



Achieving the Dream™

2016 Annual Reflection & Leader College Application

Due June 1, 2016

Instructions

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

Annual Reflection

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

Leader College Application (if applicable)

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

Coach Satisfaction Feedback

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

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

Interventions Showcase

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

Submission

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

Questions

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

2016 Annual Reflection Worksheet

Contributors

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

- Dr. Stephen Calatrello, Interim Vice-President for Academic Affairs
- Dr. Debi Hendershot, Dean – Institutional Effectiveness, Research, and Grants
- Ms. Janet Kincherlow-Martin, Executive Assistant to President for Public Information, Community Relations, and Special Events
- Mr. Rodney Alford, Interim Dean – Mathematics & Natural Science
- Dr. Donna Estill, Dean – Fine Arts, Humanities, & Social Science
- Mr. Brian Gann, Director of Retention, Recruitment, & Student Success
- Ms. LaTosha Baldwin, Senior Advisor/recruiter
- Ms. Heather Congo, English Instructor
- Ms. Valerie Cox, Department Chair- Developmental Math
- Ms. Linda Graves, Programmer Analyst
- Mr. Chuck Holbrook, Mathematics Instructor
- Dr. Thalia Love, Department Chair – Developmental English/Reading
- Ms. Jennie Walts, Assistant to the Vice-President for Academic Affairs

Student Success Vision

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

Suggested word count: 300-500 words

Calhoun Community College's vision statement is simple but powerful - "Success for Every Student." Those few words unite the college community and provide a clear reminder of why the college exists and the ideal that we seek to achieve. In this vision, Calhoun Community College desires to increase the percentage of students who successfully leave developmental education coursework and enter credit bearing classes; the number and percentage of students completing credit-bearing coursework with a C or better; the number and percentage of students retained from semester to semester or year to year; the number and percentage of students earning a degree or certificate; and the number and percentage of students transferring into four-year universities. As the college moves forward in its vision for student success, we have also begun to examine the achievement gaps among students in each of these areas. With equity as a major focus of the College's ATD team in the second year of implementation, efforts will be underway to close achievement gaps among student groups in each of these overarching goals.

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

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

Suggested word count: 300-500 words

Calhoun has identified three change priorities for student success – **A**cademic advising, **T**eaching and learning, and **D**evelopmental education. Each **ATD** priority led by a team of employees working to implement strategies, initiatives, and programs that improve student success rates.

The academic advising team has made major changes to the college's registration and advising process, reevaluating and working to improve all aspects of the student life cycle outside the classroom from application to graduation. The heart of this effort has been moving to an assigned advising model for first time freshmen, with the goal of ensuring that the students make a connection on campus that can be a resource for advising questions and other concerns if needed. This work has also included considerable expansion in the gathering and use of data, with a new suite of reports and dashboards developed to help advisors follow and track their students through their college processes. Career services has also been greatly expanded, highlighted by the implementation of resume and job placement software to help students near graduation connect with local employers and successfully move into the workforce.

The teaching and learning work has been led by the Excellence in Learning Task Force, a team of faculty appointed by the President to examine best practices and improvements in the interactions between faculty and students. This team has been pursuing a number of opportunities in its first year of operation, including partnering with the distance education department to improve online course offerings and the quality of information provided to students in the Blackboard learning management system regardless of course delivery type; improving training and communication for adjunct faculty; developing a resource of best practices in learning strategies; and working to advance the college's efforts on equity.

The developmental education team has been heavily involved in course redesign and new delivery methods for developmental coursework with the goal of moving more students into credit-bearing courses at a faster rate while also ensuring their preparedness. This work has also been aligned with a state-wide effort at developmental education redesign. The developmental education team has also partnered closely with the advising team and the college adult education department to develop Summer FastTrack, a free six-week intensive workshop in math, English, and/or reading depending on student needs along with providing the college's one-credit Freshman Seminar course at no cost to the student. In the first year of offering, 98 students successfully completed the program, saving an average of seven credit hours of classes by improving their placement and earning their ORI credit. Subsequently, 89 of those students enrolled in Fall 2015 classes at Calhoun. The team has also developed a cohort program for students in the fall and spring semesters who test into the lowest level of developmental coursework but need a full time course schedule. In the first offering in Fall 2015, 39 students enrolled in the cohort, and 33% earned 12 hours or more, while 64% earned 9 hours or more; among the general population of students in two or more developmental education classes, only 2% earned 12 hours or more and 6% earned 9 or more. Average GPA was 2.13 for the cohort students compared to 1.74 for students in the general population taking two or more developmental education classes. Because of very low

