule of assessment to help inform professional development needs and help to improve teaching and learning process • Decide if other program areas should incorporate portfolios • Continue promoting Career Services workshops, presentations, services • Consult with program coordinators on necessity for portfolios in additional programs • Understand cycle of when CCSSE, SENSE, and Institutional Effectiveness are conducted, reported out, and what the college does with results to inform professional development and improve effectiveness of educational practice. • Review how student evaluations are used. • Look into other data that may inform effectiveness of educational practice.
Holistic Student Support Discovery Inventory	Y	N	Inventory conducted to better understand our processes, barriers to student success, next steps toward ideal design.	Please see below for key insights into next steps toward ideal design:

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Area	ATD Holistic Student Supports Discovery Inventory – Summary of “Next Steps Toward Ideal Design”
Admissions & Entry (Jill, Yhara, Jenn)	1) Require Immunization and Placement Holds – need these guardrails in place to assure smooth processes for both students and staff; can’t register until all admission documents are in.
	2) Create and require Intake Survey – Look into if WASA group is creating intake as part of application; if not, should look into creating own (draft is created in Starfish) and figure out when to require intake from students.
	3) Require registration holds on all new degree and certificate seeking students – Need more staffing to ensure proper advising, review of intake information, holistic advising conversations.
	4) Establish an enrollment management committee that includes wide representative, clear objectives, and regularly scheduled meetings.
	5) Create Enrollment Communication Plan - Convene all “enrollment management” staff to create an effective enrollment communication plan that is clear to students and outlines necessary steps. May involve logging into “Portal”. CRM Recruit may help establish this communication plan (to go live at the end of March 2020).
	6) Require students to sign into myCommNet or other portal as part of enrollment process to complete steps such as uploading documents, completing “online orientation”, or signing up for Orientation.
Orientation (MaryBeth, Amely, Michele)	1) Make New Student Orientation mandatory. Require all students (regardless of start time) to participate in an orientation.
	2) Make clear distinction between “New Student Workshops” and “Orientation” by reviewing and defining outcomes for each.
	3) Consider online orientation for those who cannot make in person.
	4) Figure out way to streamline, reduce number of times students come to campus.
Advising & Planning (Cat, Amanda)	1) Require registration holds for degree and certificate seeking students (both new and continuing) each term.



	2) Hire more advisors to create true case management model with Professional Advisors assigned to Program Coordinators to work as liaisons. Program Coordinators need to have hours during off contract periods.
	3) Catalog year is important and needs to be clearly defined for each student. Create and maintain clear curricular records including program sheets and catalog.
	4) Advisor assignment upon enrollment (admissions). Clear communication process to students about who advisor is and advising process. Assigned advisor can determine appointments, group advising and utilize technology such as Starfish so that students can easily schedule appointments or sign up for group advising sessions. Eliminate walk-in hours to ensure quality advising.
	5) Degree Works (or other technology) needs to be accurate and easy to use for students and advisors. Need to be able to readily create plans that can be modified easily according to student's progress and credit-load.
	6) Program Coordinators need to create and approve accurate course sequencing for both full and part-time (suggested semester sequencing) and commit to courses being offered so that schedules are guaranteed, and students can complete degree or certificate on time.
	7) Establish advising outcomes only if case management advising is implemented.
	8) Work with Program Coordinators to create graduation workshops that are program specific
	9) Educate students on academic standing and what it means to be in good standing.
	10) Have adequate and appropriate space for advising students in a case management model with additional advisors.
Student Financial Security (Sam, Teresa)	1) Identify way to get students to complete FAFSA before June 1 – incorporate into Enrollment Process.
	2) Need to establish regularly offered workshops on how to complete FAFSA (dependent on more financial aid staff).
	3) Financial education outcomes (budgeting, financing education, etc.) need to be reviewed and addressed in FYE.
	4) More promotion of food pantry through use of faculty in classrooms.
	5) Establish a process to or use technology program like Starfish to proactively refer students to services (financial aid, food pantry, etc.) who need them.



