College 2020 Annual Reflection Report

Submitted to Achieving the Dream, September 2020

Introduction

The Annual Reflection Report process provides a structured way for institutions in the ATD Network to assess their student success work over the past year and to plan for the coming year. It guides assessment of system changes, progress with integration of multiple reform efforts that may be operating on the campus, and student-centric solutions aimed at improving student outcomes. Collecting this important information from our Network will enable us to distill key themes, lessons, and trends that will inform work among colleges, coaches, and staff. We know that as a result of COVID-19, colleges have had to pivot their work these past months. However, please use this reflection as an opportunity to consider the progress that was made in Summer and Fall of 2019 as well as what progress occurred alongside the pandemic in 2020.

Instructions

Your participation in this important process will help us understand and manage our impact in helping you and other colleges in the Network achieve student success. The 2020 Annual Reflection Report process includes two components: 1) college strategic plan, or report submission, and 2) Annual Reflection Report.

Submission Elements

1. **College Strategic Plans / Frontier Set and Pathways Project Reports**

   We ask Network colleges to submit a copy of their current institutional strategic plan. ATD institutions that are participants in the Aspen Frontier Set or AACC Pathways 1.0 or 2.0 may choose to submit either the most recent Frontier report, Pathways plan, or strategic plan. You may also choose to upload an Executive Summary of either of these reports. TCUs may upload their Project Success KPI Report (in format provided by ATD) along with their strategic plan.

2. **Annual Reflection Report**

   The Annual Reflection is designed to facilitate engagement of a representative group of stakeholders to review and discuss your institution's student success and equity work, including progress made, challenges faced, current priorities, and goals for the coming academic year. Important topics include efforts to achieve the scale and full adoption necessary to sustain the changes your college seeks to implement. Achieving the Dream is requesting all responses to each question fall within the 150- to 300-word count where counts are indicated.

![Achieving the Dream logo]

College 2020 Annual Reflection
Worksheet

College Strategic Plan, Frontier Set or Pathways Project Reports

Most current college Strategic Plan, Frontier Report or AACC Pathways 1.0 or 2.0 Plan, or an Executive Summary of either of these plans.

Contributors

Please identify the stakeholders who contributed to the 2020 annual reflection with their name and title.

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Student Success Priority Goals

Please list your Student Success Priority Goals from this past year (2019-20) and describe the progress your college has made using the table below. *(Colleges that joined ATD in 2017 or 2018 may use the priority goals established in the action plan they submitted at the end of their first year in ATD's Network)*

Student Success Priority Goals (List one per box)	Key strategies, interventions, and activities implemented to reach the student success strategic priority goal	Outputs or outcomes achieved *Please provide evidence/metrics
Example: • Increase enrollment and persistence of Black and Hispanic Students in high d*emand/high mobility career paths*	*Example*: • Developed pre-college advising program for students in underrepresented high schools. • Pilot in 5 high schools • Assess and improve • Scale	*Example*: • Increased enrollment of Black and Hispanic students in STEM and Pre-Health programs from 9% to 13%; increased fall-to-fall retention from 5% to 8%

1. Foster cultural competence	• Launch Teaching/Learning Inclusivity, Diversity, and Equity (TIDE) initiative. This faculty-inspired taskforce's goal is to create a model for equity-minded pedagogy workshops.	• Piloted five TIDE workshops and delivered to faculty in Fall 2019:
		  – Intro to TIDE, language, self-awareness
		  – Belongingness
		  – Culturally Responsive Assessment
		  – Culturally Responsive Syllabi
		  – Reflections – Focus Group

	• Create partnership between TIDE and National Alliance for Partnership in Equity (NAPE) to deliver five-part series of workshops providing professional growth and a pathway to becoming Certified Equity Coaches.	• Partnered with NAPE on five-part series consisting of faculty/other (all must be completed in order to attend coach certification):
		  – Micromessaging to Reach and Teaching: 14/5
		  – Universal Design for Learning: 9/10
		  – Culturally Responsive Teaching: 13/8
		  – Self-Efficacy: 12/8
		  – Equity in PBL: 7/6

	• Create TIDE chats to bring faculty together to talk about related issues.	• Seven TIDE chats held from March-May, 2020 with 20-30 participants each.

Student Success Priority Goals (List one per box)	Key strategies, interventions, and activities implemented to reach the student success strategic priority goal	Outputs or outcomes achieved *Please provide evidence/metrics

	• Assess TIDE pilot and determine if it should be institutionalized or not.
	
	• Propose creation of a chief equity, diversity, and inclusion officer position, administrative support position, and accompanying budget.
	
	• Create and submit an equity plan for Illinois Equity in Attainment ("ILEA"). Commit to closing completion gaps by 2025.
	
	• Provide Culture Competence and Equity Workshops to Senior Leaders, Faculty, Administrators and Staff.
		• Institutionalized TIDE in Spring 2020.
		
