



2018 COHORT STUDENT SUCCESS ACTION PLAN

Due: Friday June 7, 2019

Instructions

At the end of the discovery and planning period that defines the first year of participation in the Achieving the Dream (ATD) network, colleges develop and submit an Action Plan. The Action Plan provides an opportunity to translate your learning into an overarching vision and strategy for improving student and institutional outcomes. The Plan describes how your institution will seek to improve policies, processes, and systems; maximize impact through the college-wide scaling of strategies; and align and allocate resources to support implementation.

Colleges start the discovery and planning period in different places. Some colleges have been active in national reform efforts for many years, others received public or private funding to broaden or sustain their student success efforts, and some 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: Dyersburg State Community College

Name, title and email of the person(s) with primary responsibility for monitoring progress of the Action Plan: Dr. Karen Bowyer, President,
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Section 1: Where We Started (100 words)

Please describe briefly, in bullet-form, your efforts and progress implementing comprehensive, large-scale student success work prior to joining the 2018 ATD cohort.

- **Quality Enhancement Plan – Utilizing learning communities to pair co-requisites with their learning support counterparts**
- **EAB Navigate – Use as an advising tool and first student app**
- **TRIO and Student Support Services Grants – Capacity to assist 270 at-risk students**
- **Academic Success Center – Started in 2014 and currently operating at full capacity**
- **Title III Grant – Used funds to establish Master Advisor training and several high impact practices**
- **Implementation of the following software: College Scheduler, Degree Works, Degree Maps, and Faculty Feedback**
- **Faculty participation in Tennessee Board of Regents Completion Academies for professional development**

Please provide any additional information you would like us to know as we review this Action Plan, including any relevant contextual information regarding your institution, system, region or state (e.g. organizational changes, legislative changes, funding changes, etc.)

- **The Outcomes Formula was changed in 2010 and is now highly unpredictable and competitive**
- **DSCC increased its graduation rate from 8.3% in 2010 to 25% in 2018**
- **TN Reconnect Program – Has led to increase in adult learners with considerably different needs than traditional-age students**
- **Universities have been recruiting dual enrollment students in our area**

Section 2: How We Organized our Student Success Work (350 words)

Please describe the structure you put in place, or adapted, to complete your student success work during this first planning and discovery year with ATD.

A. What types of teams or other structures did you establish, or modify, and what were they charged to accomplish?

Core Team – Provides strategic direction to the overall ATD-related efforts. Using data and analytics from the Data Team, the Core team identifies, manages and implements student success initiatives that align with the ATD capacity areas.

Data Team – Focused on collecting, analyzing, and sharing data regarding student progression and success.

Communications Team - Implements and monitors the communications plan for all ATD-related efforts at the college including internal and external stakeholders.



- B. To what extent were faculty, staff, administrators, and students actively engaged in these teams?
- **There are faculty, staff, students, and administrators on each ATD team.**
- C. How was learning shared across teams/areas?
- **Each team took minutes in team meetings and emailed the minutes to all faculty and staff**
- D. What communication strategies and processes were used to share learning from the teams with the broader college community, including trustees?
- **DSCC administered the ICAT and held a Capacity Café**
 - **DSCC created an ATD landing page on its website where current information is posted and minutes are kept.**
 - **DSCC holds four campus-wide meetings during the fall (2) and spring (2) semesters where information and data is shared with all faculty and staff. In addition, faculty attend sessions where they analyze student learning outcomes for their courses/programs.**
 - **DSCC held an interactive Data Gallery Walk on April 18, 2019**
- E. 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?
- **As success rates for first-year courses were collected and shared, administrators decided to share this data (equity gaps in grades) with instructors on an annual basis. The intent behind this is to discuss the gaps with the instructor, compare the grades/gaps from year to year, and work with the instructor on exploring professional development opportunities, etc. that would assist the instructor in learning teaching strategies to help close the gaps.**

Section 3: What We Learned (500 words)

Please describe the qualitative and quantitative analyses you completed and what you learned about the student experience. (Please be specific and share disaggregated data in support of your findings.)

Quantitative Analysis:

We collected and disaggregated success rate data for all freshman enrolled in the following first-year courses: Introduction to Art, Fundamentals of Communication, English Composition I, Fundamentals of College Mathematics, Introduction to Statistics, Orientation (Our College success course), and Introduction to Psychology. We defined success rates as grades of A, B, or C. We disaggregated the data by race (white or African American), gender, age (over age 25 and under), and Pell eligibility status. The chart below displays the most consistent gaps are between Pell eligible and non-Pell eligible and white students and African American students.



Gaps in Success Rates for First Year Courses (All freshman) Fall 2018							
	Art 1035	Comm 2025	Eng 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%
N: Females 125, Males 69; Pell 123, Non-Pell 71; Age 24 and below 159, Adults 35; White 140, African American 52							

We collected data on fall-spring retention and fall-fall retention for first-time, full-time freshman and disaggregated it by race (white or African American), gender, age (over age 25 and under), Pell eligibility status and academic preparedness (Learning Support needs).

- The overall first-time, full-time freshman (fall 2017 to fall 2018) retention rate was 49% (n=524).
 - Females – 53% (n=328) ; **Males – 42% (n=196)**
 - **African American – 43% (n=143)**; White – 51% (n=370)
 - Students age 25 and up – 65% (n=26); Traditional age – 48% (n=498)
 - Pell-eligible students – 48% (n=380); Non Pell-eligible – 50% (n=144)
 - **Academically underprepared students – 47% (n=384)**; Academically prepared – 54% (n=140)

Data on first-time, full-time freshman that earned zero (0) college-level credit hours their first term was collected and disaggregated by race (white or underrepresented minority), gender, age (over age 25 and under), Pell eligibility status and academic preparedness (Learning Support needs).