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

Data source(s)

Select all that apply:

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

Suggested word count: 300-500 words

In addition to the above, internal reports are used to track the success of FastTrack students under our developmental initiatives. Grade distribution and retention reports are used to track

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



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Progress Update

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

Leadership & Vision

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

Is this area part of your strategic plan? Yes No

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



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Progress



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Suggested maximum word count: 300 words

The College's team has remained dedicated to supporting its ATD implementation plan during the 2015-2016 academic year. While the Annual Reflection offers updates on our three interventions: Advising, Teaching and learning, and Developmental education, additional initiatives/investments highlighted demonstrate the leadership's commitment and vision to the College advancing its mission: "Success for Every Student."

1. To promote awareness, we **reinvented/rebranded our fall in-service** around an ATD theme: wrist bands and tee-shirts with our ATD logo were given to every employee; banners featuring students, faculty, and staff were developed and placed in strategic locations on both campuses. The message was clear and precise: Calhoun is here to help its students succeed.
2. In the fall, the leadership team noticed that while the college had labs that served English and math students, other disciplines (and students) were under-served. Small "pocket-labs" were strewn across the college, but no single resource existed for ALL students to seek assistance. An ad hoc team took a day trip to a sister institution to benchmark its Student Success Center, a facility that coordinated one-on-one and small group tutoring across the instructional spectrum. Late in the fall we began a \$250,000 renovation of our student center on the Decatur campus, creating a 5,700 sq. ft. one-stop **Student Success Center**; construction is underway, and our search for a Student Success Center Director is nearing its end. Plans for a similar Student Success Center on the Huntsville campus are forthcoming.
3. Another noteworthy initiative involved our distance learning program. Data revealed success rates in online courses lagged behind their traditional face-to face counterparts between 5% and 28%, we knew intervention was necessary. While the previous administration promoted online course development to woo students, it had no systemic review/evaluation process. Leadership decided to invest in having **our online courses reviewed and earn certification by Quality Matters**. Ultimately, 203 courses will earn QM certification; the enterprise involved 140 faculty and cost the College \$225,000.
4. At our coach's suggestion, Calhoun descended upon the **Dream Conference in Atlanta** in full force. In all, a cross section of fifty faculty, staff, and administrators attended and participated in numerous sessions. Our ATD circle widened as more people's eyes were opened to the importance of our journey.
5. When our new president, Dr. Jim Klauber, arrived at Calhoun, he began holding college-wide assemblies every other month. Regular updates are provided to all college employees at these assemblies. This initiative communicates to all stakeholders our vision for student success. The Achieving the Dream team regularly provides updates on our progress at these assemblies.
6. **Merging of Core and Data Teams** to improve communication between the two groups.

The college is in the process of creating a 3 – 5-year strategic plan. We are working with a strategic



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Challenges

Suggested maximum word count: 300 words

At our coach's suggestion, we administered the Personal Assessment of the College Environment (PACE) survey in February 2016. While results indicated a "moderately healthy campus climate," it identified areas of improvement, including the extent to which information is shared in the institution and the extent to which open and ethical communication is practiced. These are formidable challenges at any organization/institution, but we must **improve our communication**.

The scope and pace of the Quality Matters initiative with online courses were often frustrating for faculty, but we are better for it. And one unexpected side effect of this project is that faculty appear more engaged, collegial, and collaborative with one another as the process generated needed, overdue pedagogical dialogues regarding the need to **revisit our Student Learning Outcomes**.

After we had returned from holiday break, we recognized that while our intervention strategies were being implemented, amid the inertia of everyday campus life and business, we had lost sight of a critical, central tenet of ATD: the equity piece, and we began participating in webinars with M2C3, Minority Male Community College Collaborative.

While we were at the Dream conference, we made a point to meet with M2C3, Minority Male Community College Collaborative. We had participated in several of their webinars and wanted to discuss the possibility of partnering with them to help us devise strategies for engaging and retaining ALL our students, but specifically this demographic.