	6) Emergency aid process needs to be clarified and communicated to all faculty and staff so that everyone knows how students can access emergency funds.
Integration of Student Supports and Success Strategies (Tim, Joseph)	1) Move Tutoring Center to larger space and hire additional tutors to offer group tutoring sessions and workshops.
	2) Create dedicated group study space(s) on campus.
	3) Review how each discipline focuses on specific information literacy skills (IL) and if there are consistent citation styles within each discipline. Assess how students are learning a range of IL skills throughout their college career.
	4) Dedicated Testing Center and Proctor/Testing Coordinator.
	5) Fully implement Guided Pathways including Areas of Study. Create process for students to choose area of study upon admission.
	6) Develop and promote “Wellness Center” and track usage.
	7) More formal training on referring students to resources including mental health, community resources, and off campus agencies.
	8) Need to use predictive analytics and data to determine when it is best to offer courses. Students need to be on educational plans using a technology system that allows us to then determine and predict course need.
Use of Data and Adoption of Technology (Qing, Stacey, Laurie, Teresa)	1) Need to establish online filing system/imaging to keep track of students’ documents safely and securely.
	2) Need to utilize a technology program that can pull data from SIS (including grades) and create easy-to-access student dashboard for advisors. (Starfish has capability but we do not own those features). System should be intuitive and adaptable, yet robust. Easy to see which students are most at-risk.
	3) Need resources including staff and finances to use and maintain technology programs such as Starfish so that we can fully utilize to help with student success, retention, and completion.



	4) Establish Mid-term grade policy to enhance early alert procedures.
	5) Ongoing training of student success platform features (such as Starfish), which would require dedicated staff.
	6) Create data dashboard based on different users. For example, program coordinators could easily pull data for programs to include completion, retention, graduation, and success rates of courses. Create based on best practices at other colleges.
	7) Develop research agenda to define which data points should be widely distributed each semester, aside from system wide data that is being collected.
	8) Establish a data timeline to include when data is available at specific times of year and who to distribute data to. Ex: clearinghouse transfer data, withdrawal data, etc. Ensure that system wide vs. local data that is collected regularly is easily accessible and made available to everyone. Create a culture of data that is accessible, understandable, and informative.
	9) Regularly use CCSSE, SENSE, etc. data as “student voice” for decision making and strategic plan development.
	10) Need technology that is easy-to-use for degree planning and course scheduling, which would include non-credit (developmental) courses for student planning purposes.
	11) Course evaluations and assessment – review how this information is used to improve courses.

Please describe any additional qualitative and quantitative analyses you completed, if any.

What did you learn about the student experience at your institution? (Please be specific and share disaggregated data in support of your findings.) (250 words, excluding entries in the above chart).

While we learned much about the student experience through the above-mentioned activities, we focused on the following six areas affecting student success and the overall the student experience.

1. **Advising** - Advising is a mystery and often not clear to students. Not all students receive the same advising experience, as it is not mandatory for all students. Recent SENSE data shows that the score has decreased in student satisfaction with “advising” (NOTE that an “advisor” is not clearly defined and could refer to either a faculty advisor or professional advisor).



Clear Academic Plan and Pathway

	% of Students who responded "AGREE or STRONGLY AGREE"			
	2009	2012	2015	2019
18d. I was able to meet with an academic advisor at times convenient for me	73.3	73.2	70.2	58.4
18e. An advisor helped me to select a course of study, program, or major	68.6	69	71.5	65.5
18f. An advisor helped me to set academic goals and to create a plan for achieving them	34.9	37.9	48.9	34.4
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter	70.4	74.9	73.3	70.7
18h. A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take	34.3	35.8	41	33.8

The recently passed and soon-to-be implemented Holistic Case Management Advising model will hopefully help with developing a much clearer advising process for students, resulting in students having a clearer academic plan and pathway. Additionally, we need to ensure that along with mandatory advising, students have a customized academic plan with approved and clear semester sequencing that can be adjusted based on credit load. Feedback from the ICAT and through mapping the student experience indicates that Degree Works is not user-friendly and does not provide the ease of creating these customized plans for students. Better technology is needed to help advisors and students with planning academic pathways toward end goals.

2. **On-boarding Process** – Onboarding process for new students needs to be strategic, clear, and consistent for all incoming students. Evaluation and the following adjustments need to be made:
 - a. If data proves that certain **ON-BOARDING ACTIVITIES** increase student success (Orientation, New Student Workshops – Asnuntuck’s Student Planning, Information, and Registration Event (ASPIRE) sessions), then they should be mandatory.
 - b. Students need to be proactively referred to holistic resources from the beginning with a carefully crafted **INTAKE** process. We have started a pilot of this intake in advising for all new students and are sending students information about resources that pertain to their specific needs.
 - c. Students should know who their advisor is upon enrolling so that they have a “go-to” person and would be connected early to make the advising process clear.