- The rate for all first-time, full-time freshman **earning zero (0) college-level credit hours** in their first semester (fall 2018) was 14% (n=79)
 - **Students age 25 and up: 24%** (n=59) (compared to 13% traditional age (n=490))
 - **Pell-eligible students: 17%** (n=352) (compared to 10% non-Pell eligible (n=197))
 - **Academically underprepared students: 17%** (n=379) (compared to 9% academically prepared) (n=170))

We also collected data on these same groups that earned 0-6 college-level credit hours during their first term. We felt this was important because it demonstrates the number of students that withdraw or fail 50% of their enrolled college-level courses.

- All first-time, full-time freshman **earning 0-6 college-level credit hours** in fall 2018 is 39% (n=215)
 - **African American: 61%** (n=129) (compared to 32% white (n=409))
 - **Students age 25 and over: 63%** (n=59) (compared to 36% traditional age (n=490))



- **Pell-eligible students – 47%** (n=352)(compared to 26% non-Pell eligible (n=197))
- **Academically underprepared students – 49%** (n=379) (compared to academically prepared (n=170))

Qualitative Data Analysis:

We disaggregated the SENSE and CCSSE survey responses into race, gender, age, and learning support needs. The rationale behind this was to better identify gaps in key areas of the survey such as feeling welcomed, using academic services, etc. Some of the more interesting findings are below:

- **CCSSE**
 - **42% of African American students and 50% of female students** replied negatively to the question “Someone at DSCC contacts me if I am struggling with my studies”.
 - **56% of academically underprepared students** stated they had never used or used peer or other tutoring only one time.
- **SENSE**
 - **76% of academically underprepared students** stated they had never used or used face to face tutoring only one time.
 - **89% of male students** stated they had never or only participated once in supplemental instruction.

We held two student focus groups. The first was held at the Jimmy Naifeh Center on April 9, 2019. The second was held on April 23rd on the Dyersburg Main Campus. We brought in a facilitator from another community college to facilitate each group. The groups were asked questions about their experiences in applying, registering, and advising at DSCC. One item that was repeated several times is that departments need better communication within the college to avoid giving conflicting information to students. Other questions focused on their interaction with instructors and utilization of support services such as tutoring, the Academic Success Center, and Math labs. One important item that was mentioned was that not all faculty use the program eLearn and the majority of students expressed how much they liked the program and wished all faculty would utilize it for assignments, posting grades, etc.

There were discussions on obstacles that students encountered and overcame at both DSCC and in their personal lives in order to attend college. Lack of family support, health issues, working full-time, and transportation problems topped the list. The students were asked about their plans of continuing their education at DSCC either in the summer or following fall and what types of obstacles would prevent them from re-enrolling. The most common reasons given included child care issues and full-time jobs.



Please 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
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	We looked at first-time, full-time students earning 0 college-level credit hours in their first term as well as these students earning 0-6 college-level credits. Our rationale is that these students will affect retention and completion rates as they are likely not to return. We looked at credit hour progression because the State Funding Formula includes accumulating credit hours (12, 24, 36) as outcomes. We disaggregated this data by Pell eligibility, academically preparedness, and age because the State Funding Formula includes these three populations as focus populations. In addition, we disaggregated data by race and gender.
Success rates in high enrollment courses	Y	Y	We looked at seven first-year courses that were most common for all general education programs for all freshman (Introduction to Art, Fundamentals of Communication, English Composition I, Foundations of College Mathematics, Introduction to Statistics, Orientation, and Introduction to Psychology).
Meta-major/ Program of Study selection	N	N	EAB Navigate has a module on meta-majors that can be used in advising.
Student voice (Early Engagement metrics like SENSE, focus groups, etc.)	Y	Y	We disaggregated the SENSE survey responses into race, gender, age, and learning support needs. The rationale behind this was to better identify gaps in key areas of the survey such as feeling welcomed, using academic services, etc. We held a total of two student focus groups. One was held at the Dyersburg Campus and one was held at the Jimmy Naifeh Center. The purpose of these focus groups was to gather students' thoughts on outside factors that affect



			their lives; the registration and enrollment process; services such as advising and tutoring; classroom experiences; and future plans for re-enrollment.
Faculty and staff voice (focus groups or surveys)	Y	Y	Data Gallery Walk was held on April 18, 2019. Posters with data points were displayed as questions with multiple choice answers. All faculty and staff walked around, read the question, and marked the answer they felt was correct. The rationale behind this task was to prove that many times our perception does not equal reality. We then revealed the correct answers and broke out into small groups to discuss how to improve the numbers and close the gaps.
Institutional Capacity Assessment (ICAT); Capacity Café	Y	Y	We administered the ICAT and held the Capacity Café to collect and analyze faculty and staff opinions in order to identify capacity strengths and weaknesses.
Business process mapping	N	N	
Other			

Building on the areas of analysis you described in the above table, please address the following questions after question F. (300-500 words)

- A. What did you learn about why students are not completing key courses, returning in subsequent terms, persisting towards completion, and/or completing credentials at higher rates?

Part of our quantitative analysis concentrated on student progression – the number of students earning 0, 1-11 and 12+ credit hours was examined. The number of first-time, full-time freshman that earned zero (0) college-level credit hours had increased from 31% (fall 2017) to 39% in fall 2018. Students that were eligible for Pell experienced an increase of 15% in those earning zero (0) college-level credit hours in this timeframe. African American students had an increase of 14% and males had a 9% increase. The total population of Pell-eligible, African



American and male students did not fluctuate significantly enough to affect these computations. The increasing percentage of these student populations earning 0 college-level credit hours directly impacts retention and completion rates.