In April, we invited M2C3 to our College and **began the courageous conversation of race, equity, and achievement**. We saw the potential to broaden the conversation and invited local educators from area K-12 school systems, local two and four-year post-secondary institutions, and community groups such as a 100 Black Men of America Greater Huntsville Chapter. We organized a student focus group to learn more from our students about their experiences at Calhoun, their daily lives, and how

Goals for 2016-2017 Academic Year [Optional]

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

Suggested word count: 150-300 words



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- Develop internal QM review process that will enable us to sustain quality of online course inventory. **Identify and train 18-20 faculty to become QM reviewers.** Trained subject matter experts will work with Distance Learning department to review and refine our distance learning course offerings so that we are confident our students receive a quality online educational experience.
- Implement an Assessment themed Professional Development Day
- Continue partnership with M2C3, participating in its assessments and subsequent

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

Promising Practice

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

Yes No

[IF YES] Please describe the promising practice:

Faculty Read: In January, our Office of Academic Affairs invited faculty to participate in a group read; the book selected was Ken Bain's *What the Best College Teachers Do*. More than fifty faculty across the instructional areas, including part-time and full-time, participated with groups meeting for seven Fridays at both our Alabama Center for the Arts Building and on the Huntsville Campus to discuss and share ideas regarding teaching and learning.

Quality Matters: Over the past 4 months, every distance learning course offered at Calhoun has undergone a review by Quality Matters. At the end of the review, the college anticipates that 196 courses will be QM certified. This will be an ongoing initiative. The college will begin training approximately 10 – 12 faculty members to be QM reviewers and we are working on creating a regional engagement with several other colleges in Alabama.

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

Data & Technology

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

Is this area part of your strategic plan? Yes No

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

Progress

Suggested maximum word count: 300 words

Calhoun Community College used several strategies to track student success:

- Office 365 – implemented in December 2015.
- Starfish early alert software – implemented in Dev Ed classes Fall 2015.

Challenges

Suggested maximum word count: 300 words

- Confusion about ATD Cohort composition and mistrust of data provided by ATD.
- ATD changed the data collection process resulting in Calhoun's lack of historic demographic data and ability to upload it to the National Student Clearinghouse.
- Disagreement about how to measure success of core indicators/effectiveness of initiatives.
- Staff and faculty not accepting unfavorable data.
- Staff and faculty not used to analyzing data.

Goals for 2016-2017 Academic Year [Optional]

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

Suggested word count: 150-300 words

- Adopt an ATD dictionary and share with the entire institution.
- Continue to track ATD cohort over 6 years.
- Implement academic program dashboards.
- Agree on how to measure effectiveness of student success initiatives.
- Use data from M2C3 to help guide our strategies for improvement

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

- Return to original data collection procedures and sharing of data results compared to peer colleges.



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Promising Practice

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

Yes No

[IF YES] Please describe the promising practice:

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

Equity

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

Is this area part of your strategic plan? Yes No

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



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Progress

Suggested maximum word count: 300 words

In Spring of 2014, we conducted an assessment to identify gaps in equity. We found low percentages of our students were completing developmental courses within a two-year time frame. Current efforts to address this population were made in establishing a Math and English Bridge component through our Adult Education department.

In Fall 2015, the math department began piloting an online software called ALEKS to help assist students in their developmental studies.

The English department reorganized the developmental Basic Writing I class, forming an integrated English and Reading course. The FastTrack cohort for fall and spring are also addressing the achievement gap.

For the 2015-2016 the ATD group partnered with the Minority Male Community College consortium to identify ways to engage African-American males and increase retention and graduation amongst this group. The sponsors of this group were brought to the campus for faculty and staff professional development.

The President has initiated the development of a Student Success Center to house our early alert intervention system to help with retention.

Our Early Alert System Starfish has been implemented and is being used by our staff that targets the developmental classes.

The graduation rate for the African American population in Fall of 2012 was 6%.

The Advising Center made contact with more than 600 African American Males in Spring of 2016 to let them know that resources are available to them if needed. African-American males whose GPA was below a 2.0 were given an advising hold. Each was contacted via phone to discuss registration



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Challenges

Suggested maximum word count: 300 words

One of the major challenges we are facing in addressing the African-American male population is faculty buy in.

