

ATD Action Plan Update

Goal 1: Close Success-rate gaps (for all freshman) in seven first-year courses to address equity issues (particularly with Pell Grant students).

Strategy	Original Deliverables and Timing	Update
1. Conduct focus groups of students to address unmet needs of African American males.	Beginning Fall 2019	<p>The first African-American male student focus group occurred at the Dyersburg State Community College Jimmy Naifeh Center in November 21, 2019 prior to the end of the 2019 fall semester.</p> <p>The focus group guidelines came from a list of established guidelines recommended by DSCC's Achieving the Dream coach, Dr. Rene Garcia. The questions addressed specific needs of students and the learning environment. Three African-American male professionals from the Tipton County Community served as facilitators for the focus group. The 17 students were divided into three groups and spent 2 hours addressing each of the 12 questions provided by the facilitators.</p> <p>Actions taken to address student focus group recommendations include:</p> <ul style="list-style-type: none"> • Hiring a Student Life Coordinator at the Jimmy Naifeh Center whose duties include adding cultural programs • Providing resource list for housing and childcare • Incorporating diversity into the new student recruitment plan
2. Provide professional development for all faculty (including adjunct) teaching seven first-year, high-enrollment courses and learning communities (LC).	Beginning Fall 2019	<p>Jimmy Barham, Dean of A&S and Andrea Franckowiak, English/Orientation Coordinator, held a Learning Community Workshop with the faculty teaching a learning community in fall 2019 on August 16, 2019.</p> <p>Effective Practice Framework course modules offered through ACUE – 28 faculty began on 8/14/19 and 26 completed in May 2020.</p> <p>Culturally Responsive Training – One of the modules included in ACUE's Effective Framework Practice, in which 28 faculty are currently participating in, is Embracing Diversity in Your Classroom. All learning community instructors are participating in these course modules. Ms. Tenna Richardson presented a workshop to faculty on 8/15/2019.</p> <p>High Impact Practices - Melynda Conner from the Tennessee Board of Regents' Office of Success presented a session to all full-time faculty during the afternoon of Fall Conference held on 10/11/19. Dr. Conner conducted Teaching Tuesdays during the month of April 2020 to assist faculty with online instruction due to Covid 19.</p> <p>High Impact Practices Conference – Held in Franklin on January 10, 2020. Attendees included: Andrea Stephenson, Darla Smith Shawna Adams, James Adair, Andrea Franckowiak, Anne Gregory and Rebecca Wylie. Tenna Richardson and Andrea Franckowiak presented at the conference.</p> <p>Mindset Summit – Motivate Lab sponsored a summit on 10/25/19 that focused on a system model approach to leverage the power of learning mindsets. The model includes State, Institutional, Program, Faculty & Staff and Student. They</p>