In addition to looking at success rates (grades A, B, C) in seven common first-year courses, we also looked at grades of D, F, FA (failure due to attendance) and W. Combining grades FA and W for these first seven common first-year courses (fall 2108) totals 15%. This percentage of students is not completing key courses because of failure to attend or from withdrawing.

- B. What equity gaps exist between different student groups? Have they have been increasing or decreasing over time? **We have concentrated on retention, success rates, and student progression. As far as retention percentages for full-time, first time freshman, the gap between female and male retention has steadily increased from a gap of 7% in fall 2015 to 11% in fall 2017. The analysis of success rate gaps for the first-year courses listed in Section 3 above for fall 2018 indicates our largest gap is with Pell grant students compared to students not ever eligible for Pell. The average gap for Pell students compared to non-Pell students for these courses is 16%. The percentage of male students that have earned 12 or more credit hours (including learning support) their first semester has decreased over the past two years by 5%, while the enrollment number of males has stayed the same.**
- C. What did you learn from mapping the current student experience? How does the current student experience compare to the “ideal” one for students at your institution? **The two student focus groups held on campus indicated that there appeared to be a lack of communication within the different departments at the College. Some students were told they were completely finished with registration only to receive an email a week later requesting more information, then yet another email a week after that requesting different information.**
- D. Have you identified policy, practice, process, and/or cultural barriers that impede student progress? If so, what are they? **No, actually our policy and procedures portion on the ICAT received the highest score of all the capacities.**
- E. What did you learn from the Institutional Capacity Assessment Tool about your strengths and areas that need to be strengthened?
- Strengths:**
- **Commitment by the President**
 - **Strong policies and procedures supporting student success (rated the highest of all capacities)**
- Areas for improvement:**
- **Faculty (including adjunct) and staff need more professional development opportunities in dealing with a diverse student population**
 - **Even though there is an abundance of data available, faculty and staff expressed they don’t know exactly what is available and if that data is used in decision-making.**
 - **There was a significant number of “I don’t Know” responses on the Equity Section. We need to reduce that number.**



- F. Are there additional data or information sources that you are still investigating and/or want to collect? If so, what is the plan to get these items?
- **The CCSSE Survey was administered during the months of March and April 2019. We will analyze the results when we receive them in fall 2019.**
 - **We are monitoring the success rates of TNeCampus courses and how they compare to the same courses taught as DSCC Online Courses.**

Section 4: Our Student Success Vision (50-100 words)

Please describe the overarching student success vision that describes the ideal student experience at your institution. To what extent were students involved in the creation/evolution of your vision? How have you communicated this vision?

- *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.*
- ***DSCC will provide a welcoming environment where faculty and staff are using high impact practices and wrap around services to address the diverse needs of our students, resulting in improved performance and closure of the achievement gaps.***



Section 5: Our 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 strategic **Priority Goals** that you will focus on over the next two years. Explain briefly 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.

Action Plan Strategic Priority Goals	Rationale: How our Priority Goals relate to our Student Success Vision and what we learned	Key Strategies, Interventions and Activities to accomplish Priority Goals (are these new or updates to current efforts?)	Institutional Strengths to leverage and/or Areas to Build Additional Capacity
<p>1. Close success-rate gaps (for all freshman) in seven first-year courses to address equity issues (particularly with Pell grant students).</p>	<p>The average success-rate gap between non-Pell eligible freshman and Pell eligible freshman for seven first-year courses in Fall 2018 was 16%. Our vision statement focuses on the improved performance of these students. The Pell-eligible group contains members of our other focus groups including males, African-Americans, adult learners, and students with learning support needs. Closing the gap for Pell-eligible students will also close the gap on these other groups.</p>	<p>Conduct focus groups of students to address unmet needs of African American males.</p> <p>Provide professional development for all faculty (including adjunct) teaching seven first-year courses and learning communities (LC).</p> <p>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>Increase use of grade notifications on eLearn so students know where they stand in terms of grades in each course.</p> <p>Through a relational advising grant, identify 80 mentees that will be helped by 16 mentors with an emphasis on Pell students.</p>	<p>Dean of Jimmy Naifeh Center trained in focus groups.</p> <p>Several existing faculty attended training on LCs in the past.</p> <p>Learning communities is the topic of our SACSCOC Quality Enhancement Plan (QEP). Several of the first-year courses are learning support co-requisites.</p> <p>eLearn software implemented but not used to fullest capacity.</p> <p>Relational Advising Grant to cover costs of coordinator and mentors.</p>

Action Plan Strategic Priority Goals	Rationale: How our Priority Goals relate to our Student Success Vision and what we learned	Utilizing Faculty Feedback, notify students by the end of the 3 rd week regarding progress. Key Strategies, Interventions and Activities to accomplish Priority Goals (are these new or updates to current efforts?)	Faculty Feedback is not being used to its fullest capacity. Institutional Strengths to leverage and/or Areas to Build Additional Capacity
<p>2. Improve freshman retention rates to address equity issues.</p>	<p>The enrollment numbers for first-time, full-time students that are male, African American, academically underprepared, and eligible for Pell are higher in fall 2018 compared to fall 2013. However, the retention rates for each group have dropped by an average of 2%.</p>	<p>Fully implement all aspects of EAB Navigate. The addition of an application that allows students to receive timely guidance and reminders on their cell phone will assist the student in his or her academic success.</p> <p>Convert all co-requisite learning support classes into learning communities.</p> <p>Convert 10 high enrollment eCampus courses to DSCC online courses.</p> <p>Populate the EAB database with information about the student's outside job, children, challenges, etc.</p>	<p>All master advisors have been trained on EAB.</p> <p>The main goal of the SACSCOC QEP is to improve retention by converting all co-requisite learning support classes into learning communities.</p> <p>History shows higher retention rates for the DSCC online courses.</p> <p>All master advisors have been trained on EAB.</p>