We are in the process of identifying professional development for staff concerning the areas of need.

The Early Alert system has been implemented; however, additional training is needed on the

Goals for 2016-2017 Academic Year [Optional]

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

Suggested word count: 150-300 words

Continue with FastTrack and Bridge programs to assist students who test into developmental classes.

The Math Department is going to implement the ALEKS Software in all developmental classes

The English Department will

Increase partnership with M2C3 consortium and develop interventions amongst African-American Male

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

Promising Practice

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

Yes No

[IF YES] Please describe the promising practice:

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

Teaching & Learning

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

Is this area part of your strategic plan? Yes No

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

Progress

Suggested maximum word count: 300 words

Over the past year, Calhoun Community College has undertaken numerous initiatives that fall under the umbrella of Achieving the Dream. Included in this list are FastTrack Academy, designed as a summer program for graduated seniors who plan to attend Calhoun during the fall term, Quality Matters certification for distance learning courses, partnership with Minority Male Community College Collaborative (M2C3), planning and creation of a Student Success Center, creation and implementation of an Honors Program, continued use and development of Starfish, and updating and creating measurable Student Learning Outcomes (SLOs). In addition, the Excellence in Learning Taskforce has provided professional development scholarships to deserving faculty, implemented a Blackboard shell containing Best Practices in Teaching and additional resources for both adjunct and full-time faculty. Another important policy that is being implemented is the requirement of faculty to use Blackboard's gradebook so that students can be aware of their academic standing in a given course at any time during the term.

Our College has worked hard in many areas to bolster student success. The FastTrack Academy pilot program provided 104 students with remediation in English, reading, and math and had a 94% success rate. Our collaboration with M2C3 has included a number of informative webinars, a visit to the school by Drs. Frank Harris and J. Luke Wood to present to the faculty and staff. We begin the M2C3 assessment process this coming summer. The school undertook the monumental task of reviewing many of our distance learning courses and submitting them for Quality Matters



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Challenges

Suggested maximum word count: 300 words

While there have been many challenges over the course of the past year, the Quality Matters process has been one of the most challenging. The size of the undertaking presented many logistical challenges. Additionally, many faculty resisted the effort at first. Slowly, the process has become more refined and allowed for a smoother workflow.

Another area of challenge has been the incorporation of the equity component that ATD stresses. We did not address equity in great detail in our Implementation Plan, but the College has taken steps to rectify that oversight. Our collaboration with M2C3 will provide guidance, insight, and direction, but the College must still contend with a lack of institutional buy-in at the faculty and staff level. Many faculty have questioned why the school has decided to focus on this statistically small population when there are many students in other populations that are struggling as well. The challenge will be to show faculty that the implemented practices for this population will be scalable to all students at large.

Finally, the Student Learning Outcomes committee will be faced with the challenge of providing professional development to all faculty concerning SLOs and then using the skills learned to craft

Goals for 2016-2017 Academic Year [Optional]

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

Suggested word count: 150-300 words

Goals for the 2016 – 2017 Academic Year include establishing an institutional Master Teacher program and/or providing funding to send select faculty to the Alabama Master Teacher program. In addition, continued development of best practices and professional development for faculty and staff are a key goal for the coming school year

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



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Promising Practice

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

Yes No

[IF YES] Please describe the promising practice:

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

Engagement & Communication

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

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

Progress

Suggested maximum word count: 300 words

During the 2015-16 academic year, Calhoun implemented a number of communication strategies aimed at increasing participation and engagement both internally and externally in our ATD efforts. These strategies kicked-off last August during our annual In-service program when every Calhoun employee wore a special ATD t-shirt, which featured the College's own ATD logo developed by our graphic designer and included Calhoun's three ATD focus areas of Advising, Teaching & Learning, and Developmental Education. A group photo was taken during In-service and was posted on the college website so that all visiting the site could see our level of commitment. We have also used the photo in other College publications and our President and Vice-President have large canvas prints of the photo displayed in their offices. We also produced silicon bracelets with the message "Achieving the Dream: Community Colleges Count." These bracelets have been distributed throughout the year to students, faculty and staff, and externally at various events in which the college was represented.