		• Approved chief equity, diversity, and inclusion officer position, administrative support positon and accompanying budget. (Finalized position description and begin search in FY2021.)
		
		• Wrote equity plan containing seven strategies to close completion gaps. Posted on ECC and ILEA websites, and announced in Press Releases.
		
		Conducted the following workshops for ECC employees:
		• Seeking Cultural Competence in Hiring Part 1
		  – 561 Participants Total (since FY2015 inception)
		  – 78 Participants (FY2020)
		• Seeking Cultural Competence in Hiring Part 2
		  – 59 Participants Total (since FY2019 inception)
		  – 33 Participants (FY2020)
		• Professional Development in Cultural Competence: Issues and Strategies for Faculty, Administrators and Staff
		  – 59 Participants Total (since FY2018 inception)
		  – 13 Participants (FY2020)
		• NEW!: Advanced Institutional Leadership in Equity: Recognizing and Diagnosing 10 Common Ways We Can Sabotage Effective Equity Plans, Policies and Practices
		  – 17 participants (FY2020)

Student Success Priority Goals (List one per box)	Key strategies, interventions, and activities implemented to reach the student success strategic priority goal	Outputs or outcomes achieved *Please provide evidence/metrics

	• Host MAGIC events (Multicultural and Global Initiatives Committee) to:
	– show solidarity with Black Americans in pursuit of racial equity and confront racism head on
	– learn what you can do to stop the cycle of systemic racism.
	– learn from allies how to be antiracist
		BLM Series – Participant numbers
		• Part 1: Policing in the U.S. - Authentic voices of those policing and others share from their hearts about experiencing pain and trauma and serving in law enforcement (June 10, 2020)
		  – Zoom Participants:
		  – Total Views: About 2,100
		• Part 2: Racism. It Starts With Me.- Authentic voices share examples of systemic racism
		• (June 25, 2020)
		  – Zoom Participants: 201
		  – Total Views: About 869
		• Part 3: I am NOT racist! But being "not racist" is NOT enough! - Authentic voices share examples of implicit bias and microaggressions, which happen in our communities (July 9, 2020)
		  – Zoom Participants: 223
		  – Total views: About 1,700
		• Part 4: Racism on Display – Authentic voices share examples of symbols of hate hidden in plain sight, some of which might be in our communities (August 2020)
		  – Zoom Participants: 127

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2. Encourage completion for stop-outs and near completers (FY2019)	• Launch end-of-semester call-in campaigns for students who had earned 45+ hours since fall 2016 but have not enrolled in spring 2019, considered to be "near completers." Encourage stop-outs and near completers to enroll in fall 2019 and to complete their degrees.	Enrollment Results for Fall 2019 from Spring 2019 call campaign: • 20% of students reached in campaign enrolled • 15% of students left a message in campaign enrolled • 9% of students with no contact enrolled • The chances of a reached student enrolling go down the longer that student has been out. Enrollment Results for Spring 2020 from Spring 2019 call campaign: • 11% of students reached in campaign enrolled • 11% of students left a message in campaign enrolled • 6% of students with no contact enrolled
3. Encourage completion for undecided students	• Create and fill one new Career Development Specialist (CDS) part-time position. • Assist Undecided students with 1:1 CDS appointments to help choose a major.	• Hired one new part-time CDS position. Assisted Undecided students in choosing a major, the results: • Of the 217 Undecided Students responding to a survey for spring 2020, 137 of them scheduled appointments with a Career Development Specialist. • Of the students who sought assistance with a CDS, 46% (63) moved from undecided to decided, while 41% (56) are continuing to receive assistance to decide and 12% (16) feel they may have moved to decided but are still receiving assistance.

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	• Use FOCUS®2 to assist students in exploring their interests, personality traits, and skill to identify careers that match.
	
	• Implement Career Coach in two phases:
	    Phase 1: make the online tool available to help explore career options (FY2020)
	    Phase 2: Link into ECC programs, actual jobs in community, and provide real time labor market data (FY2021)
		• Increased Focus®2 usage since FY2016 from 12 users to 672 users in FY2020.
		
		• Implemented Career Coach Phase 1: tool went live in March 2020, the first five-month usage rates:
		  – 407 Career Coach Total visits (could include multiple visits from unique user)
		  – 369 Career Coach Total visitors (unique users)
		  – Passive rollout, no marketing or communication efforts made.
		• Reassessing implementation of Career Coach Phase 2 due to COVID-19.

4. Build quality programs	• Use annual program health review scorecard (created in FY2019) rankings to gauge program strengths, inform academic planning and budgeting, and identify areas that need attention based on a standard set of criteria. Assess opportunities to boost enrollment, create new programs, or sunset existing programs.
	
	• Use program development process to identify, vet, plan, review, and recommend new programs to meet college's criteria for excellence in terms of need, quality, and responsiveness to both students and community.
		• Triage existing programs that need additional support:
		  – Paralegal program enrollment
		• Sunset one program:
		  – Office Administration Technology program. The program was based on learning outcomes that were superseded by more current coursework in the Computer Information Systems and Business programs.
		