		<p>use the acronym GPS to address learning mindsets – G (growth mindset), P (purpose and relevance), S (social belonging).</p> <p>PSCC’s First Annual Virtual Distance Learning Conference – 6/23/2020. Sessions include online teaching pedagogical strategies, new trends in online teaching/learning, student engagement for online environments, game based learning, technology tools, making the transition from face to face to online.</p>																																																																																																				
<p>3. Convert all co-requisite learning support classes into learning communities. Learning Communities have been used in the past but not with co-requisites.</p>	<p>By Academic Year 2019-2020: 40%; By Academic Year 2020-21: 60%; By Academic Year 2021-22: 80%; By Academic Year 2022-23: 100%</p>	<p>Fall 2019: There are six co-requisite learning support classes that are learning communities (12 sections and 12 instructors).</p> <table border="1"> <thead> <tr> <th>SUBJ</th> <th>CRSE_N</th> <th>SECTION</th> <th>TITLE</th> </tr> </thead> <tbody> <tr> <td>COMM</td> <td>2025</td> <td>P01</td> <td>Fundamentals of Communication</td> </tr> <tr> <td>READ</td> <td>810</td> <td>P01</td> <td>Learning Support Reading</td> </tr> <tr> <td>COMM</td> <td>2025</td> <td>P02</td> <td>Fundamentals of Communication</td> </tr> <tr> <td>READ</td> <td>810</td> <td>P02</td> <td>Learning Support Reading</td> </tr> <tr> <td>COMM</td> <td>2025</td> <td>JP1</td> <td>Fundamentals of Communication</td> </tr> <tr> <td>READ</td> <td>810</td> <td>JP1</td> <td>Learning Support Reading</td> </tr> <tr> <td>COMM</td> <td>2025</td> <td>JP2</td> <td>Fundamentals of Communication</td> </tr> <tr> <td>READ</td> <td>810</td> <td>JP2</td> <td>Learning Support Reading</td> </tr> <tr> <td>ENGL</td> <td>1010</td> <td>P02</td> <td>English Composition I</td> </tr> <tr> <td>ENGL</td> <td>810</td> <td>P02</td> <td>Learning Support Writing</td> </tr> <tr> <td>ENGL</td> <td>1010</td> <td>P03</td> <td>English Composition I</td> </tr> <tr> <td>ENGL</td> <td>810</td> <td>P03</td> <td>Learning Support Writing</td> </tr> <tr> <td>ENGL</td> <td>1010</td> <td>JP1</td> <td>English Composition I</td> </tr> <tr> <td>ENGL</td> <td>810</td> <td>JP1</td> <td>Learning Support Writing</td> </tr> <tr> <td>ENGL</td> <td>1010</td> <td>JP2</td> <td>English Composition I</td> </tr> <tr> <td>ENGL</td> <td>810</td> <td>JP2</td> <td>Learning Support Writing</td> </tr> <tr> <td>MATH</td> <td>1530</td> <td>P01</td> <td>Introductory Statistics</td> </tr> <tr> <td>MATH</td> <td>530</td> <td>P01</td> <td>Support for Math 1530</td> </tr> <tr> <td>MATH</td> <td>1530</td> <td>P02</td> <td>Introductory Statistics</td> </tr> <tr> <td>MATH</td> <td>530</td> <td>P02</td> <td>Support for Math 1530</td> </tr> <tr> <td>MATH</td> <td>1530</td> <td>JP1</td> <td>Introductory Statistics</td> </tr> <tr> <td>MATH</td> <td>530</td> <td>JP1</td> <td>Support for Math 1530</td> </tr> <tr> <td>MATH</td> <td>1530</td> <td>JP2</td> <td>Introductory Statistics</td> </tr> <tr> <td>MATH</td> <td>530</td> <td>JP2</td> <td>Support for Math 1530</td> </tr> </tbody> </table>	SUBJ	CRSE_N	SECTION	TITLE	COMM	2025	P01	Fundamentals of Communication	READ	810	P01	Learning Support Reading	COMM	2025	P02	Fundamentals of Communication	READ	810	P02	Learning Support Reading	COMM	2025	JP1	Fundamentals of Communication	READ	810	JP1	Learning Support Reading	COMM	2025	JP2	Fundamentals of Communication	READ	810	JP2	Learning Support Reading	ENGL	1010	P02	English Composition I	ENGL	810	P02	Learning Support Writing	ENGL	1010	P03	English Composition I	ENGL	810	P03	Learning Support Writing	ENGL	1010	JP1	English Composition I	ENGL	810	JP1	Learning Support Writing	ENGL	1010	JP2	English Composition I	ENGL	810	JP2	Learning Support Writing	MATH	1530	P01	Introductory Statistics	MATH	530	P01	Support for Math 1530	MATH	1530	P02	Introductory Statistics	MATH	530	P02	Support for Math 1530	MATH	1530	JP1	Introductory Statistics	MATH	530	JP1	Support for Math 1530	MATH	1530	JP2	Introductory Statistics	MATH	530	JP2	Support for Math 1530
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<p>4. Increase use of grade notifications on eLearn so students know where they stand in terms of grades in each course</p>	<p>Beginning August 2019</p>	<p>Spring 2020: Due to the Covid 19 pandemic, all classes were moved to online and all instructors posted grades on eLearn.</p>																																																																																																				
<p>5. Through a relational advising grant (now known as Proactive Advising), identify 80 mentees that will be helped by 16 mentors with an emphasis on Pell students.</p>	<p>Beginning August 2019</p>	<p>There were 251 mentees in fall 2019 and 206 returned for spring 2020 (80% retention). There were 138 Pell-eligible mentees in fall 2019 and 129 returned for spring 2020 (93% retention).</p> <p>There were 14 mentors in fall 2019 and 15 in spring 2020.</p> <p>Fall 2019 GPA data for Proactive Advising Grant student participants is shown in the table below.</p>																																																																																																				

Fall 2019 GPAs for Mentees

	Total	Below	1.00 -	2.00 -	3.00 -
	Students	1.00	2.00	3.00	4.00
Pell	138	15	27	50	46
TN Promise	84	3	33	32	16
TN Reconnect	21	1	3	12	5
Other	8		2	3	3
Total	251	19	65	97	70

6. Utilizing Faculty Feedback, notify students by the end of the 3rd week regarding progress

Beginning August 2019

At the request of faculty, more options (highlighted below) were added to Faculty Feedback.

Code	Description
Absences	Excessive absences
Attitude	Good attitude
Below C	Average below C
Disruptive	Disruptive behavior
Effort	Consistent effort
Ethic	Good work ethic
GoodWork	Keep up the good work
Greatjob	Doing a great job!
Incomplete	Incomplete assignment(s)
Leaveearly	Leaves early
LowScores	Low test/quiz scores
OrgSkill	Organization skills
Participation	Lack of participation
Prepared	Prepared for class
Progress	Unsatisfactory progress
Satisfactory	Needs tutoring
Study	Ineffective study
Tardiness	Habitual Tardiness
Texting	Unauthorized texting
Time	Time management
eLearn	Not logging into eLearn (D2L)

A decision was made that there would be 3 sessions in the fall and 2 sessions in the spring. The timing for fall 2019 is as follows: 1st session – first three weeks (8/26/19 - 9/15/19), 2nd session – early alert (9/16/2019 - 9/30/19), and 3rd session – through withdrawal (10/1/19 – 11/4/19).

For Session One, 31% of full-time faculty did not fully utilize Faculty Feedback (meaning they did not complete a Faculty Feedback response on at least one student in every course section).

For Session Two, 100% of faculty utilized Faculty Feedback in at least one of their course sections. 98% of faculty utilized the program in all of their course sections.

The College will be changing to Early Alerts (a product of EAB Navigate) for Fall 2020.

7. Enroll as many freshman Pell-eligible students as possible in the 270 openings available in Student Support Services.	Beginning Summer 2019	<p>Efforts to recruit Pell-eligible students include: emails, postcards, phone calls, and SSS attending New Student Orientations.</p> <p>As of 5/21/20, SSS has served a total of 266 students (205 are Pell, 61 are non-Pell). However, not all students were served in each semester. After the fall some students graduated or did not return in the spring. In the spring, some students were not in the program in the fall.</p> <p>Fall 2019: 180 Pell-eligible students had a GPA of 2.64 61 Non-Pell-eligible students had a GPA of 2.67</p> <p>Spring 2020: 164 Pell-eligible students had a GPA of 2.60 47 Non-Pell-eligible students had a GPA of 2.39</p>
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Data Summary: Goal 1: Close Success-rate gaps (for all freshman) in seven first-year courses to address equity issues (particularly with Pell Grant students).