<p>2) Improve freshman retention rates to address equity issues. (continued)</p>		<p>Utilizing Faculty Feedback, notify students by the end of the 3rd week regarding progress.</p> <p>Increase use of grade notifications on eLearn so students know where they stand in terms of grades in each course.</p> <p>Through a relational advising grant, identify 80 mentees that will be helped by 16 mentors with an emphasis on Pell students.</p> <p>Faculty to attend Holistic Student Support (HSS) workshops and use HSS downloadable toolkit on the ATD website.</p> <p>Provide professional development for all faculty</p> <p>Offer Quality Matters workshops for faculty</p> <p>Enroll as many freshman Pell-eligible students as possible in the 270 openings available in Student Support Services.</p>	<p>Faculty Feedback is not being used to its fullest capacity.</p> <p>The eLearn software has been implemented but not being used to its fullest capacity.</p> <p>Relational Advising Grant to cover costs of coordinator and mentors.</p> <p>Toolkit is available on ATD website.</p> <p>DSCC commitment to professional development</p> <p>Currently have the TRIO grants.</p>
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Section 6: Our Detailed Action Plan

Please expand on each **Key Strategy, Intervention and Activity** outlined in Section 5 in the work plan template below.

Priority One: DSCC will close success-rate gaps in seven first-year courses (for all freshman) to address equity issues.

Key Strategies, Interventions and Activities	Deliverables and Timing	Organizational unit(s) responsible for design, implementation and evaluation	Scaling the Work (if not implementing at scale initially, what is the plan for scaling?)	Measurable indicators of progress with measurement dates (be specific)	Resources Needed (policy or procedural changes, staffing, technology, professional development)	Challenges (policy, logistics, staffing, organizational, etc.) to implementation and strategies to overcome them
1. Conduct focus groups of students to address unmet needs of African American male students.	Beginning fall 2019	Dean of Jimmy Naifeh Center; President; Vice President for the College	Scale initially	Gaps in success rates for Pell students that are also African American will close by 2% per year beginning fall 2020.	Students willing to participate; facilitator.	Finding enough students willing to participate.
2. Provide professional development for faculty (including adjunct) teaching seven first-year courses and learning community courses.	Beginning fall 2019	Assistant Vice President for the College; Dean of Arts & Sciences; Coordinators of English, Mathematics and Reading	50% of first-year faculty and LC faculty participated in professional development in year one. 100% by year two.	Gaps in success rates for Pell students (all freshman) for 7 first-year courses close by 2% per year beginning fall 2020. The % of first-time, full-time freshman earning 0 credit hours will be reduced from 16% to 11% from fall 2018 to fall 2019.	Professional development resources.	Time for faculty to participate. Funding to pay for training available through the Association of College & University Educators (ACUE).
3. Convert all co-requisite learning support classes into learning communities (LC).	By Spring 2020: 40%; Spring 2021: 60%; Spring 2022: 80%; Spring 2023: 100%	Assistant Vice President for the College; Dean of Arts & Sciences; Coordinators of English, Mathematics and Reading	By Spring 2020: 40%; Spring 2021: 60%; Spring 2022: 80%; Spring 2023: 100%	Number of co-reqs in LCs by time table	Adaptation and flexibility in scheduling LCs	Challenges include enrollment fluctuation; turnover in faculty teaching LC courses

Priority One: DSCC will close success-rate gaps in seven first-year courses (for all freshman) to address equity issues (continued)

Key Strategies, Interventions and Activities	Deliverables and Timing	Organizational unit(s) responsible for design, implementation and evaluation	Scaling the Work (if not implementing at scale initially, what is the plan for scaling?)	Measurable indicators of progress with measurement dates (be specific)	Resources Needed (policy or procedural changes, staffing, technology, professional development)	Challenges (policy, logistics, staffing, organizational, etc.) to implementation and strategies to overcome them
4. Increase use of grade notifications on eLearn so students know where they stand in terms of grades in each course.	Beginning August 2019	Vice President for the College; Deans of A&S, BT&AH, Nursing	Scale initially	Gaps in success rates will decrease by 2% per year for Pell eligible students compared to non-Pell eligible students (all freshman).	Time	Faculty follow-through; how to monitor
5. Through a relational advising grant, identify 80 mentees that will be helped by 16 mentors with an emphasis on Pell students.	Beginning August 2019	Academic Success Coach; Director of TRIO	Scale initially	Number of Pell students served; gaps in success rates will decrease by 2% per year for Pell eligible students compared to non-Pell eligible (all freshman).	Mentors; list of mentees	Finding enough mentors
6. Utilizing Faculty Feedback, notify students by the end of the 3 rd week regarding progress.	Beginning August 2019	Vice President for the College; Deans of A&S, BT&AH, Nursing	Scale initially	Gaps in success rates will decrease by 2% per year for Pell eligible students compared to non-Pell eligible (all freshman).	Faculty time	Faculty follow-through; how to monitor
7. Enroll as many freshman Pell-eligible students as possible in the 270 openings available in Student Support Services.	Beginning Summer 2019	Director of TRIO grants; Director of Financial Aid	Scale initially	Number of Pell-eligible students served; retention rate for all freshman will increase by 2% per year.	TRIO Grants	Getting students to utilize Student Support Services.