3. **Data** – Through the ICAT Café discussions and mapping the student experience, we have learned that we do not utilize data consistently or have it readily accessible for faculty and staff to:
 - a. Assist in decision making (Example: Summer bridge programs have never really been embraced at ACC. Data can help make the case for why it is important to offer early on-boarding and integration activities.)
 - b. Assess effectiveness of policies and practices in promoting student success on a regular basis
 - c. Easily determine at-risk populations and create action plans for outreach
 - d. Understand factors affecting student success so that we can get answers to questions like:
 - What is the relationship between gateway classes (ENG and MAT) and success in other classes?
 - Do certain program-specific critical courses that have low success rates need necessary prerequisites?
 - How does taking ENG and MAT in the first-year impact student success versus not-taking them in the first year?
 - Why do students withdraw? Currently no required process for total withdrawal/exit interview or collection of withdrawal reasons is in place
 - How does being “undecided” major or educational goal affect student’s overall success?
 - How can we assess motivation and proactively address?
 - How can we use COVID19 survey data to help prepare for Fall 2020?

4. **Communication** – Through the ICAT Café discussions and mapping the student experience, communication is an issue that impacts the student experience in many ways:
 - a. Need to understand how to best communicate with students (email does not always work); utilize more focus groups to understand student needs
 - b. Gather more information from students to inform course delivery/course schedule, when to make resources available (library, childcare, etc.)
 - c. Many resources exist and faculty and staff are not aware to promote to students (Example: Emergency fund – how is this communicated to staff and made available to students?)
 - d. Need overall enrollment communication plan that breaks down silos and puts everyone on the same page as to how student experiences and receives communication during their entire college life cycle (recruitment, enrollment, onboarding, advising, academics, nearing completion, graduation).

5. **Technology Accessibility & Training-**
 - a. Training and accessibility of technology resources is needed for all faculty, adjuncts, staff, and students so that there is continuity, clarity, and equity. Much feedback from the ICAT Café was about how the lack of technology accessibility and training is negatively impacting the student experience.



- b. Starfish, Degree Works, and other technological resources should be used consistently if these platforms can aid in student success – need more resources to help in training all.
 - c. Ideas include: Communication of minimum technology requirement/clear expectations in all courses; 1-credit course in Blackboard required for all students to become familiar with navigating online resources; continuity in Blackboard course set-up/template.
6. **Wrap-around services** - We lack a critical resource in the student experience. The lack of mental health and crisis intervention services on campus is one of ACC's greatest deficiencies. While it is important to be able to refer students to professional services that can provide long-term outpatient treatment, we need to have services on our campuses to respond to students in crisis at the point they need it. The need for on-site mental health services was discussed in the ICAT Café as well as preliminary feedback from students in our local "barriers to student success" survey. We understand that the new structure plans on having a mental health resource on each campus to address these issues and this should be a priority.

Section 4: Your Student Success Vision (50 words)

Describe your overarching student success vision. This should envision the ideal student experience at your institution.

- *A strong vision statement is a concise, specific, and inspiring understanding of what the institution aspires to become or achieve that can be used by all stakeholders to set priorities and guide action.*
- *It is a forward-looking statement that engages and motivates the college community and clearly articulates the benefits for student success.*



Section 5: Your Action Plan Priority Goals

Combining (a) your **Student Success Vision** with what you have learned about the (b) **current student experience, barriers and gaps**, and (c) **your institutional capacities**, please outline 2-3 **Priority Goals** that you will focus on over the next two years. Provide a brief **rationale** for how the **Priority Goals** relate to your vision and what you learned. Identify the **Key Strategies, Interventions, and Activities** that you will implement to accomplish your **Priority Goals**. **Priority Goals** should be measurable and be obtainable in the near-to-medium term (as compared to metrics such as graduation rates that serve as long-term, lagging indicators). Finally, note what **institutional strengths** you can leverage as you implement your action plan.

