Achieving the Dream™

2021 Annual Reflection Report

Due June 30, 2021

Introduction

With vaccinations on the rise and a new administration, we are wrapping up this academic year with hope for the future of community college students. Together, we have persevered through twin pandemics by rapidly responding to the needs of our students and campuses as we have navigated our remote environments. The 2021 ATD Annual Reflection is an important time that allows you to reflect upon how our practices have helped to transform your institution.

Similar to last year, the 2021 Annual Reflection allows space for reflecting directly on how your institution has adapted to COVID and embraced equity in new and dynamic ways. The information that you provide through the Annual Reflection will help Achieving the Dream better understand the current landscape and inform the supports that we provide to colleges over the coming months and year.

Instructions

The 2021 Annual Reflection Report process includes two components: 1) a college strategic plan or report submission, and 2) an annual reflection report.

1. College Strategic Plan / Project Report

   We ask you to submit a copy of your current institutional strategic plan. ATD colleges who are participants in the Aspen Frontier Set Project may choose to submit the most recent project report in lieu of the strategic plan. You may also choose to upload an Executive Summary of either of these reports.

   Tribal Colleges and Universities 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. The annual reflection worksheet on page 3 of this document enables collaborative draft of the college

response that can later be uploaded to an online form via your institutional link. Your responses to each question should fall within the 150- to 300-word count, as indicated in the worksheet and online form.

Submission

The strategic plan and annual reflection report are required to be submitted via an online form. Each institution will receive a separate email with an individualized link where you can submit the materials. Please note that the worksheet and the online form questions are the same despite a slight difference in the format design. You will be able to copy and paste your collective responses from the worksheet to the online form.

The strategic plan and annual reflection report are due June 30, 2021.

Questions

Please send an email to Network@achievingthedream.org or call 240-450-0075 if you have any questions.

Thank you for your participation in this important reflection, planning and learning process.

Achieving the Dream™

2021 Annual Reflection Worksheet

Upload College Strategic Plan or Project Reports

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

For TCUs: Upload Project Success KPI Report (2021)

Annual Reflection Worksheet

Contributors

Please identify the stakeholders who contributed to the 2021 annual reflection with their name and title.

• Donna Whitehouse, ATD Coordinator	• Kim Silverman, Advising Strategy Lead and Co-Chair Core Team
• Charles Clark, AVP Planning and Research	• Julie Williams, Director, Student Success Center
• Carol Rothstein, VP Academic Affairs	• Click here to enter text.
• Mia Sneed, Equity Strategy Lead	• Click here to enter text.

Achieving the Dream™

Priority Goals

Please list your Student Success Priority Goals from this past year (2020-21) and describe the progress your college has made using the table below. *(Colleges that joined ATD in 2018 or 2019 may use the priority goals established in the action plan they submitted at the end of their first year in ATD's Network or new priorities were developed due to the pandemic). You may list and detail a fourth goal, though this is optional.*

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*	**New for 2020-21 due to the COVID-19** ϒ **Yes** ϒ **No**
1. Increase the overall first-time, full-time (FTFT) fall to fall retention of students. BASELINE = 45% GOAL = 51%	While our rates dropped all categories, COVID-19 created opportunity for the college to explore new ideas and strategies to support student success that may not have been considered pre-COVID. These include providing synchronous virtual classes, increasing asynchronous online course options, improving technology support through the creation of wifi hotspots on campus, offering computers and hotspots for home use, and opening new food pantries on campuses. In addition we offered virtual tutoring and advising for the first time, and utilized available grant funding to increase student access to mental health resources.	**COHORTS – RATE** Fall 2017 – 45% Fall 2018 – 48% Fall 2019 – 46% Fall 2020 – TBD	No
2. Eliminate the first-time, full-time (FTFT) fall to fall retention gap between African American and White students. BASELINE = 15 points GOAL = 0 points		**COHORTS – %POINT GAP** Fall 2017 – 17 Fall 2018 – 16 Fall 2019 – 3 Fall 2020 – TBD	No
3. Decrease the percent of the first-time, full-time (FTFT) earning no credit hours in their first term. BASELINE = 18% GOAL = 10%		**COHORTS – RATE** Fall 2017 – 18% Fall 2018 – 14% Fall 2019 – 16% Fall 2020 – 24%	No
4. Eliminate the gap between African American and White		**COHORTS – %POINT GAP** Fall 2017 – 13 Fall 2018 – 9	No

students first-time, full-time (FTFT) students earning no credit hours in their first term. BASELINE = 14 points GOAL = 0 points	Strategy work that we expect to have greater dividends in the future was begun – including beginning the advising redesign process and revising our Diversity and Equity committee that includes a focus on professional development. With the hiring of a new VPAA in January 2021, we began the process of evaluating our current academic model.	Fall 2019 – 9 Fall 2020 – 19	

How has the COVID-19 pandemic affected your overall progress on your goals this past year (2020-2021)?

☐ No effect, we made our expected progress

xThe pandemic began or continued to disrupt our progress for the 2020 Spring semester

Please share any comments on how COVID-19 has affected your overall progress on your goals this past year. (Optional)

The fall to fall retention for the Fall 19 cohort rose 1% over the baseline, but fell 2% in comparison to the prior year when considering total student population. When the data is disaggregated, our target population of African American students however, appeared to be much more significantly impacted a drop of 13% - down to 3% retained overall. Data for the 2020 cohort is not yet available. We have attributed this drop of fall to fall retention to the effects of COVID 19 on our students resource availability for school, time available, family needs, and issues such as transportation and childcare.

Gains that were beginning to show in our work to decrease the overall numbers of students earning 0 credit hours in their first term, and to eliminate the gap between African American and White students completely, were lost.