Priority 2: Improve freshman retention rates to address equity issues

Key Strategies, Interventions and Activities	Deliverables and Timing	Organizational unit(s) responsible for design, implementation and evaluation	Scaling the Work (if not implementing at scale initially, what is the plan for scaling?)	Measurable indicators of progress with measurement dates (be specific)	Resources Needed (policy or procedural changes, staffing, technology, professional development)	Challenges (policy, logistics, staffing, organizational, etc.) to implementation and strategies to overcome them
Fully implement all aspects of EAB Navigate. The addition of an application that allows students to receive timely guidance and reminders on their cell phone will assist the student in his or her academic success.	Beginning August 2019	Director of Admissions & Records; Vice President for Technology;	Scale initially	Number of students recorded in software that have been advised; Number of students downloading app; EAB “To – Do List” completions; yield of application to enrollment.	Time; training for new master advisors	Software program costs;
Convert 10 high enrollment eCampus courses to DSCC online courses using training from ACUE and Quality Matters.	Beginning January 2021; Ending December 2022	Dean of A&S; Dean of Bus, Tech, & Allied Health; Vice President for the College	Scale initially	Number of courses converted; retention rate for all freshman in each course will increase by 2% per year.	Time	Required time involved in converting courses and making web accessible. Incentives for faculty.
Populate the EAB database with information about the student’s outside job, children, challenges, etc.	Beginning Spring 2020	Master Advisors; VP for the College	Scale initially	Number of students completing the intake form; amount of data recorded in database.	Time and student’s feedback	Encouraging students to give feedback

Priority 2: Improve freshman retention rates to address equity issues (Continued)						
Key Strategies, Interventions and Activities	Deliverables and Timing	Organizational unit(s) responsible for design, implementation and evaluation	Scaling the Work (if not implementing at scale initially, what is the plan for scaling?)	Measurable indicators of progress with measurement dates (be specific)	Resources Needed (policy or procedural changes, staffing, technology, professional development)	Challenges (policy, logistics, staffing, organizational, etc.) to implementation and strategies to overcome them
Increase use of grade notifications on eLearn so students know where they stand in terms of grades in each course.	Beginning fall 2019	Dean of A&S; Dean of Bus, Tech & Allied Health; Dean of Nursing; Vice President for the College	Scale initially	Retention for all freshman will increase by 2% per year.	Faculty's time	Faculty follow-through; how to monitor
Utilizing Faculty Feedback, notify students by the end of the 3 rd week regarding progress.	Beginning fall 2019	Dean of A&S; Dean of Bus, Tech & Allied Health; Dean of Nursing; Vice President for the College	Scale initially	100% of all faculty using Faculty Feedback by Fall 2020; retention rate for all freshman will increase by 2% per year.	Faculty's time	Faculty follow-through; how to monitor
Through a relational advising grant, identify 80 mentees that will be helped by 16 mentors with an emphasis on Pell students.	Beginning fall 2019	Academic Success Coach; Director of TRIO	Scale initially	Number of Pell students served; retention rate for all freshman will increase by 2% per year.	Mentors	Finding enough mentors

Priority 2: Improve freshman retention rates to address equity issues (Continued)						
Key Strategies, Interventions and Activities	Deliverables and Timing	Organizational unit(s) responsible for design, implementation and evaluation	Scaling the Work (if not implementing at scale initially, what is the plan for scaling?)	Measurable indicators of progress with measurement dates (be specific)	Resources Needed (policy or procedural changes, staffing, technology, professional development)	Challenges (policy, logistics, staffing, organizational, etc.) to implementation and strategies to overcome them
Offer online classes through the Association of College and University Educators (ACUE) for all faculty for professional development.	Beginning August 2019; Ending December 2020	Dean of A&S; Dean of Bus, Tech & Allied Health; Dean of Nursing	Priority of faculty involvement: 1) LC faculty; 2) faculty teaching 7 common 1 st year courses; 3) faculty converting 10 high enrollment eCampus courses to DSCC online courses; 4) all other faculty.	Retention rate for all freshman will improve by 2% per year.	Funding for online Classes through ACUE; extra compensation for faculty attending	Faculty time to participate; cost of training; incentives for faculty
Hold Culturally Responsive Teaching Workshops for all faculty for professional development.	Beginning Fall 2019; Ending Spring 2021	Dean of A&S; Dean of Bus, Tech & Allied Health; Dean of Nursing; Faculty member trained as a trainer.	Priority of faculty involvement: 1) LC faculty; 2) faculty teaching 7 common 1 st year courses; 3) faculty converting 10 high enrollment eCampus courses to DSCC online courses; 4) all other faculty.	Number of faculty attending workshop; retention rates for all freshman will increase by 2% per year.	Funding and time	Faculty time to participate; cost of training; incentives for faculty

Priority 2: Improve freshman retention rates to address equity issues (Continued)						
Key Strategies, Interventions and Activities	Deliverables and Timing	Organizational unit(s) responsible for design, implementation and evaluation	Scaling the Work (if not implementing at scale initially, what is the plan for scaling?)	Measurable indicators of progress with measurement dates (be specific)	Resources Needed (policy or procedural changes, staffing, technology, professional development)	Challenges (policy, logistics, staffing, organizational, etc.) to implementation and strategies to overcome them
Send faculty to Evergreen Workshops as part of professional development.	Apply by January 2020; attend summer 2020 and possibly 2021	Dean of A&S; Dean of Bus, Tech & Allied Health; Dean of Nursing;	Priority of faculty involvement: 1) LC faculty; 2) faculty teaching 7 common 1 st year courses; 3) faculty converting 10 high enrollment eCampus courses to DSCC online courses; 4) all other faculty	Number of faculty attending workshop; retention rates for all freshman will increase by 2% per year.	Funding and time	Faculty time to participate; cost of training; incentives for faculty
Hold an Equity, Diversity and Inclusion workshop for adjunct faculty.	Beginning Fall 2019; Ending Spring 2021	Dean of A&S; Dean of Bus, Tech & Allied Health; Dean of Nursing; Faculty member trained as trainer	Priority of faculty involvement: 1) LC faculty; 2) faculty teaching 7 common 1 st year courses; 3) faculty converting 10 high enrollment eCampus courses to DSCC online courses; 4) all other faculty.	Number of faculty attending workshop; retention rates for all freshman will increase by 2% per year .	Funding and time	Faculty time to participate; cost of training; incentives for faculty