		• Approved two new programs:
		  – CNC Programmer Vocational Specialist Certificate
		  – Cybersecurity Vocational Specialist Certificate
		• Completed a Master Planning process which included a review of the local labor market and identified potential need for new academic programs.

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	• Improve assessment practices.	• Launched Assessment Strategy Team to support SLAAC (Student learning Assessment advisory Committee) in strengthening learning outcomes assessment process by 2023.
		• Assembled working group with instructional coordinators and associate deans to discuss current course assessment and barriers to participation. Outcomes achieved:
		  – Created an alternative assessment protocol in HPMSE ("Health Professions, Math, Science, and Engineering").
		  – Reorganized assessment form in Nursing Department.
		  – Worked 1:1 with instructional coordinators and provided additional training and support to get course assessment plans in place for the SBCT (Sustainability, Business, and Career Technology) division.

	• Design process for mapping cocurricular activities to general education.	• Audit designed and will be administered in FY2021 to begin mapping.
	• Strengthen communication.	• Replaced newsletter. Designed a Google site to be main communication vehicle and form repository.

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5. Provide targeted outreach for students of color	• Hold Fall 2019 African-American Connection
	  – African-American students and students of African descent begin the fall semester with food, music, and networking with peers and ECC faculty and staff from various departments to collaborate with students on their success. Students' families, guardians, and support networks are invited.
	
	• Hold *We Rise Gala* to increase campus and community awareness for undocumented students. Increase financial resources (scholarships) through fundraising.
	
	• Institutionalize Ally Training to the larger campus community on how to best serve undocumented students. Develop a partnership between an existing student organization at NIU, DreamAction, and ECC students (OLAS) to complete this program which has been on-going prior to 2018.
	
	• Update marketing material to include undocumented student and equity, diversity, and inclusion resources.
	
	• Scale Triumph Program mentoring for males of color; increase capacity (number of mentors and mentees); track Triumph students success; and
		• African-American Connection attendance:
		  – 30 students
		  – 25 faculty, staff, and alumni
		  – A few parents/guardians
		
		• Raised $3,512 at the November, 2019, gala which was attended by several ECC students, administrators, and faculty, as well as community members. Three former or current undocumented ECC students shared their personal stories at the gala. The gala's Keynote speaker was Dra. Aurora Chang.
		
		• Abandoned original plan as the project stalled after several attempts to coordinate a training with partnering organizations.
		
		• Created a web page with resources for undocumented students as well as a focus on diversity, equity, and inclusion as a whole. (Began in FY2020, work is ongoing.)
		
		• Triumph students complete academic plans and persist better than white males and all males of

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	convert the program advisor position from part-time to full-time.	color students. They have a lower rate of course completion compared white students.
		– 15 TRIUMPH participants enrolled in credit courses
		– 3 TRIUMPH participants new student entering cohort enrolled in credit courses
		– 100% (15/15) students completed academic plan
		– 100% (18/18) students enrolled in spring
		– GPA was same as white students, higher than other students of color
		– 68.62% course success
		  ▪ 100% developmental math
		  ▪ 0% developmental writing
		• Held first Triumph Induction ceremony virtually; 12 scholars were inducted.

	• Hold Men of Color (MOC) Conference on equity, diversity, and inclusion.	• Held Men of Color Summit on January 8, 2020 and facilitated by Dr. J. Luke Wood, Associate Vice President for Faculty Diversity and Inclusion and Distinguished Professor of Education at San Diego State University.
		– 78 total participants
		  ▪ 34 Students (44%)
		  ▪ 44 Admin, Faculty, staff, other (56%)
		  ▪ Almost half the participants were from ECC
		– 9 Community Colleges; Triumph Programs were represented
		– 95% of students Strongly Agreed/Agreed that *"Information I learned from the MOC Conference will contribute to my future success as a student."*

Student Success Priority Goals (List one per box)	Key strategies, interventions, and activities implemented to reach the student success strategic priority goal	Outputs or outcomes achieved *Please provide evidence/metrics
		– 90% of students Strongly Agreed/Agreed that *"I gained valuable information about equity, diversity, and inclusion that I can apply in my academic career."* – 94% of all attendees Strongly Agreed/Agreed that *"I gained valuable information on the strategies that my college can use to address challenges that men of color face in higher education."*
	• Take students on Multicultural College Tour over spring break.	• Postponed tour due to COVID-19 restrictions.
	• Pilot event as part of the Black Student Completion Task Force recognizing African American students earning academic honors, dean's list, president's list, and graduation at Black Student Recognition Ceremony. Highlight African-American academic achievement, challenge common narratives about African-American deficiencies rather than abilities, and encourage African-American students to achieve at their maximum potential.	• Held Black Student Recognition Ceremony (BRC) on April 6, 2019. Over 70 people attended including honorees and guests. Planned to make it an annual event at the end of spring semester. The FY2020 event was canceled due to COVID-19. Feedback from Pilot: – The active role that family/support networks do and wish to play in the success of students, suggesting the need to create more support for families on campus through workshops and/or resources. – One student shared with a committee member that the event helped them to feel welcome on campus and like they should use their voice to advocate more for themselves. This was a non-Black identifying student. – There does not seem to be an institution-wide commitment or interest in events such

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		as this given the absence of faculty, administrators, and staff from the event. – More students at the event said they were attending the ceremony and not the graduation ceremony. This raises the question about student impetus to be recognized, what the BRC offered that the larger ceremony does not, and how the institution could possible merge elements from the BRC with the larger ceremony.

