College 2018 Annual Reflection
Worksheet

Coach Satisfaction Survey

https://achievingthedream.qualtrics.com/jfe/form/SV_eEWgQgPA5sZ3U1f

College Strategic Plan, Frontier Set or Pathways Project Reports

Once you receive your individualized link, you will be asked to upload your most current College Strategic Plan, AACC Pathways 1.0 or 2.0 Plan or Frontier Report

Annual Reflection Worksheet

Contributors

Please identify the stakeholders who contributed to the 2018 annual reflection with their name and title.

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ICAT Utilization

The ICAT is designed to help colleges determine their level of capacity in seven key dimensions: Leadership & Vision; Data & Technology; Equity; Teaching & Learning; Engagement & Communication; Strategy & Planning; and, Policies & Practices. These are the essential capacities that enable colleges to create a student-focused culture that promotes student success.

How has your college used the ICAT findings and what have been the results?

We did not use the ICAT this past year. However, we did complete the ATD Discovery Inventory Worksheet to help us formulate process improvements needed for a fuller rollout of integrated student services. We also completed a similar model requested by the Illinois Community College Board. Together these models have helped us identify key deliverables and targets needed to fulfill our ECC Strategic Plan goals and strategies outlined in subsequent questions of this report.

Student Success Vision

a) **Briefly outline your institution's current student success vision.**

Achieving the Dream ™

Note: 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.

The Elgin Community College (ECC) Mission is "to improve people's lives through learning," and our Vision is to "promote success for all students" to be delivered through innovation, affordability, cultural competence, and community partnership. The ECC Strategic Plan further outlines four goals that guide all efforts from 2018 until the end of 2022:

Goal 1	Equity and Learning	Identify and expand practices to raise academic achievement and completion
Goal 2	Holistic Programming	Strategically build and maintain enrollment and purposeful pathways
Goal 3	Community Partnerships	Advance relationships that benefit the college, students, and partnering organizations
Goal 4	Service Excellence	Instill a culture of service excellence an collaboration

Within these goals, we focus on14 strategies which require interconnectivity and joint action across all departments and committees:

Goal 1. Equity and Learning		
Strategy 1	*Learning Environments*	*Create equitable learning environments to ensure students acquire the knowledge and skills needed for academic and career success*
Strategy 2	*Skill Development*	*Develop students' self-advocacy and professional behaviors*
Strategy 3	*Reflective Practice*	*Study and model research-based teaching practices that elevate student learning*
Goal 2. Holistic Programming		
Strategy 4	*Enrollment Management*	*Strengthen outreach, recruitment, retention, and completion of key target populations*
Strategy 5	*Guided Pathways*	*Routinely assess and adjust college practices to ensure that students make informed decisions*
Strategy 6	*Student-Focused Delivery*	*Develop an institution-wide approach to class scheduling and the efficient delivery of services*
Goal 3. Community Partnerships		
Strategy 7	*Learning Transitions*	*Prepare students and ensure successful transitions through the educational pipeline (preschool through bachelor's degree)*

Strategy 8	Experiential Learning	Strengthen student learning connections outside the classroom
Strategy 9	Community Support	Leverage community and workforce partnerships to develop resources and secure funding that supports program and student needs
Strategy 10	Responsive Programming	Design and structure programs in ways that respond to community and workforce needs
Goal 4. Service Excellence		
Strategy 11	Employee Development	Provide relevant continuing education opportunities for employees
Strategy 12	Employee Onboarding	Improve the recruitment, hiring, and onboarding of new employees
Strategy 13	Common Understanding	Strengthen cross-departmental communication and opportunities for dialog and reflection
Strategy 14	Evidence-Based Practice	Systematically use evidence to guide academic and operational improvements and redirect resources for maximum impact

b) **What are your college's student success goals for the 2018-2019 academic year?**

The strategies enumerated in the previous question provide a roadmap for setting operating plans and budgets each year. Sample actions in fiscal year 2019 that touch upon student success include:

Action 1.1: Reassessing impacts of targeted outreach for African-American students
Action 1.2: Identifying supports for undocumented students
Action 3.1: Increasing faculty understanding of instructional design methods
Action 3.2: Infusing cultural competence into classrooms
Action 7.1: Piloting dual credit in high schools
Action 14.1: Broadening the use of dashboards
Action 14.2: Defining program/project health criteria

These actions are overseen the College President and Cabinet. Committees directly responsible for leading work include: the Student Success Infrastructure; the Teaching, Learning and Student Development Division (Academic Affairs); Student Services and Development (Student Affairs); Human Resources; Budget and Finance; Information Technology; and the Planning and Institutional Effectiveness Office.

c) **Briefly describe your systemic change priorities that will help your institution achieve its student success goals. We recommend identifying two or three priorities. Each priority likely comprises 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 higher education and the labor market.