Priority 2: Improve freshman retention rates to address equity issues (Continued)						
Key Strategies, Interventions and Activities	Deliverables and Timing	Organizational unit(s) responsible for design, implementation and evaluation	Scaling the Work (if not implementing at scale initially, what is the plan for scaling?)	Measurable indicators of progress with measurement dates (be specific)	Resources Needed (policy or procedural changes, staffing, technology, professional development)	Challenges (policy, logistics, staffing, organizational, etc.) to implementation and strategies to overcome them
Offer Quality Matters workshops for faculty	Beginning January 2020; Ending December 2020	Dean of A&S; Dean of Bus, Tech & Allied Health; Dean of Nursing; Vice President for the College	Priority of faculty involvement: 1) LC faculty; 2) faculty teaching 7 common 1 st year courses; 3) faculty converting 10 high enrollment eCampus courses to DSCC online courses; 4) all other faculty.	Number of faculty attending workshop; retention rates for all freshman will increase by 2% per year.	Funding and time	Faculty time to participate; cost of training; incentives for faculty
Faculty to attend Holistic Student Support (HSS) workshops and use HSS downloadable toolkit on the ATD website.	Beginning Spring 2020	Dean of A&S; Dean of Bus, Tech & Allied Health; Dean of Nursing; Dean of Student Services; Vice President for the College	Priority of faculty involvement: 1) LC faculty; 2) faculty teaching 7 common 1 st year courses; 3) faculty converting 10 high enrollment eCampus courses to DSCC online courses; 4) all other faculty and various student services staff.	Number of faculty attending workshop; retention rate for all freshman will increase by 2% per year.	Funding and time; toolkit	Faculty time to participate; cost of training; incentives for faculty



Priority 2: Improve freshman retention rates to address equity issues (Continued)

<i>Key Strategies, Interventions and Activities</i>	<i>Deliverables and Timing</i>	<i>Organizational unit(s) responsible for design, implementation and evaluation</i>	<i>Scaling the Work (if not implementing at scale initially, what is the plan for scaling?)</i>	<i>Measurable indicators of progress with measurement dates (be specific)</i>	<i>Resources Needed (policy or procedural changes, staffing, technology, professional development)</i>	<i>Challenges (policy, logistics, staffing, organizational, etc.) to implementation and strategies to overcome them</i>
Enroll as many freshman Pell-eligible students as possible in the 270 openings available in Student Support Services.	Beginning Summer 2019	Director of TRIO grants; Director of Financial Aid	Scale initially	Number of Pell-eligible students served; retention rate for all freshman will increase by 2% per year.	TRIO Grants	Getting students to utilize Student Support Services



Section 7: Results Framework and Monitoring

Please describe the progression from your current baseline performance to intermediate progression targets and the end-target for each of the **Key Strategies, Interventions, and Activities**.

- Please remember to tie the goals 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).

<i>Key Strategy, Intervention or Activity</i>	<i>Measurable Indicator of Progress</i>	<i>Baseline Level (specify year)</i>	<i>End of 2019-20</i>	<i>End of 2020-21</i>	<i>End Target (may be further out than 2020-21)</i>
We will be utilizing professional development resources for faculty of seven first-year courses.	Number of faculty receiving professional development; the success-rate gap between Pell and non-Pell (all freshman) students will decrease by 2% per year.	Fall 2018 – average success-rate gap for Pell vs non-Pell (all freshman) for 7 first-year courses was 16%.	Spring 2020 – Average success-rate gap for Pell vs non-Pell (all freshman) for 7 first-year courses will be 14%.	Spring 2021 – Average success-rate gap for Pell vs non-Pell (all freshman) for 7 first-year courses will be 12%.	Spring 2021 – Average success-rate gap for Pell vs non-Pell (all freshman) for 7 first-year courses will be 10%.
Convert all co-requisite learning support courses into learning communities (LC).	Number of co-reqs that are LCs; retention for all freshman will increase by 2% per year.	Retention rate for all freshman for Fall 2016 was 50%	By the end of 2020, 40% of all co-reqs will be LCs. All freshman retention rate will be 54%.	By the end of 2021, 60% of all co-reqs will be LCs . All freshman retention rate will be 56%.	By the end of 2023, 100% of all co-reqs will be LCs. Fall 2023 – Fall 2024 retention rate will be 60% for all freshman.
Convert 10 high enrollment eCampus courses to DSCC online courses.	Number of eCampus courses converted; retention rate for all freshman will increase by 2% per year.	Fall 2017 – Fall 2018 eCampus Freshman retention is 44%.	All freshman retention rate will be 54%.	All freshman retention rate will be 56%.	Fall 2023 – Fall 2024 retention rate will be 60% for all freshman.