Gaps in Success Rates for First Year Courses (All Freshman) Fall 2018							
	Art 1035	Comm 2025	Engl 1010	Math 1005	Math 1530	Orn 1010	Psyc 1030
Female vs Male	4%	5%	6%	13%	16%	5%	2%
No Pell vs Pell	15%	13%	14%	17%	20%	11%	22%
Trad vs Adult	4%	-6%	-9%	3%	-12%	-4%	13%
White vs URM	0%	11%	13%	12%	18%	7%	19%

Gaps in Success Rates for First Year Courses (All Freshman) Fall 2019							
	Art 1035	Comm 2025	Engl 1010	Math 1005	Math 1530	Orn 1010	Psyc 1030
Female vs Male	-7%	11%	7%	7%	15%	2%	0%
No Pell vs Pell	6%	8%	0%	12%	4%	6%	-5%
Trad vs Adult	9%	-6%	-15%	15%	-15%	-2%	-9%
White vs URM	2%	26%	7%	-1%	5%	1%	10%

Gaps in Success Rates for First Year Courses (All Freshman) Spring 2019							
	Art 1035	Comm 2025	Engl 1010	Math 1005	Math 1530	Orn 1010	Psyc 1030
Female vs Male	4%	12%	11%	11%	5%	11%	2%
No Pell vs Pell	18%	22%	12%	18%	4%	-1%	18%
Trad vs Adult	-10%	-5%	-16%	8%	-29%	-7%	2%

White vs URM	20%	12%	13%	-6%	12%	14%	8%
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Gaps in Success Rates for First Year Courses (All Freshman) Spring 2020							
	Art 1035	Comm 2025	Engl 1010	Math 1005	Math 1530	Orn 1010	Psyc 1030
Female vs Male	12%	12%	3%	-3%	14%	8%	10%
No Pell vs Pell	-3%	12%	-5%	3%	13%	0%	3%
Trad vs Adult	-27%	-11%	-16%	-1%	-28%	-10%	-10%
White vs URM	15%	1%	22%	-2%	16%	15%	4%

Source: ATD0001A-D

Enrollment History of Seven First-Year, High-Enrollment Courses

Art 1035					Comm 2025				
	Fall 18	Spr 19	Fall 19	Spr20		Fall 18	Spr 19	Fall 19	Spr20
Total	194	127	166	117	Total	203	172	209	160
Female	125	83	127	84	Female	139	99	143	110
Male	69	44	39	33	Male	64	73	66	50
Trad Age	159	102	137	84	Trad Age	176	139	174	126
Adult	35	25	29	33	Adult	27	33	35	34
White	140	90	109	75	White	143	111	127	112
URM	54	37	57	42	URM	60	61	82	48
Pell	123	87	119	88	Pell	126	120	152	112
Non-Pell	71	40	47	29	Non-Pell	77	52	57	48
Engl 1010					Math 1005				
	Fall 18	Spr 19	Fall 19	Spr20		Fall 18	Spr 19	Fall 19	Spr20
Total	481	188	463	137	Total	117	67	132	62
Female	316	131	334	101	Female	78	41	98	43
Male	165	57	129	36	Male	39	26	34	19
Trad Age	361	111	381	86	Trad Age	88	54	105	49
Adult	120	77	82	51	Adult	29	13	27	13
White	332	116	304	92	White	86	42	94	39
URM	149	72	159	45	URM	31	25	38	22
Pell	326	148	340	102	Pell	79	50	99	43
Non-Pell	155	40	123	35	Non-Pell	38	17	33	19

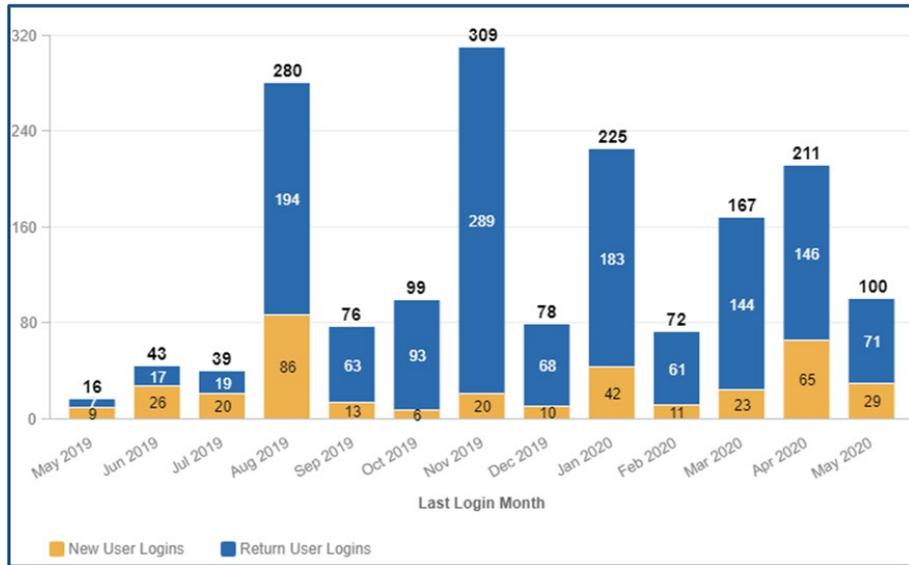
Math 1530					ORN 1010				
	Fall 18	Spr 19	Fall 19	Spr20		Fall 18	Spr 19	Fall 19	Spr20
Total	249	211	293	186	Total	540	129	505	101
Female	177	162	218	140	Female	344	82	342	76
Male	72	49	75	46	Male	196	47	163	25
Trad Age	175	135	222	120	Trad Age	429	81	428	68
Adult	74	76	71	66	Adult	111	48	77	33
White	190	135	208	121	White	375	93	352	70
URM	59	76	85	65	URM	165	36	153	31
Pell	168	163	206	143	Pell	342	101	340	74
Non-Pell	81	48	87	43	Non-Pell	198	28	165	27
Psyc 1030									
	Fall 18	Spr 19	Fall 19	Spr20					
Total	203	162	202	198					
Female	152	121	164	155					
Male	51	41	38	43					
Trad Age	146	118	153	147					
Adult	57	44	49	51					
White	165	98	148	138					
URM	38	64	54	60					
Pell	126	127	139	154					
Non-Pell	77	35	63	44					