How has the COVID-19 pandemic affected your overall progress on your goals?

- ☐ No effect, we made our expected progress
- ☒ The pandemic paused our progress for the 2020 Spring semester
- ☐ The pandemic negatively affected our progress

Please share any comments on how COVID-19 has affected your overall progress on your goals.

Statewide stay-at-home orders during spring and summer caused enrollments to decline and attrition to rise. While an April 2020 survey conducted by Institutional Research found that most students (80%) intended to finish despite the pandemic, spring attrition was 17% higher than during the prior spring; summer headcounts were 29% lower than the summer before; and fall headcounts are trending 19% lower as of now. To counteract the outflow, we refocused efforts on short-term triage over the systemic attention we would ordinarily apply to our strategies. We enacted a "no harm" pass/no pass grading policy in spring, resulting in more successful students (79%) than we typically see (74%). Presumably, students who took advantage of it were more vulnerable to begin with, meaning that, when looking comparatively over time, we will have to be cautious about interpreting data from spring 2020.

Other practices enacted since the pandemic include telephone reach-outs to new and continuing students, cessation of student convocations and club meetings, and additional oversight and expansion of website content. Spring semester lab courses were put on temporary hold; they resumed in June and extended through mid-August with social distancing. Non-lab courses finished on time in May.

In spring 2020, we recognized a need for additional technology and professional development for all constituency groups – students, faculty, and staff. Our Distance Learning Office increased temporary/contingent personnel and consulting services to launch new Desire2Learn (D2L) course shells where none had existed, and together with the Center for the Enhancement of Teaching and Learning, hosted additional faculty trainings and prepared resource toolkits on distance delivery. We greatly expanded technology in all areas, acquiring over 250 additional Chromebooks and 317 laptops to loan students and employees, 50 additional cell phones, and numerous printers, hotspots, and microphone headsets. Our faculty, legal, and human resource areas quickly enacted new collective bargaining with faculty, resulting in a memorandum of understanding that outlines expectations for online training and delivery of synchronous courses through the fall 2020 semester.

Unfortunately, many longer-term practices, which we had been diligently growing, were halted. Our annual Achieving the Dream coach visit with Dr. Canales was abbreviated and held virtually. Although we were glad to have it, we admittedly did not profit as much as we would have from in-person engagement. Our Spring Summit with the Illinois Equity in Attainment (ILEA) network was canceled, as was the Higher Learning Commission (HLC) Annual Conference, HLC Student Success Academy, and workshops on assessment. Any groups engaged in projects under the ILEA or Student Success Infrastructure committees found it difficult to sustain momentum. We did not host our Student Data Summit this spring, which was especially unfortunate as it was being planned by students to sustain the momentum they felt during our January 2020 event. Our budget council did not meet to vet the annual budget as it normally would; instead, the influx of funds from the Cares Act allowed us to "blanket" cover requests without our usual degree of deliberation. The Cabinet was also diverted away from strategic efforts to deal directly with plans for reopening. Fortunately, at its July virtual retreat, the Cabinet noted solid progress in meeting many 2019-2020 Operating Plan actions, but still carried a few over into 2020-2021. We are compiling end-of-year annual metrics now (e.g., persistence, transfer, etc.) which have been delayed by the Illinois Community College Board, we should know in October how we fared in meeting institutional performance indicators.

ICAT Utilization

ATD's ICAT (Institutional Capacity Assessment Tool) 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.

Please indicate which institutional capacity building areas your college used this past year and will use in the upcoming year to support your student success priority goals: (check all that apply)

Capacity	2019-2020 (past year)	2020-2021 (next year)
Reinforce leadership and vision across the institution	✓	
Strengthen culture of data, inquiry, and evidence	✓	✓
Develop culture of equity in academic and support services	✓	✓
Align teaching and learning with student success priorities	✓	✓
Strengthen internal and external engagement and communication	✓	✓
Align policies and procedures with student success	✓	✓
Strengthen ability to plan and execute strategically	✓	✓
Other (please briefly describe this capacity)		

How did/will you use the ICAT findings (capacities) to support your strategic planning process, or your accreditation efforts or to advance your overall student success efforts? (Maximum 250-word count)

We elected not to use the ICAT this past year, the latest administration happening in 2017. For our college, numerical ICAT results are consistently moderate-to-slightly high across all dimensions (average of 3.3 on scales of 1 to 4), making any distinguishing skews difficult to discern. The biggest benefit of the ICAT for us the use of World Café roundtables following deployment. During the last administration, for example, these sessions helped us map out success priorities we have institutionalized. Specifically, these sessions framed our thinking about equity for students of color, college readiness programs with high schools, placement testing modifications, and a reduction in stand-alone developmental courses and concurrent development of co-requisite models.