Key Strategy, Intervention or Activity	Measurable Indicator of Progress	Baseline Level (specify year)	End of 2019-20	End of 2020-21	End Target (may be further out than 2020-21)
Increase use of grade notifications on eLearn to students know where they stand in terms of grades in each course.	The success-rate gap between Pell and non-Pell (all freshman) students will decrease by 2% per year; retention rate for all freshman will increase 2% per year.	Fall 2018 – average gap between Pell and non-Pell is 16% (all freshman); Fall 2016 retention rate for all freshman is 50%.	Average gap between Pell and non-Pell (all freshman) will be 14%; retention rate for all freshman will be 54%.	Average gap between Pell and non-Pell (all freshman) will be 12%; retention rate for all freshman will be 56%.	Average gap between Pell and non-Pell (all freshman) will be 10; retention rate for all freshman will be 60%.
Through a relational advising grant, identify 80 mentees that will be helped by 16 mentors with an emphasis on Pell students.	The success-rate gap between Pell and non-Pell (all freshman) students will decrease by 2% per year; retention rate for all freshman will increase 2% per year.	Fall 2018 – average gap between Pell and non-Pell (all freshman) is 16%; Fall 2016 retention rate for all freshman is 50%.	Average gap between Pell and non-Pell (all freshman) will be 14%; retention rate for all freshman will be 54%.	Average gap between Pell and non-Pell (all freshman) will be 12%; retention rate for all freshman will be 56%.	Average gap between Pell and non-Pell (all freshman) will be 10%; retention rate for all freshman will be 60%.
Utilizing Faculty Feedback, notify students by the end of the 3 rd week regarding progress.	The success-rate gap between Pell and non-Pell (all freshman) students will decrease by 2% per year; retention rate for all freshman will increase 2% per year.	Fall 2018 – average success-rate gap between Pell and non-Pell (all freshman) is 16%; Fall 2016 retention rate for all freshman is 50%.	Average success-rate gap between Pell and non-Pell (all freshman) will be 14%; retention rate for all freshman will be 54%.	Average success-rate gap between Pell and non-Pell (all freshman) will be 12%; retention rate for all freshman will be 56%.	Average success-rate gap between Pell and non-Pell (all freshman) will be 10%; retention rate for all freshman will be 60%.

Key Strategy, Intervention or Activity	Measurable Indicator of Progress	Baseline Level (specify year)	End of 2019-20	End of 2020-21	End Target (may be further out than 2020-21)
Provide professional development for learning community instructors.	Number of faculty receiving professional development; the success-rate gap between Pell and non-Pell (all freshman) students will decrease by 2% per year; retention rate for all freshman will increase by 2% per year.	Fall 2018 – average success-rate gap between Pell and non-Pell (all freshman) is 16%; Fall 2016 retention rate for all freshman is 50%.	Average success-rate gap between Pell and non-Pell (all freshman) will be 14%; retention rate for all freshman will be 54%.	Average success-rate gap between Pell and non-Pell (all freshman) will be 12%; retention rate for all freshman will be 56%.	Average success-rate gap between Pell and non-Pell (all freshman) will be 10%; retention rate for all freshman will be 60%.
<p>Fully implement all aspects of EAB Navigate.</p> <p>Populate EAB database with data such as how many hours/week the student works; how many children the student must care for; what services the student might need.</p>	<p>Yield of application to enrollment; % of eligible fall students advised for following spring.</p> <p>Number of students who respond to the question on the EAB Intake Form: Are you interested in receiving additional information about childcare, housing and/or food.</p>	<p>Number of students attending in-person orientation compared to number of first-time freshman who applied in summer 2019; Fall 2016 retention rate for all freshman is 50%.</p> <p>Feature is not currently being used.</p>	Retention rate for all freshman will be 54%.	Retention rate for all freshman will be 56%.	Retention rate for all freshman will be 60%.

Key Strategy, Intervention or Activity	Measurable Indicator of Progress	Baseline Level (specify year)	End of 2019-20	End of 2020-21	End Target (may be further out than 2020-21)
Provide culturally responsive training for all faculty as professional development.	Number of faculty receiving professional development; the success-rate gap between Pell and non-Pell students (all freshman) will decrease by 2% per year; retention rate for all freshman will increase by 2% per year.	Fall 2018 – average success-rate gap between Pell and non-Pell (all freshman) is 16%; Fall 2016 retention rate for all freshman is 50%.	Average success-rate gap between Pell and non-Pell (all freshman) will be 14%; retention rate for all freshman will be 54%.	Average success-rate gap between Pell and non-Pell (all freshman) will be 12%; retention rate for all freshman will be 56%.	Average success-rate gap between Pell and non-Pell (all freshman) will be 10%; retention rate for all freshman will be 60%.
Offer Quality Matters workshops for faculty.	Number of faculty receiving professional development; the success-rate gap between Pell and non-Pell students (all freshman) will decrease by 2% per year; retention rate for all freshman will increase by 2% per year.	Fall 2018 – average success-rate gap between Pell and non-Pell (all freshman) is 16%; Fall 2016 retention rate for all freshman is 50%.	Average success-rate gap between Pell and non-Pell (all freshman) will be 14%; retention rate for all freshman will be 54%.	Average success-rate gap between Pell and non-Pell (all freshman) will be 12%; retention rate for all freshman will be 56%.	Average success-rate gap between Pell and non-Pell (all freshman) will be 10%; retention rate for all freshman will be 60%.
Faculty to attend Holistic Student Support (HSS) workshops and use HSS downloadable toolkit on the ATD website.	Number of faculty receiving professional development; the success-rate gap between Pell and non-Pell (all freshman) students will decrease by 2% per year; retention rate for all freshman will increase by 2% per year.	Fall 2018 – average success-rate gap between Pell and non-Pell (all freshman) is 16%; Fall 2016 retention rate for all freshman is 50%.	Average success-rate gap between Pell and non-Pell (all freshman) will be 14%; retention rate for all freshman will be 54%.	Average success-rate gap between Pell and non-Pell (all freshman) will be 12%; retention rate for all freshman will be 56%.	Average success-rate gap between Pell and non-Pell (all freshman) will be 10%; retention rate for all freshman will be 60%.
Enroll as many Pell-eligible freshman as possible in the 270 openings available in Student Support Services.	Number of Pell-eligible students served by Student Support Services; retention rate for all freshman will increase by 2% per year.	Fall 2018 – average success-rate gap between Pell and non-Pell (all freshman) is 16%; Fall 2016	Average success-rate gap between Pell and non-Pell (all freshman) will be 14%; retention rate for	Average success-rate gap between Pell and non-Pell (all freshman) will be 12%; retention rate for	Average success-rate gap between Pell and non-Pell (all freshman) will be 10%; retention rate for all freshman will be 60%.