Source: ATD0001A-D

Goal #2: Improve freshman retention rates to address equity issues.

Strategy	Original Deliverables and Timing	Update																																											
<p>1. Fully implement all aspects of EAB Navigate including Student APP</p>	<p>Beginning fall 2019</p>	<p><u>Efforts to make students aware of the Student App:</u> IT member attends all new student orientations to assist students in downloading the app; the App is discussed at all three forums held each term; students were assisted in downloading the App during the Student Leadership Conference held 10/26/19; and during the first week of ORN 1010 (an orientation course), all students take out their phones and download the app and have an informational session on using it.</p> <p><u>EAB Secret Shopper</u> – EAB consultants conducted a secret shopping activity concentrating on the College’s onboarding process on 6/13/19 – 6/14/19 at all three DSCC locations. Their focus included: 1) Audit and simplify communication sent to new students, 2) Proactively provide comprehensive enrollment checklist, and 3) Ensure that onboarding process is consistent at all 3 DSCC locations. The consultants prepare a summary report (with details) and several recommendations for improvement.</p> <p>Text message capability was rolled out in October 2019.</p> <p>EAB Navigate Advising platform was launched on 11/12/18 and The Student App was launched on 3/11/19</p> <table border="1" data-bbox="496 921 1393 1129"> <thead> <tr> <th>EAB Navigate Stats Since Launching</th> <th>Thru 10/7/2019</th> <th>Thru 4/20/2020</th> </tr> </thead> <tbody> <tr> <td>Number of students logging into Navigate</td> <td>1351</td> <td>1819</td> </tr> <tr> <td>Number of students logging in for the first time</td> <td>419</td> <td>456</td> </tr> <tr> <td>Number of students returning to Navigate</td> <td>932</td> <td>1363</td> </tr> <tr> <td>Number of students completing intake survey</td> <td>293</td> <td>413</td> </tr> </tbody> </table> <p><u>March 2020 only (NOT cumulative since launch)</u></p> <table border="1" data-bbox="496 1234 1393 1486"> <thead> <tr> <th>Check</th> <th>Result</th> </tr> </thead> <tbody> <tr> <td>Number of students logging in to Navigate</td> <td>173</td> </tr> <tr> <td>Number of student logging in for the first time</td> <td>24</td> </tr> <tr> <td>Number of students returning to Navigate</td> <td>149</td> </tr> <tr> <td>Number of students completing Program Explorer*</td> <td>23</td> </tr> <tr> <td>Number of Appointments Scheduled</td> <td>215</td> </tr> <tr> <td>Number of Advising Sessions conducted (appointment summaries completed)</td> <td>132</td> </tr> </tbody> </table> <p><u>April 2020 only (NOT cumulative since launch)</u></p> <table border="1" data-bbox="496 1556 1393 1808"> <thead> <tr> <th>Check</th> <th>Result</th> </tr> </thead> <tbody> <tr> <td>Number of students logging in to Navigate</td> <td>211</td> </tr> <tr> <td>Number of student logging in for the first time</td> <td>61</td> </tr> <tr> <td>Number of students returning to Navigate</td> <td>150</td> </tr> <tr> <td>Number of students completing Program Explorer*</td> <td>28</td> </tr> <tr> <td>Number of Appointments Scheduled</td> <td>745</td> </tr> <tr> <td>Number of Advising Sessions conducted (appointment summaries completed)</td> <td>601</td> </tr> </tbody> </table>	EAB Navigate Stats Since Launching	Thru 10/7/2019	Thru 4/20/2020	Number of students logging into Navigate	1351	1819	Number of students logging in for the first time	419	456	Number of students returning to Navigate	932	1363	Number of students completing intake survey	293	413	Check	Result	Number of students logging in to Navigate	173	Number of student logging in for the first time	24	Number of students returning to Navigate	149	Number of students completing Program Explorer*	23	Number of Appointments Scheduled	215	Number of Advising Sessions conducted (appointment summaries completed)	132	Check	Result	Number of students logging in to Navigate	211	Number of student logging in for the first time	61	Number of students returning to Navigate	150	Number of students completing Program Explorer*	28	Number of Appointments Scheduled	745	Number of Advising Sessions conducted (appointment summaries completed)	601
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Usage Patterns of Student App Since Launched in March 2019



The college is holding a contest to promote the EAB Navigate Student App. The Navigate Blitz will be held 5/18/20 – 6/12/20.