We believe the following systemic changes will help us achieve our strategies and, in turn, our goals:

1. Facilitating high school partnerships: this priority is systemic for ECC in the sense that it requires comprehensive changes in practices and potentially also in policies.

2. Workforce development: this priority area has resulted in the creation of a new division with new roles and funding sources that will eventually lead to larger changes in curriculum and programming.

3. Enrollment management: this priority has emerged as systemic in that it requires all-college efforts to build awareness and understanding of ECC programs. A cross-functional team, the Strategic Enrollment Management team, works to not only grow enrollment but also improve completion and equity in tandem with the Student Success Infrastructure.

Across all priorities, one additional systemic change we envision happening is professional development for employees – and specifically, creating the spaces, supports, and methods needed to ensure that workflows align to the strategies and actions listed above. Work has already begun with a newly redesigned system for non-faculty employee performance appraisals. Meanwhile, for faculty, a relaunched Center for Excellence in Teaching and Learning provides a venue to plan, execute, track, and assess the impacts of several efforts previously executed in a more piecemeal fashion. These efforts include: culturally responsive instruction, faculty orientation, mentoring, and faculty action research.

What progress is your college making in improving outcomes through these priorities?

Based on student outcome data, we are making demonstrative progress in the following areas:

- Consistently improving the overall course success, retention, and completion of ECC students over time and compared to peer institutions
- Decreasing the need for developmental coursework while advancing students into college-level courses through accelerated and co-requisite delivery
- Narrowing achievement gaps among Hispanic students
- Improving attempted and earned hours among African-American students
- Ensuring students remain engaged throughout their programs of study per the Community College Survey of Student Engagement (CCSSE)

Based on employee surveys, focus groups, and anecdotally we are seeing signs of progress in the following areas:

- Broadening our understanding of data and using evidence to initiate and scale new projects
- Building budgets and allocating resources in ways that advance student success
- Redesigning placement practices by using data to assess the impacts of placement on course success, retention, and completion
- Leveraging our strategic plan goals for accountability and creating common goals in disparate areas (academic affairs [Teaching, Learning, and Student Development], Human Resources, Marketing and Communication, etc.)

- Contextualizing instruction through acceleration, co-requisite instruction, bridge programming, integrated career and basic skills training, and aligning curricula across ECC departments and among other institutions (high schools and universities)
- Formalizing apprenticeships and standardizing expectations with workforce partners

What are your challenges in obtaining your goals?

We are mindful of the following challenges as we rollout our strategic goals and periodically assess and adjust practices to ensure we address gaps that arise in the following areas:

- Gaining broad engagement and buy-in by identifying opportunities for expanding leadership for student success
- Sorting and defining various roles, responsibilities, and expectations in labor contracts
- Working to ensure students remain engaged in the following areas identified by CCSSE as being lower at ECC than the most recent cohort mean: active and collaborative learning, student effort, and academic challenge
- State funding cuts and the shifting of residents out of Illinois with a promise of lower tuition in out-of-state universities
- Scaling resources for data analytics and using data visualizations to prompt planning and dialog, and to provide more directed support for students
- Building systems of accountability and regular reporting in non-academic areas
- Formalizing expectations for employee professional development around student success and equity

d) **How can ATD assist your institution in reaching your goals in the coming year?**

If you would like to discuss further your response to how ATD can assist your institution reach your student success goals, please check the box below, and provide the name and contact information for the person we can follow up with.

In last year's update, we had inquired whether ATD could provide the course-level benchmarking data it used to include in data reports prior to the National Student Clearinghouse data arrangement. Our college had used this data for understanding how students matriculate through developmental and college-level coursework compared to other institutions. In addition, the ATD data reports contain outcomes disaggregated to only the three most prevalent race/ethnicity categories (in addition to gender and Pell grant status). At ECC, these categories include Asian, Hispanic, and White students, but because we are strategically focused on African-American students, we would be interested also in having disaggregations that also include African-American students.

Otherwise, there is nothing further we need from ATD and have selected the Annual Network Benefit Option for renewal. We will also apply for renewal of our ATD Leader College designation in July 2018 as advised by our coaches.

☐ Yes, please follow up to discuss.

| Name: Click here to enter text. | Email: Click here to enter text. | Phone: Click here to enter text. |