Priority 1:

Rationale:

Key Strategies, Interventions & Activities:

Institutional Strengths:

Priority 2:

Rationale:

Key Strategies, Interventions & Activities:

Institutional Strengths:

Priority 3:

Rationale:

Key Strategies, Interventions & Activities:

Institutional Strengths:

Optional: Provide a visual representation to demonstrate how your strategies, interventions and activities work together to achieve your student success priority goals and vision.

Section 6: Your Detailed Action Plan

Please expand on each **Key Strategy, Intervention and Activity** outlined in Section 5 in the implementation plan template below. Remember to tie the strategies to outputs or outcomes that are measurable in a relevant time frame (e.g., implementing a new onboarding process will not drive increased graduation in the near term, but it may result in increased credits completed and/or completion of key math and English courses in the first year).

Priority One:

Key Strategies, Interventions and Activities	Deliverables and Timing	Scaling the Work (if not implementing at scale initially, what is the plan for scaling?)	Measurable performance indicators of progress with measurement dates	Baseline level and end target (specify baseline and end target years in addition to measurable indicators of progress)	Resources Needed (policy or procedural changes, staffing, technology, professional development)	Anticipated Challenges (policy, logistics, staffing, organizational, etc.) to implementation and strategies to overcome them
				<i>Baseline: -- (Year)</i> <i>End target: -- (Year)</i>		

Priority 2:

Key Strategies, Interventions and Activities	Deliverables and Timing	Scaling the Work (if not implementing at scale initially, what is the plan for scaling?)	Measurable performance indicators of progress with measurement dates	Baseline level and end target (specify baseline and end target years in addition to measurable indicators of progress)	Resources Needed (policy or procedural changes, staffing, technology, professional development)	Anticipated Challenges (policy, logistics, staffing, organizational, etc.) to implementation and strategies to overcome them
				<i>Baseline: -- (Year)</i> <i>End target: -- (Year)</i>		



Priority 3: (Optional)

Key Strategies, Interventions and Activities	Deliverables and Timing	Scaling the Work (if not implementing at scale initially, what is the plan for scaling?)	Measurable indicators of progress with measurement dates	Baseline level and end target (specify baseline and end target years in addition to measurable indicators of progress)	Resources Needed (policy or procedural changes, staffing, technology, professional development)	Anticipated Challenges (policy, logistics, staffing, organizational, etc.) to implementation and strategies to overcome them
				<i>Baseline: -- (Year)</i> <i>End target: -- (Year)</i>		

Section 7: How You Will Approach Sustainability and Continuous Improvement

A. **Evaluation Planning:** Complete the Evaluation Plan part of the *Action Plan Priorities and Evaluation Design* spreadsheet (see Excel document) for each of your action plan priorities. These are rows H through L in the spreadsheet:

- Data Collection Sources & Procedures (H);
- Analysis Methods (I);
- Person(s) Responsible for Collection & Analysis (J);
- Due Dates (K); and
- How Will Data Be Used (L).

B. **Celebrating Success:** How will you communicate your progress and celebrate your successes with your colleagues? (100 words max)



C. Sustainability and Continuous Improvement: Other than communicating and celebrating success, how will you sustain and improve the work outlined in the Action Plan? (200 words max)

SUBMITTING YOUR ACTION PLAN

Congratulations on completing your Action Plan! Here are the next steps:

- Submit the Action Plan using the customized individual college link that will be sent to your ATD Core and Data Team Leads.
- Achieving the Dream will work collaboratively with your coaches to provide written feedback on your Action Plan to guide and support your work by late August 2020. ATD will also facilitate peer-to-peer learning for colleges working on the same priorities, thus creating a valuable feedback loop for your and your cohort colleagues at other institutions.
- If you have any questions about completing or submitting your Action Plan, please contact network@achievingthedream.org 240.450.0075.

Thank you!

ⁱ *“Examples of historically underrepresented students include but are not limited to: first-generation students; low-income students; students of color; non-traditional age students; students with marginalized orientations and gender identities; intersex students; students who are English-language learners; undocumented students; veterans; students with disabilities; students with dependents; foster care youth; formerly and currently incarcerated students” (“Equity”).*

ⁱⁱ Campus community includes students, faculty, staff, and community partners.

ⁱⁱⁱ For additional information and resources, see “Equity.”