- Students who login to the app between May 18th and June 12th will be entered in a drawing for a \$100 giveaway (credit) with the winner to be drawn on June 15th.
- The Navigate Blitz event will be promoted via social media, email and text campaigns.
- A specific survey/form will be linked within the Resources section of the App that students will complete to enter the drawing.

2. Convert 10 high enrollment eCampus courses to DSCC online courses using training from ACUE and Quality Matters.

Beginning January 2021; Ending December 2022

Dr. Brian Wells is converting A&P I for fall 2020 and Dr. Brigham Scallion will have A&P II ready by spring 2021. Ms. Shawna Adams is working on converting Microbiology for spring 2021. Dr. Nathan Segars is converting Intro to Ethics for Spring 2021. Dr. Wayne Corlis will have Accounting I ready for Fall 2020. Ms. Patty Sharp will begin the conversion of two Early Childhood Courses in summer 2020. Ms. Angela Martin will convert Tennessee History for spring 2021. Ms. Darla Smith will convert Intro to Social Work for Spring 2021. Nutrition and World Regional Geography will be converted by adjunct faculty sometime in 2021.

All instructors are using Quality Matters in the conversion process.

Below is a table showing a comparison of grades by course type. The data shows higher pass rates for DSCC online courses versus RODP (eCampus) courses.

Date: 5/1/2020		Dyersburg State Community College													Page: 1	
IDC 012A		Grade Distribution for 201880 through 201980													Production	
Parameters: Start Term = 201880 - Fall Term 2018 End Term=201980 - Fall Term 2019																
TERM	Course Type	A %A	AU %AU	B %B	C %C	D %D	E %E	F %F	P %P	W %W	I %I	Other %Oth	Total Grades	Pass Rate %*	Withdrawal %**	
201880	HYBRID	49 33.33%	0 0.00%	50 34.01%	9 6.12%	12 8.16%	0 0.00%	20 13.61%	0 0.00%	7 4.76%	0 0.00%	11 7.48%	147	73.47%	4.76%	
201880	ITV	181 37.55%	0 0.00%	132 27.39%	55 11.41%	25 5.19%	0 0.00%	61 12.66%	0 0.00%	28 5.81%	0 0.00%	19 3.94%	482	76.35%	5.81%	
201880	OL	442 33.38%	2 0.15%	312 23.56%	165 12.46%	79 5.97%	0 0.00%	198 14.95%	0 0.00%	126 9.52%	0 0.00%	111 8.38%	1324	69.52%	9.53%	
201880	RODP	108 23.74%	0 0.00%	113 24.84%	63 13.85%	34 7.47%	0 0.00%	85 18.68%	0 0.00%	52 11.43%	0 0.00%	36 7.91%	455	62.42%	11.43%	
201880	OTHER	2272 39.27%	1 0.02%	1456 25.16%	827 14.29%	260 4.49%	5 0.09%	651 11.25%	0 0.00%	314 5.43%	0 0.00%	247 4.27%	5786	78.74%	5.43%	
Total for 201880		3052 37.25%	3 0.04%	2063 25.18%	1119 13.66%	410 5.00%	5 0.06%	1015 12.39%	0 0.00%	527 6.43%	0 0.00%	424 5.17%	8194	76.11%	6.43%	
201910	HYBRID	12 20.69%	0 0.00%	19 32.76%	8 13.79%	1 1.72%	0 0.00%	17 29.31%	0 0.00%	1 1.72%	0 0.00%	8 13.79%	58	67.24%	1.72%	
201910	ITV	183 36.60%	0 0.00%	150 30.00%	80 16.00%	25 5.00%	0 0.00%	48 9.60%	0 0.00%	14 2.80%	0 0.00%	22 4.40%	500	82.60%	2.80%	
201910	OL	499 39.05%	0 0.00%	271 21.21%	142 11.11%	87 6.81%	0 0.00%	205 16.04%	0 0.00%	74 5.79%	0 0.00%	75 5.87%	1278	71.36%	5.79%	
201910	RODP	104 24.59%	0 0.00%	100 23.64%	67 15.84%	33 7.80%	0 0.00%	84 19.86%	0 0.00%	35 8.27%	0 0.00%	29 6.86%	423	64.07%	8.27%	
201910	OTHER	1702 35.90%	4 0.08%	1227 25.88%	843 17.78%	306 6.45%	6 0.13%	477 10.06%	0 0.00%	176 3.71%	0 0.00%	164 3.46%	4741	79.63%	3.72%	
Total for 201910		2500 35.71%	4 0.06%	1767 25.24%	1140 16.29%	452 6.46%	6 0.09%	831 11.87%	0 0.00%	300 4.29%	0 0.00%	298 4.26%	7000	77.29%	4.29%	
201950	HYBRID	1 50.00%	0 0.00%	0 0.00%	0 0.00%	150.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%	2	50.00%	0.00%	
201950	ITV	58 55.77%	0 0.00%	22 21.15%	17 16.35%	3 2.88%	0 0.00%	3 2.88%	0 0.00%	1 0.96%	0 0.00%	0 0.00%	104	93.27%	0.96%	
<p>* Pass Rate % is the percentage of students who received an A,B,C or P versus the rest of the grade types excluding AU and I grades.</p> <p>** Withdrawal % is the percentage of students with a W versus the rest of the grade types excluding AU and I grades.</p>																