One recent activity helped us strengthen internal engagement with students, a key capacity measured by the ICAT. In January 2020, we held our first-ever ECC Student Data Summit, driven by students with support from Institutional Research. In this session, students learned about disaggregated data and participated in small group discussions moderated by faculty and senior administrators. In another example, we used feedback from our 2019 Higher Learning Commission re-accreditation to strengthen faculty engagement. Following that review, we launched an Assessment Strategy Team and intend to reengage faculty in learning outcomes assessment. Moreover, while we have utilized the CCSSE for many years, we planned this past year to conduct the CCFSSE as well, thereby broadening our understanding of faculty's perception of student engagement. Although the pandemic stopped the administration, we intend to launch it again in the future.

Indicate the degree of difficulty your college has faced in meeting Student Success Priority Goals in the following areas:

	No difficulty at all *All the supports are in place*	Some difficulty *Minor challenges exist, but over time will be resolved*	Much difficulty *Infrastructure exists, but major resources needed*	Nearly impossible *NO infrastructure in place to support this initiative*
Faculty/staff empowerment	✔			
Senior leadership transition	✔			
Staffing for implementation	✔			
Professional development	✔			
Multiple/conflicting priorities		✔ Overlap and priorities for time for a few key people with ILEA, SSI, etc.		
Resource		✔ Need for a full time person in mentoring program, realized need a FT position but not filled for long before turnover		
Communication		✔		
Sustainability & Continuous improvement	✔			
Enrollment Decline		✔ Fall 2020 numbers down, likely due to pandemic; need to think about marketing to adults; need to fundamentally shift programs to weekends, online, etc. Student population is changing.		
Other: Mapping Pathways				

From the areas you rated <u>No difficulty at all</u>, please specifically explain <u>one</u> area that worked well and why it was successful.
(Maximum 300-word count)

Faculty/staff empowerment. Academic year 2019-2020 was a good one for seeing faculty lead at ECC. We hired 15 new faculty across all disciplines. We were fortunate that one of our seasoned and well-respected faculty members worked on the faculty-driven TIDE initiative along with the director of Center for Excellence in Teaching and Learning (our faculty professional development center). This initiative is shaping how we ensure equity in the classroom through reflection and self-awareness.

Faculty negotiations resulting from the state COVID-19 stay-at-home orders were relatively quick by ECC standards and also held entirely virtually – a first for ECC. The VP of TLSD led these along with HR and union leaders. Our HR chief executive is new, as are many on his team, we have a new in-house attorney to assist both the VP and HR with contractual matters, and our new chief financial officer has both a finance background and an EdD. The college culture seems well-poised for great things to happen, and this has helped bolster faculty empowerment and a greater sense of trust. On the data side, new dashboards of class-level data invite more faculty into discussions/conversations about things they care about (as opposed to broader college-level data that are less applicable to them).

In other areas, we increased membership of faculty on committees focused on student success and equity. The program health metrics and scorecard process developed in FY2020 for academic departments is also helping to engage deans and associate deans in quality processes and seeing the value of our work, which is a start to bridge this for faculty. We plan to reengage faculty in defining/tracking and reporting student learning outcomes and results with SLAAC and we launched the Assessment Strategy Team, beginning work on mapping co-curriculars also.

From the areas you rated <u>Nearly impossible</u>, please specifically explain <u>one</u> area that was the most challenging and why.
(Maximum 300-word count)

Multiple student success priorities can make our work challenging. At ECC, priorities emerge from a variety of places – in committees, such as the Student Success Infrastructure; in departments, such as Student Services; and through pilot projects funded in the college or the ECC Foundation. Historically, it was assumed that separate groups formed to advance individual agendas or personal interests. We do not believe this to be the case now, as survey data indicates strong satisfaction with committees and a common sense of purpose. On the ICAT and climate surveys, for instance, the ECC Strategic Plan goals and planning processes were held in high regard. One reason why multiple priorities may be particularly challenging at ECC is lack of clarity and bureaucracy in implementation, which can make it difficult to innovate. Another explanation is that strategies in general are not well understood. Every group working on similar strategies may not plan or report

as they should, nor do they vet or share ideas clearly To counteract this, the President's Cabinet and the Board of Trustees have become intentional about using the Operating Plan (a tactical plan set annually to guide the ECC Strategic Plan) as the main and only source of priorities. When new ideas emerge, senior leaders try to align them to Operating Plan actions and encourage groups working on similar strategies to work together or at least stay informed of each other's work, resources, budgets, and data. This process is still reactive, however, and requires vigilance. As it evolves, we increasingly engage the Marketing and Communications Office for uniform messaging. In addition, the President's Cabinet and Deans Council hold bi-annual planning retreats to reprioritize and align strategies. Finally, we hired a new position, Project Assessment Administrator, to guide strategies and build synergies college-wide.