		retention rate for all freshman is 50%.	all freshman will be 54%.	all freshman will be 56%.	
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Section 8: How we will approach Sustainability and Continuous Improvement (200 words)

Please describe how you will know if your strategic priorities are helping you achieve your student success vision, and what you will do to sustain it and/or modify your priorities and actions, if necessary, to achieve your goals. Please touch on topics such as

- A. Communication plan for sharing progress, celebrating successes, and learning with your college-community
DSCC will celebrate successes regularly. Outstanding achievements will be noted at college-wide Updates and Conferences throughout the year. At least once a year, special lunches may be held to celebrate college-wide gains.

The communication plan includes the following strategies:

- Messages from the President (email, social media posts, college events such as spring/fall update/conferences, etc.)
- Hold small, informal events/gatherings celebrating successes
- Social media when appropriate to communicate key milestones
- Printed posters/banners displaying key data points/successes placed strategically around each DSCC location (including faculty/staff suites/
- ATD Team provide updates (email, and face-to-face at events such as spring/fall update/conferences, etc.)
- Face-to-face updates from the college community (college-wide forums, focus groups, faculty and staff updates/conferences, faculty workshops)
- Newsletter distributed electronically and printed
- Updates posted in a special section of MyDSCC
- Update the ATD landing page on the DSCC website and the ATD section in MyDSCC
- Display and distribute printed materials as appropriate
- Surveys and focus groups
- Employees provide feedback through comments or questions
- Incorporate data and success stories into the College’s marketing and recruitment plans (messaging, visuals, graphics, ads)
- Share data outcomes with internal and external stakeholders as we implement our action plan

- B. Evaluation process for identifying opportunities for change, modification, and ongoing improvement



We will continue to monitor success-rate gaps in the seven common first-year courses, the gaps in retention rates, and student progression to determine if the implementation of our strategic priorities help close these gaps. We will also continue to perform qualitative analysis such as the SENSE and CCSSE surveys and disaggregate those results to look for improvement. We will consider having faculty and staff take the ICAT again to monitor any changes in responses. Lastly, because learning communities are the basis of our SACSCOC Quality Enhancement Plan (QEP), we will continue to monitor and report on their progress.

C. Alignment of all your student success and equity work

The three ATD groups – Core, Data and Communication will continue to meet and report on all progress. The Data Team will continue to pull and disaggregate data and share those findings with the other teams. The Core Team will continue to promote our strategic priorities and make any changes needed based upon the findings of the Data Team. The Communications Team will continue to inform and share information with all internal and external stakeholders. The ATD website will be updated accordingly and all materials will be made available for viewing. The Dean of the seven first-year courses will meet with each instructor annually to review any equity gaps and discuss professional development resources that might be needed.

DSCC has aligned student success work with the SACSCOC QEP with this action plan. The Title III proposal, which will be submitted for the Strengthening Institution category will address the student success and equity work which is described in the ATD Action Plan.

D. Connection to professional development resources and peer learning opportunities that your coaches and/or Achieving the Dream can provide to support your work

DSCC was awarded the 2018-2019 Student Engagement, Retention, and Success Grant; the project was entitled, The First Year Experience Program. With this grant, a Redesign Team was formed to create multicultural inclusive training materials and classroom resources for the ORN 1010 instructors. These training materials can be used for larger groups, like all adjunct instructors, staff, or full-time faculty. In addition, the grant allowed for co-curricular activities to be created for our Learning Communities. Some of the co-curricular activities can be offered to future Learning Communities for little to no cost.

At the recommendation of our ATD coaches, four faculty will attend the ATD Teaching and Learning Conference in Minneapolis in the summer of 2019 but the conference reached capacity before the DSCC faculty could register. They hope to attend next year. Two staff members (Director of Admissions & Records and ADA Counselor) will attend the Holistic Student Support Conference on October 1 – 4, 2019, which will assist us in planning wrap around services for students. Our coaches also recommended Mr. James Gray, Mathematics instructor from the Community College of Aurora, who provided professional development to faculty and staff in January 2019. This professional development workshop addressed culturally responsive teaching and advising. A nursing faculty member attended the Train the Trainer session at the Community College of Baltimore County in March 2019 to be prepared to serve as a trainer for Culturally Responsive Teaching workshops at DSCC for all faculty.



SUBMITTING YOUR ACTION PLAN

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

- Submit the Action Plan no later than **June 7, 2019** 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 before the start of Academic Year 2019-20 to guide your work.
- If you have any questions about completing or submitting your Action Plan, please contact Ryan Knight, Associate Director of Network Recruitment & Retention at Achieving the Dream, at rknight@achievingthedream.org or 240.450.3845.

Thank you!