<p>3. Populate the EAB database with information about the student's outside job, children, challenges, etc.</p>	<p>Beginning Spring 2020</p>	<p>Information regarding a student's outside job, children and challenges are entered by the student when completing the Intake Survey in EAB. As of 10/31/19, 293 students have completed the Intake Survey. As of 4/29/20, that number has increased to 413. The goal is to have 100% of all students downloading the app.</p>
<p>4. Increase use of grade notifications on eLearn so students know where they stand in terms of grades in each course.</p>	<p>Beginning fall 2019</p>	<p>Spring 2020: Due to the Covid 19 pandemic, all classes were moved to online and all instructors posted grades on eLearn.</p>

<p>5. Utilizing Faculty Feedback, notify students by the end of the 3rd week regarding progress.</p>	<p>Beginning fall 2019</p>	<p>At the request of faculty, more options (highlighted below) were added to Faculty Feedback.</p> <table border="1" data-bbox="495 283 1193 892"> <thead> <tr> <th>Code</th> <th>Description</th> </tr> </thead> <tbody> <tr><td>Absences</td><td>Excessive absences</td></tr> <tr><td>Attitude</td><td>Good attitude</td></tr> <tr><td>Below C</td><td>Average below C</td></tr> <tr><td>Disruptive</td><td>Disruptive behavior</td></tr> <tr><td>Effort</td><td>Consistent effort</td></tr> <tr><td>Ethic</td><td>Good work ethic</td></tr> <tr><td>GoodWork</td><td>Keep up the good work</td></tr> <tr><td>Greatjob</td><td>Doing a great job!</td></tr> <tr><td>Incomplete</td><td>Incomplete assignment(s)</td></tr> <tr><td>Leaveearly</td><td>Leaves early</td></tr> <tr><td>LowScores</td><td>Low test/quiz scores</td></tr> <tr><td>OrgSkill</td><td>Organization skills</td></tr> <tr><td>Participation</td><td>Lack of participation</td></tr> <tr><td>Prepared</td><td>Prepared for class</td></tr> <tr><td>Progress</td><td>Unsatisfactory progress</td></tr> <tr><td>Satisfactory</td><td>Needs tutoring</td></tr> <tr><td>Study</td><td>Ineffective study</td></tr> <tr><td>Tardiness</td><td>Habitual Tardiness</td></tr> <tr><td>Texting</td><td>Unauthorized texting</td></tr> <tr><td>Time</td><td>Time management</td></tr> <tr><td>eLearn</td><td>Not logging into eLearn (D2L)</td></tr> </tbody> </table> <p>A decision was made to have 3 sessions in the fall and 2 sessions in the spring. The timing for fall 2019 is as follows: 1st session – first three weeks (8/26/19 - 9/15/19), 2nd session – early alert (9/16/2019 - 9/30/19), and 3rd session – through withdrawal (10/1/19 – 11/4/19).</p> <p>For Session One, 31% of full-time faculty did not fully utilize Faculty Feedback (meaning they did not complete a Faculty Feedback response on at least one student in every course section).</p> <p>For Session Two, 100% of faculty utilized Faculty Feedback in at least one of their course sections. 98% of faculty utilized the program in all of their course sections.</p> <p>The College will be changing to Early Alerts (a product of EAB Navigate) for Fall 2020.</p>	Code	Description	Absences	Excessive absences	Attitude	Good attitude	Below C	Average below C	Disruptive	Disruptive behavior	Effort	Consistent effort	Ethic	Good work ethic	GoodWork	Keep up the good work	Greatjob	Doing a great job!	Incomplete	Incomplete assignment(s)	Leaveearly	Leaves early	LowScores	Low test/quiz scores	OrgSkill	Organization skills	Participation	Lack of participation	Prepared	Prepared for class	Progress	Unsatisfactory progress	Satisfactory	Needs tutoring	Study	Ineffective study	Tardiness	Habitual Tardiness	Texting	Unauthorized texting	Time	Time management	eLearn	Not logging into eLearn (D2L)				
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<p>6. Through a relational advising grant (now known as Proactive Advising), identify 80 mentees that will be helped by 16 mentors with an emphasis on Pell students.</p>	<p>Beginning fall 2019</p>	<p>There were 251 mentees in fall 2019 and 206 returned for spring 2020 (80% retention). There were 138 Pell-eligible mentees in fall 2019 and 129 returned for spring 2020 (93% retention).</p> <p>There were 14 mentors in fall 2019 and 15 in spring 2020.</p> <p>Fall 2019 GPA data for Proactive Advising Grant student participants is shown in the table below.</p> <table border="1" data-bbox="495 1585 1063 1921"> <thead> <tr> <th colspan="6">Fall 2019 GPAs for Mentees</th> </tr> <tr> <th></th> <th>Total</th> <th>Below</th> <th>1.00 -</th> <th>2.00 -</th> <th>3.00 -</th> </tr> <tr> <th></th> <th>Students</th> <th>1.00</th> <th>2.00</th> <th>3.00</th> <th>4.00</th> </tr> </thead> <tbody> <tr> <td>Pell</td> <td>138</td> <td>15</td> <td>27</td> <td>50</td> <td>46</td> </tr> <tr> <td>TN Promise</td> <td>84</td> <td>3</td> <td>33</td> <td>32</td> <td>16</td> </tr> <tr> <td>TN Reconnect</td> <td>21</td> <td>1</td> <td>3</td> <td>12</td> <td>5</td> </tr> <tr> <td>Other</td> <td>8</td> <td></td> <td>2</td> <td>3</td> <td>3</td> </tr> <tr> <td>Total</td> <td>251</td> <td>19</td> <td>65</td> <td>97</td> <td>70</td> </tr> </tbody> </table>	Fall 2019 GPAs for Mentees							Total	Below	1.00 -	2.00 -	3.00 -		Students	1.00	2.00	3.00	4.00	Pell	138	15	27	50	46	TN Promise	84	3	33	32	16	TN Reconnect	21	1	3	12	5	Other	8		2	3	3	Total	251	19	65	97	70