What are 1-2 key lessons learned from your student success work that could be useful to other colleges in the Network?
(Maximum 300-word count)

Lesson One

With the success of TIDE, we learned that it is useful to start thinking early about where a project will end up should it get scaled-up or institutionalized and to incorporate those individuals/areas early on in the process. Historically, a pilot would take place based on the interest of a few vested individuals and then when it was time to institutionalize, it was difficult to identify where it may "live" because of a lack of ownership from the start. While not always possible, we believe part of the success of TIDE and the fast momentum of its growth and success was due to the collaboration of the areas with vested interest early on which allowed a smooth transition from SSI to the division that will continue to lead the work. We also attribute the success to the faculty leadership/involvement from the beginning. Finally, a lot of data was collected and the circle was closed from the beginning of the project to the end. We knew the reach and impact in both a quantitative and qualitative way which has been lost in previous projects. It is too early to tell yet the impact on our culture, but the concepts have been welcomed and support to continue spreading. This project should be the model going forward.

Lesson Two

Federal Cares Act funding was a great relief for our students, and it really made the difference for many on whether to stay at ECC or leave. It also enabled the quick acquisition of technology, new equipment, software, and vendors/consultants needed to stay the course during the stay-at-home period. However, it also taught a lesson about **accountability, tracking, and reporting. We need more of this.** At some point during this crisis, we collectively seemed to realize that we cannot keep running ahead. For the sake of planning, we need to pause, take stock of where we are, and self-reflect to make our decisions more informed. A good example comes from our IT and IR areas. As data expands beyond physical servers to the cloud, we increasingly recognize the redundancy and misapplication of enterprise data. In the upcoming year, the Board of Trustees has agreed to allow IR to move forward with the acquisition of a data warehouse, which will work alongside the enterprise system, restructure data, and decentralize and standard fields so that they can be used broadly and seamlessly college-wide. This change will take a few years to roll out, but it will vastly improve our decision-making abilities by "democratizing" data and making it about inquiry, not about compliance.

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What are your 2-3 goals for next year (2020-2021) and what progress do you expect to make? Have any of your priorities changed since COVID-19?

Student Success Strategic Priority Goals (please select goal category from the drop-down menu)	Key strategies, interventions and activities you will implement/continue to implement	Expected outputs or outcomes. Please provide specific, measurable metrics.	Is this goal or strategy different from 2019 – 2020?	Have any of your priorities changed since COVID-19?
Example: ✓ Increase Retention / Persistence *Increase fall-to-fall retention for all students by 3 percentage points by 2022-23*	*Example:* • *Expand ALP English from pilot to full scale* • *Develop math pathways based on program of study* • *Redesign orientation/registration so non-academic needs are identified, and all students enroll in Math and/or English in first semester* • *Reallocate lab personnel as embedded tutors in entry-level math*	*Example:* *Increase % of students completing college level English in year 1 from 40% currently to 65% by end of 2021-22*	*Example:* ☐ *Yes (Please explain changes)* ✓ *No*	*Example:* ☐ *Yes – due to COVID-19 (Please explain)* ☐ *Yes – unrelated to COVID-19 (Please explain)* ✓ *No*
☐ Increase persistence/retention				
☐ Increase student completion				
☐ Developmental education redesign				
☒ Map academic pathways	• Develop robust college and career pathways bridging secondary and post-secondary.	• Create regional course maps for a given pathway. • Create specific maps for each district. • Identify high value dual credit course options for secondary students. • Incorporate work-based learning experience grades 9-12. • Implement transitional Math and English courses.	No	?
	• Provide training for high school counselors so they can inform students on more options after high school (trade, college, military, etc.).	• Earn Chicago College and Career Advising Credential (through Chicago Jobs Council).	No	?

Student Success Strategic Priority Goals (please select goal category from the drop-down menu)	Key strategies, interventions and activities you will implement/continue to implement	Expected outputs or outcomes. Please provide specific, measurable metrics.	Is this goal or strategy different from 2019 – 2020?	Have any of your priorities changed since COVID-19?
	• Validate newly adopted placement methods. (Look at HS GPA in lieu of placement test scores. College ready students based on GPA and see how well they do in college course.) • Adopt CRM Advise software to track students as they go through their programs to offer customized interventions at appropriate milestones.	• Increase awareness of resources and to support students and families as they prepare for careers. • Determine if multiple placement methods produce similar or better overall success compared to singular testing methods. • Short Term - Decrease attrition; Increase persistence, course success, accumulated credit hours • Long Term - Increase completion, transfer, job attainment		
☐ Advising redesign				
☒ Improve teaching and learning	• Expand TIDE to other departments and faculty.	• Conduct TIDE Friday Faculty Chat Sessions (similar to brown bag format of guided large group and small group discussion on equity and inclusion teaching topics): at least once a month, likely bi-weekly • Continue TIDE Peer Groups • Create an online space for TIDE to share resources, information, and invite questions • Transition TIDE from SSI to CETL • Have five participants completed first year of Equity Coach Training by June 30, 2021.	Yes, changing in that it is institutionalized and expanding; it is no longer a pilot.	No