We also produced and displayed banners at both campuses featuring pictures of Calhoun students and staff and a quote from each on how they define success. Images of these banners have also been included each week in the College's weekly e-newsletter, which goes out college-wide and is posted to the Calhoun website, again for internal and external stakeholders to view. Additionally, we have frequently included ATD data points and other information in the newsletter as a means of keeping everyone abreast of our accomplishments and work.

Another strategy we incorporated over the last year was encouraging our faculty and staff to include our local ATD logo in the signature block in their emails. Finally, Calhoun was fortunate to have 50 representatives from the College in attendance at the ATD Dream Conference this year in Atlanta. We

Challenges

Suggested maximum word count: 300 words

Among the challenges we face moving forward in our Achieving the Dream initiatives is finding ways to continue keeping our stakeholders (both internally and externally) excited and truly engaged in what we are doing. We must continue to show examples of our work, but just as important, to also keep everyone informed of our accomplishments and any gains we are making in the area of student success, particularly within our underrepresented and at-risk student populations. We must also seek ways to get those faculty and staff who are either not engaged at all or who are "on the fence" more engaged and to realize that our efforts must permeate the entire college family if we are to truly be successful.

We will also be challenged in making sure our students, faculty, staff and our external stakeholders realize that our efforts in increasing student success and our work through Achieving the Dream is not a "one and done" initiative but a change in culture which will require the buy-in, support and



Goals for 2016-2017 Academic Year [Optional]

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

Suggested word count: 150-300 words

One of our major initiatives for the 2016-2017 academic year will be our work with M2C3 (Minority Male Community College Collaborative) and how this partnership will support our existing and planned ATD goals.

We officially kicked-off this partnership on April 22nd of this year with a college-wide employee meeting. We also invited representatives from several community organizations involved with mentoring men of color as well representatives from our sister two-year and four-year colleges and universities in the area. We were fortunate to have a number of our invited guests in attendance.

Our plan moving forward with this initiative is to plan activities and programs throughout the coming year associated with M2C3. In order to keep both our internal and external stakeholders interested and involved in this initiative, we will maintain regular communication with these groups.

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

Achieving the Dream can assist us in our communications efforts by continuing to provide information on best practices from other ATD colleges.

Promising Practice

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

- Yes No

[IF YES] Please describe the promising practice:

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



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Strategy & Planning

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

Is this area part of your strategic plan? Yes No

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

Progress

Suggested maximum word count: 300 words

Since joining ATD, along with undergoing a presidential change in 2015, Calhoun Community College has improved its focus on data-driven planning and outcomes. This has been a broad and at times complex effort across the college as many divisions are working to increase capacity in the collection, use, and implementation of data. This has included a series of enrollment management and retention reports developed in the student services division for use by admissions, recruiting, academic advising, career services, and financial aid. Retention reports have also been developed for use by academic deans, department chairs, and faculty to identify students by major and concentration and assist faculty in understanding who in their department has not registered for the upcoming semester or applied for graduation. The faculty member can then foster a conversation with the students to encourage retention or refer students to an appropriate service if help is needed.

Considerable effort is also being placed into revising and reforming student learning outcomes, particularly in the general education area. (Someone more closely involved with this may need to add some information here.)

A third area of focus this year has been the evaluation of the quality of online courses at the college. The distance education department partnered with the Excellence in Learning task force to conduct a broad assessment of online courses for quality instruction. The group utilized Quality Matters, an outside consultant who provides course review, to assess all online courses at Calhoun for consistency, quality, and student learning.



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Challenges

Suggested maximum word count: 300 words

The college continues to work its way through the challenge of taking the wide array and countless number of points of data that are available and synthesizing them into usable reports and queries that can effect change. While much has been accomplished in this area, much remains to be done.

Calhoun also continues to work to improve the openness of some areas of the college to reviewing and understanding data and using it to make continuous improvements. While some areas are open and actively seek information in order to implement planning and strategy, some resistance remains.

A final challenge that will be addressed in the upcoming year will be the development of a comprehensive strategic plan that reflects much of the work in planning and strategy that has occurred over the last 18 to 24 months. The college's last comprehensive strategic plan ended in 2015, which also coincided with Dr. Klauber's arrival as President. Rather than rush a new plan to production, Dr. Klauber and the Institutional Planning and Research team implemented a series of action items through four strategic planning sessions held in early 2015 as a one-year gap measure for the 2015-16 academic year. The college has contracted with the Slater Group to guide Calhoun through the development of a new comprehensive strategic plan over the next few months.