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<p>7. Offer Effective Practice Framework course modules through the Association of College and University Educators (ACUE) for all faculty for professional development.</p>	<p>Beginning August 2019; Ending December 2020</p>	<p>An ACUE Effective Practice Framework mini-course was held 8/1/19 and all faculty were invited. An ACUE EPF luncheon was held 8/14 to launch the program for the 30 faculty members and 2 facilitators participating. Faculty began participating in the program at this time. Two faculty members presented a segment on ACUE’s Effective Practice Framework course modules at Fall Conference held on 10/11/19. At that time, 28 faculty members were participating in the modules.</p> <p>Several faculty members shared some of what they’ve learned from ACUE with the entire campus during Fall Conference (October 11th, 2019) and Spring Update (January 15th, 2020).</p> <p>Spring 2020: All 26 faculty members that are completing ACUE will present five takeaways from their ACUE experience including strategies and practices they have tried and plan to continue to use.</p> <p>A total of 26 faculty began ACUE on 8/14/2019 and are on track to complete on 5/17/2020. In addition, 32 faculty (including four adjunct) are scheduled to begin the second ACUE class on 8/1/2020.</p> <p>Initiated two Faculty Learning Communities with Charter ACUE class of 26 faculty scheduled to begin August 1, 2020. The Coaches (Deanne Williams and Christy Hamilton) for the Charter Class will coach the Faculty Learning Communities.</p> <p>Success rate data was pulled for faculty participating in ACUE who taught at least one of the high-enrollment, first-year courses in Fall 2019 and compared to the success rates for those faculty in Fall 2018. In all but one course, the fall 2019 rates were higher. Spring success rates may change due to the number of incompletes grades as of 5/22/20.</p> <div data-bbox="500 1024 1539 1663" data-label="Figure"> <table border="1"> <caption>Success Rates for Subjects Taught by Instructors Prior to ACUE Participation and While Participating in ACUE</caption> <thead> <tr> <th>Subject</th> <th>Before Acue</th> <th>F2019</th> <th>Sp 2020</th> </tr> </thead> <tbody> <tr> <td>Art</td> <td>84%</td> <td>85%</td> <td>64%</td> </tr> <tr> <td>Biology</td> <td>72%</td> <td>78%</td> <td>84%</td> </tr> <tr> <td>Communications</td> <td>74%</td> <td>70%</td> <td>65%</td> </tr> <tr> <td>English</td> <td>76%</td> <td>78%</td> <td>74%</td> </tr> <tr> <td>Math</td> <td>66%</td> <td>70%</td> <td>61%</td> </tr> <tr> <td>Psyc</td> <td>66%</td> <td>74%</td> <td>74%</td> </tr> <tr> <td>Nursing</td> <td>91%</td> <td>87%</td> <td>92%</td> </tr> </tbody> </table> </div> <p>Source: FAC0002F, L</p>	Subject	Before Acue	F2019	Sp 2020	Art	84%	85%	64%	Biology	72%	78%	84%	Communications	74%	70%	65%	English	76%	78%	74%	Math	66%	70%	61%	Psyc	66%	74%	74%	Nursing	91%	87%	92%
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8. Hold Culturally Responsive Teaching Workshops for all faculty for professional development.	Beginning Fall 2019; Ending Spring 2021	<p>Trenna Richardson, Associate Professor of Nursing, attended the train the trainer for Culturally Responsive Teaching and has conducted three training sessions as of 10/31/19. She held a day-long workshop on 9/14/19 for all ORN 1010 instructors including adjunct. All full-time faculty attended a workshop presented by Ms. Richardson on 8/15/19. The student leadership retreat was held on 10/19/19 where a session was also held. Ms. Richardson registered for the April 2020 meeting in Baltimore on Culturally Responsive Teaching. Unfortunately it was cancelled due to the pandemic.</p> <p>One of the modules included in ACUE's Effective Practice Framework is Embracing Diversity in Your Classroom. 26 faculty have completed this module.</p>
9. Send faculty to Learning Community workshops as part of professional development. The original plan included faculty attending the Evergreen Workshop in July. However, due to vacations, etc., it was determined that no one could attend.		The faculty members that will attend is currently being determined.
10. Hold an Equity, Diversity and Inclusion workshop for adjunct faculty.	Beginning Fall 2019; Ending Spring 2021	<p>Ms. Andrea Franckowiak, English/Orientation Coordinator, held a workshop on Equity and Inclusion for all ORN 1010 instructors (including adjunct) on 6/22/19, 9/14/19 and 10/5/19.</p> <p>Ms. Trenna Richardson (attended Train the Trainer - Culturally Responsive Teaching Workshop) conducted a session on Equity and Diversity at the DSCC Student Leadership Retreat on 10/19/19.</p>
11. Offer Quality Matters workshops for faculty	Beginning January 2020; Ending December 2020	The faculty that are developing online courses will use Quality Matters to check accessibility.
12. Faculty to attend Holistic Student Support (HSS) workshops and use HSS downloadable toolkit on the ATD website.	Beginning Spring 2020	<p>Dr. Reid-Bunch, Vice President for the College, Ms. Sherry Baker, Counselor & ADA Coordinator and Ms. Andrea Stephenson, Math Coordinator & Instructor, attended the Holistic Student Support Seminar in Chicago on 9/30/19 – 10/4/19.</p> <p>They presented a segment on what they learned during Fall Conference held on 10/11/19. The main aspect of the seminar was centered on college's transforming from a "college ready" institution to a "student ready" mindset. Redesigning the student experience through a holistic student supports approach requires transformative institutional change, rather than piecemeal enhancement to significantly and sustainably improve outcomes.</p> <p>The group that attended the seminar offered the following recommendations for further study:</p>