Student Success Strategic Priority Goals (please select goal category from the drop-down menu)	Key strategies, interventions and activities you will implement/continue to implement	Expected outputs or outcomes. Please provide specific, measurable metrics.	Is this goal or strategy different from 2019 – 2020?	Have any of your priorities changed since COVID-19?
	• Implement professional development to ensure quality online delivery by June 30, 2021	• Adopt Quality Matters Rubric. • Subscribe to D2L add-on EUS ("End User Support) • Negotiate memorandum of agreement with union to mandate training. • Hire two additional temporary instructional design staff. • Adopt DePaul University D2L Essentials Guide, a self-paced toolkit. • Provide supplemental online workshops through CETL.	Yes, new	Yes
☒ Equity- close equity gaps	• Create and award Complete to Compete Grants to provide financial support for those students close to completing their 60 hours for a degree who are at highest risk of stopping out (based on predictive analytics) for reasons outside of academics.	• Award 20 students $6,000 each for Fall 2020 as the inaugural grant.	Yes, new	Yes, COVID-19 impacted funds raised so will offer less students grants for Fall 2020.

	• Implement first year strategies from the five-year ILEA Equity Plan to incrementally close equity gaps.	Leading Indicators will increase from baseline to first year interim goal:
		• Fall 1 to Fall 2 Persistence
		  – Part-time students
		    ▪ African American from 38% to 41%
		    ▪ Latinx from 51% to 52%
		    ▪ White from 39% to 42%
		    ▪ Non-Pell from 40% to 43%
		  – Full time students
		    ▪ African American from 54% to 57%
		    ▪ White from 68% to 69%
		    ▪ Non-Pell from 69% to 70%
			No	

Student Success Strategic Priority Goals (please select goal category from the drop-down menu)	Key strategies, interventions and activities you will implement/continue to implement	Expected outputs or outcomes. Please provide specific, measurable metrics.	Is this goal or strategy different from 2019 – 2020?	Have any of your priorities changed since COVID-19?

		• Credits accumulated first fall
		  – Part-time students
		    ▪ African American from 29% to 33%
		    ▪ Latinx from 37% to 39%
		    ▪ White from 40% to 42%
		    ▪ Non-Pell from 32% to 35%
		  – Full time students
		    ▪ African American from 6% to 8%
		    ▪ Latinx from 12% to 13%
		    ▪ Pell from 12% to 13%
		• Credits accumulated first year
		  – Part-time students
		    ▪ African American from 23% to 26%
		    ▪ Latinx from 26% to 28%
		    ▪ White from 32% to 33%
		    ▪ Non-Pell from 25% to 27%
		  – Full time students
		    ▪ African American from 0% to 2%
		    ▪ Latinx from 5% to 6%
		• Gateway course completion
		  – English
		    ▪ African American from 36% to 40%
		    ▪ Latinx from 48% to 50%
		    ▪ Pell from 53% to 54%
		    ▪ Non-Pell from 53% to 54%
		  – Math
		    ▪ African American from 17% to 21%
		    ▪ Latinx from 31% to 33%
		    ▪ Pell from 32% to 33%		

Student Success Strategic Priority Goals (please select goal category from the drop-down menu)	Key strategies, interventions and activities you will implement/continue to implement	Expected outputs or outcomes. Please provide specific, measurable metrics.	Is this goal or strategy different from 2019 – 2020?	Have any of your priorities changed since COVID-19?

		Completion Metrics will increase from baseline to first year interim goal:
		• Degree in two years
		  – Part-time students
		    ▪ African American from 0% to 1%
		  – Full time students
		    ▪ African American from 3% to 5%
		    ▪ Latinx from 7% to 8%
		    ▪ Pell from 7% to 8%
		• Degree in three years
		  – Part-time students
		    ▪ African American from 13% to 15%
		    ▪ Latinx from 15% to 17%
		    ▪ White from 17% to 18%
		    ▪ Non-Pell from 12% to 14%
		  – Full time students
		    ▪ African American from 31% to 32%
		    ▪ Latinx from 29% to 30%
		• Degree in four years
		  – Part-time students
		    ▪ African American from 5% to 8%		

	• Create African American Students' Orientation to ECC and Desire 2 Learn ("D2L").	• Increase African American student comfort level with online learning, student success rates in online classes, and student sense of belonging at ECC. (Will collect pre/post results.)	No	Postponed from summer 2020 (FY2020) to fall 2020 (FY2021)
	• Finalize Chief Diversity, Equity, and Inclusion Officer Position description and begin search.	• Hire a Chief Diversity, Equity and Inclusion Officer by end of FY2021.	Yes, new	No