Goals for 2016-2017 Academic Year [Optional]

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

Suggested word count: 150-300 words

As mentioned in the Challenges section, the top goal for the coming academic year for strategy and planning will be the development of a new comprehensive strategic plan that can be used to chart a course for the college for the next few years. It is the hope and goal of the ATD team that this plan will be more reflective of the student success focus that has been taken by the institution since the previous plan was developed. A second goal will be the development of a series of dashboards that can allow easy access to critical data points for progress assessment along with strategy development.

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



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Promising Practice

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

Yes No

[IF YES] Please describe the promising practice:

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

Policies & Practices

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

Is this area part of your strategic plan? Yes No

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

Progress

Suggested maximum word count: 300 words

Over the past year, Calhoun has improved and streamlined many policies and procedures that were impacting our students' success. Areas addressed are as follows:

Admissions and Advising

- The admissions and onboarding process for new students has been streamlined to remove excess requirements and improve communication so that incoming students have a clear pathway from the admissions process to registration.
- Assigned academic advising has been a major initiative this year. The goal is for students to receive a consistent message from someone who is familiar with the student and his or her goals and challenges. The ultimate goal is that this will assist with retention and persistence for our students as they will have a positive connection with an employee on campus.
- Newly developed retention reports will be used by deans, department chairs, and faculty to identify students who have not registered for classes so that they can be encouraged to do so. This will assist with our retention efforts.
- Concentrations have been added to our A.S. Degree in General Studies. This is a strategy that will assist and foster student completion. Students will have a clearer pathway through their chosen degree plan that will transfer to a 4-year institution. The data on these students will be easier to disaggregate and will help the college connect them with faculty in their specific area of study.

Financial Aid

- Financial aid staff has been working with advising staff to educate them about basic financial aid so that they are better equipped to assist students.
- Communication efforts have increased with students. The Financial Aid office conducted an early FAFSA filing campaign to help students have financial aid requirements met early.
- Launched Financial Aid TV (FATV) to answer students' common financial aid questions.
- Provided financial aid presentations to all Orientation classes to engage/inform students of available financial aid. Students were also educated on the consequences for not fulfilling the financial aid requirements once funding is received. This will also assist with student retention efforts.
- A financial aid call center is being launched in May, 2016. The call center will assist in answering phone calls during peak periods. This will free up staff to assist students in the office without constant interruptions and will speed up the processing response time for applicants.

Developmental Education

- Department Chairs for both developmental English and Mathematics were appointed in



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Challenges

Suggested maximum word count: 300 words

One of the biggest challenges Calhoun faces is hiring adequate staff to support these new initiatives. Another challenge is once new staff are hired, training needs to take place so that students are receiving accurate and up-to-date information from our employees.

Goals for 2016-2017 Academic Year [Optional]

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

Suggested word count: 150-300 words

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

Promising Practice

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

- Yes No

[IF YES] Please describe the promising practice:

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



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2016 Leader College Application Worksheet

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

Selection & Review:

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

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

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

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

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

Section I

Student Success Measure

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

- Successfully complete developmental courses and advance to credit-bearing courses
- Enroll in and successfully complete the initial college-level or gateway courses in subjects such as math and English
- Persistence from year-to-year or term-to-term
- Credential attainment within four years (degree or certificate)

Institution-defined metric

Data Analysis

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

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

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

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

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

Section II

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

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

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



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Section III

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



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APPENDIX A

Student Success Measures & Definitions

General Student Success Data Specifications

Achieving the Dream requires:

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

Analyzing Your Data

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

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

Defining the Cohort

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

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

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

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

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



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

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

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

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

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

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

Measure 4: Credential attainment

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

Measure 5: Institution-defined measure

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

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

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



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APPENDIX B

Data Template Example

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

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

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

Cell B10 Represents 36% of total enrollment.

Cell E10 Represents 34.3% of total enrollment.

Cell H10 Represents 32.5% of total enrollment.

Cell K10 Represents 30.2% of total enrollment.