		<ul style="list-style-type: none"> • What does the student experience look like from the application process to the first day of class? • Communication Audit • Beyond Financial Aid <p>In an effort to address food insecurities as well as other emergency needs of its students, DSCC is doing the following:</p> <ul style="list-style-type: none"> • Changing the Giving Landing Page on the DSCC website to include information regarding student food pantries and student emergency needs. • Making students aware of the Mobile Food Pantry and its schedule in Dyersburg • Informing students of Mathew 25:40 in Dyersburg and its services including help with housing, food, clothing, and utility bills. • Participating in Give Back 731, which is a charitable event sponsored by United Way West Tennessee, held on May 5, 2020. This was an opportunity for the community to contribute to different non-profits in the area. DSCC raised \$2,194.05. The College also won the Coffee Cup award of \$500 by raising the most between 8:00-9:00 in the morning. Total raised for DSCC food pantries and student emergency funds is \$2,694.05.
<p>13. Enroll as many freshman Pell-eligible students as possible in the 270 openings available in Student Support Services.</p>	<p>Beginning Summer 2019</p>	<p>Efforts to recruit Pell-eligible students include: emails, postcards, phone calls, and SSS attending New Student Orientations.</p> <p>As of 5/21/20, SSS has served a total of 266 students (205 are Pell, 61 are non-Pell). However, not all students were served in each semester. After the fall some students graduated or did not return in the spring. In the spring, some students were not in the program in the fall.</p> <p>Fall 2019: 180 Pell-eligible students had a GPA of 2.64; 61 Non-Pell-eligible students had a GPA of 2.67.</p> <p>Spring 2020: 164 Pell-eligible students had a GPA of 2.60; 47 Non-Pell-eligible students had a GPA of 2.39.</p>

Data Summary Goal #2: Improve freshman retention rates to address equity issues.

First-time Freshman Fall to Fall Retention				
Group	Fall 2017 - Fall 2018		Fall 2018 - Fall 2019	
	Total	Retention	Total	Retention
	Enrolled	Percentage	Enrolled	Percentage
Female	363	52%	416	57%
Male	217	40%	220	50%
Trad Age	534	46%	534	55%
Adult	46	61%	102	49%
URM	167	46%	165	52%
White	413	50%	471	55%
LSP	437	46%	462	50%
No LSP	143	54%	174	66%
Pell Elig	428	46%	427	52%
Not Pell Elig	152	53%	209	60%

Source: ATD0004

First Time Freshman Fall to Spring Retention				
Group	Fall 2018 - Spring 2019		Fall 2019 - Spring 2020	
	Total	Retention	Total	Retention
	Enrolled	Percentage	Enrolled	Percentage
Female	416	78%	422	81%
Male	220	73%	177	69%
Trad Age	534	77%	523	77%
Adult	102	74%	76	82%
URM	153	77%	173	74%
White	471	76%	420	79%
LSP	462	74%	454	76%
No LSP	174	82%	145	81%
Pell Elig	433	76%	421	77%
Not Pell Elig	203	78%	178	78%
Total FTF	636	77%	599	77%

Source: ATD0004

Number and Percentage of Students Withdrawing From College Fall 2017-Spring 2020

	Spring 2020		Fall 2019		Spring 2019		Fall 2018		Spring 2018		Fall 2017	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Female	37	2.1%	60	3.0%	42	2.3%	79	3.9%	48	2.9%	50	2.7%
Male	8	1.0%	27	3.1%	6	1.0%	35	3.7%	16	1.8%	15	1.6%
Trad Age	22	1.3%	50	2.6%	20	1.1%	72	3.5%	41	2.1%	45	2.0%
Adult	24	2.9%	37	4.1%	28	3.3%	42	4.7%	23	4.1%	20	3.2%
Black	15	3.4%	18	3.6%	10	2.2%	18	3.6%	10	2.6%	11	2.4%
URM	2	1.0%	4	1.7%	5	2.6%	13	5.8%	5	2.8%	7	3.5%
White	29	1.5%	65	3.1%	33	1.6%	83	3.7%	49	2.5%	47	2.2%
LSP	28	2.3%	51	3.6%	33	2.5%	65	4.3%	43	3.6%	33	2.4%
No LSP	18	1.4%	36	2.5%	15	1.1%	49	3.4%	21	1.6%	32	2.2%
Pell Elig	23	2.1%	52	4.1%	34	3.1%	59	4.5%	42	4.3%	41	3.4%
Not Pell Elig	22	1.5%	35	2.2%	14	1.0%	55	3.3%	22	1.4%	24	1.5%
Total Students	2562		2845		2669		2975		2544		2835	
Total Withdrawals	46	1.8%	87	3.1%	48	1.8%	114	3.8%	64	2.5%	65	2.3%

Source: ENRL04027 (A-K)