Achieving the Dream™

Student Success Strategic Priority Goals (please select goal category from the drop-down menu)	Key strategies, interventions and activities you will implement/continue to implement	Expected outputs or outcomes. Please provide specific, measurable metrics.	Is this goal or strategy different from 2019 – 2020?	Have any of your priorities changed since COVID-19?
	• Lay foundation and design pilot for Open Educational Resources ('OER'). Pilot to launch in FY2022.	• Have fully designed and ready to implement OER pilot project by the end of FY2021. (Pilot will be in FY2022.)	No	Yes, postponed to implementing pilot in FY2022. Redirected resources to provide infrastructure, training, and equipment to meet the needs of virtual learning in FY2020 and FY2021.
☐ Other (List)	*None.*			

What key performance indicators is your institution using currently?

Key Performance Indicators	Yes	No
Completion of Gateway Math and/or English in Year One	✓	
Persistence from Year one to Year two (fall-to-fall retention)	✓	
Courses attempted/ completed with C or higher grade within one year of initial enrollment	✓	
Completion of a certificate or degree within three years of initial enrollment	✓	
Transfer metric and earned baccalaureate (BA or BS) degree within six years	✓	
Credit accumulation in first year	✓	
Zero credits earned in the first semester	✓	
Other (please list)	Engagement survey, satisfaction survey, predictive analytics/propensity scores/likelihoods, etc.	

In what ways can Achieving the Dream assist your institution in reaching your goals for the coming year? Select all that apply and provide a summary of your needs. (Maximum 150-word count per selection)

☐	ATD coaching support	
☒	Promising practice sharing	We welcome guidance from ATD on how to formally share best practices with other institutions. Beyond the Intervention Showcase or digital repositories on the ATD website, is there a statewide or regional venue for sharing? Has ATD ever considered regional coaching? In northern Illinois, we benefit from having several ATD colleges within a few hours' drive, yet we do not have a statewide consortium. The reason for this is lack of resources – colleges cannot dedicate or reorganize personnel to host events and prepare and facilitate sessions. An ATD coach or coaching team working with multiple institutions may be a welcomed idea and would allow colleges working on similar strategies a mechanism to share tactics and resources formally.
☐	Facilitation of network college connections	
☒	Grant opportunities	Grant opportunities are always welcomed. Our campus ATD leaders routinely check the ATD webpage for funding opportunities, but many of those seem earmarked for pre-selected or invited applicants. The ECC Foundation also stays on top of opportunities from federal and state sources. We are particularly interested in funding technology to advance student support services and pilot programs. Years ago we worked with other ATD institutions on an iPASS grant but were denied. Instead, we are using institutional funds to launch a data warehouse and predictive tool for student services. As we near the end of a multi-year USDE Title III grant, we are keeping an eye out for other large grants.
☐	Building a culture of evidence	
☒	Pathways support	Mapping academic pathways has been challenging. At present, we equate this work to course scheduling within particular departments, which we tend to approach reactively rather than systemically – that is, we make adjustments to course schedules on a department-by-department basis and only when issues arise (such as students not being able to find the classes they need). We have not yet examined mapping holistically across courses, programs, and our entire curriculum. Several college administrators attended the AACC Guided Pathways Summit in March 2020, but this was right before the pandemic hit, so our attention was diverted elsewhere, and we have not yet followed up with firm plans.
☒	Holistic Student Supports	Holistic Student Supports is one of the ATD services we have discussed participating in. In our ILEA equity plan, which we submitted in December 2019, we describe our acquisition and deployment of Ellucian Advise CRM, a client management software tool we will use for the first time this academic year. The tool will enable us to track students' use of services and assess their relationship to course success, persistence, and completion. The tool will be helpful in supporting workflows for academic advisors, career specialists, and other front-line offices. Beyond this tactical work, the college could profit from holistic reflections on student services at a strategic level to identify and cultivate the kinds of data we need in the Advise system.
☐	Building a culture of equity	
☐	Dual Enrollment/ Early College Models	

☐ General professional development and webinars	
☐ Board Development	
☐ Strategic Enrollment Management	
☐ Teaching and Learning after disruption	
☐ Capacity building for Resilience	
☐ Other (List)	

In what ways do you anticipate your institution's level of engagement in your student success work for AY 20-21 changing due to COVID-19? Select all that apply:

☐ We are planning to slow down our student success work for the coming year

☒ We are on track with our student success work in the coming year

☐ We are speeding up our timeline for student success work in the coming year

What forms of professional development do you anticipate participating in during AY 20-21? Select all that apply:

☒ Limited ability to travel to professional development events (local, regional, national)

☒ Preference for virtual or local professional development

☒ Greater need for professional development/information in areas above

☒ Greater need to connect with other network colleges (virtually, face to face)