Achieving the Dream™

Achieving the Dream™

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		x		
Senior leadership transition		x		
Staffing for implementation		x		
Professional development			x	
Multiple/conflicting priorities		x		
Adequate operational resources			x	
Cross-functional communication and student outreach			x	
Sustainability & continuous improvement		x		
Enrollment changes			x	
Other: please list and rate				

From the areas you rated ***No difficulty at all***, please specifically explain why. (Maximum 150-word count)

From the areas you rated ***Nearly impossible***, please specifically explain why. (Maximum 150-word count)

How are you leveraging your institutional capacities (Leadership & Vision, Data & Technology, Equity, Teaching & Learning, Engagement & Communication, Strategy & Planning, and Policies & Practices) to support your student success goals and address the challenges identified above? (Maximum 200-word count)

NSCC continues to strive towards increasing capacity in all areas.

Leadership and Vision/Strategy and Planning are completing an 18-month process to revise the NSCC Strategic Plan – including our mission, vision, and equity statements. With this unified plan we expect to see a more cohesive internal and external message about student success.

Teaching and Learning has made great progress through the work of our Teaching Center – including the incorporation of TILT methodologies in many classes and the development of a Culturally Responsive Teaching Practice in house certificate. We hope that this work, combined with our future focus on HIPS, will result in greater student retention.

Our equity work continues, with plans to launch poverty and equity-based training during the 21/22 academic year. These educational opportunities should position our college faculty and staff to have a deeper understanding of who are students are and the obstacles they face.

Policies and Practices are under review and revision, with a hopeful rollout of a system in 21/22 to better inform the college in this area.

COVID-19 pushed the college forward in the area of Data and Technology. This growth will impact our students significantly as we use data to better understand our students and technology to provide more opportunities to meet our students where they are.

Please share any recent developments or trends you have seen with the labor market and workforce in the community you serve. How are you responding to those trends and developments to strengthen post-completion outcomes?

Nashville continues to be a thriving marketplace for the healthcare, technology, culinary, and hospitality industries. While COVID-19 did create a disruption in service, the markets are rebounding, and we are predicting continued growth. Recent partnerships and grants have provided opportunity for students in these areas and point toward potential niche educational certifications and degree markets for Nashville State students.

Nashville State campuses in our surrounding counties have different workforce needs, and there too we are finding opportunity for growth and development. In those counties, workforce needs have centered around Industrial Process Technology Control, the paralegal field, and partnerships to fill gaps in K-5 teachers. A internal reorganizing has shifted the responsibility of our workforce efforts to better align our workforce needs with our academic and training offerings.

How are you addressing racial equity in your institutional and academic policies and practices? How have these changes impacted student success outcomes?

Addressing racial equity in institutional and academic policies and practices continues to be an area of growth for the college. Our Diversity and Equity committee has been reformed to include a greater and more diverse student voice as one way to help us identify potential policy and practice concerns. We continue our pursuit of professional development to increase knowledge and awareness for all employees about equity issues – including discussions and learning opportunities around race, ethnicity, and socio-economic differences. Once example of this is participation in a New Skills Ready grant that included Groundwater Trainings through the Racial Equity Institute.

As new policies are developed we attempt to evaluate with a critical eye towards equity. Academic work continues with the utilization of the TILT method in instructions and review of the current syllabus.

Further work is need to address workplace diversity and comprehensive policy review for equity focused language.

The college is at the beginning stages of this work and impact on student success outcomes is difficult to determine at this time.

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 total)

Lesson One
One of the key lessons we have learned is that is doesn't matter how many supports you have to offer students, if they don't have a connection to a person who can direct them to those supports. Whether it is the Student Resource Managers or the success Advisors, or other staff, students have to feel comfortable enough to disclose to a person that they have a need. Students often don't search it out on the website on their own. Relationships matter!
Lesson Two
It takes time to develop a common language and understanding of student success. It takes time and dedicated resources to ensure that training is in place to help all members of the college community fully understand our students. And it takes time for all to understand the impact that each and every employee has on student success - it matters not if the role is student facing or not. All play a hand in the student success efforts of the college.

What key performance indicators are your institution currently using?

Achieving the Dream™

Key Performance Indicators	Yes	No
Completion of Gateway Math and/or English in Year One		X
Completion of a certificate or degree within four years of initial enrollment	X	
Courses attempted/completed with C or higher grade within one year of initial enrollment	X	
Credit accumulation in first year	X	
Enrollment conversion rates for dual enrollment and high school graduate matriculation		X
Persistence from Year one to Year two (fall-to-fall retention)	X	
Transfer metric and earned baccalaureate (BA or BS) degree within six years		X
Zero credits earned in the first semester	X	
Other (please list)		

What are the high-impact practices your institution is implementing now? (Choose all that apply)

A. Active and experiential learning
B. Capstone projects
C. Collaborative assignments and projects
D. Shortened academic terms
E. Tracking employment outcomes for workforce development
F. Undergrad research
G. Using Guided Pathways framework to organize student success work
H. Work-based learning
I. Writing intensive courses
J. Other, please specify:
K. None

If choose A-J, please briefly describe how the practices are implemented at your institution?

The practice areas listed above are utilized by Nashville State, but not in a formal "high impact practice" method and are not shared/discussed much beyond the divisions in which those practices are housed.

Examples:

- *Many of our AAS programs offer active and experiential learning. This contrasts with our AA and AS classes where those opportunities are few.*
- *Capstone projects are used in our Business programs but are not formally integrated into other degree plans across the college.*
- *While we do have 7-week terms, we do not currently use these in a robust manner. The option of a more comprehensive offering of 7-week courses is under review.*
- *Guided Pathways are under discussion, but not currently in use.*
- *Work based learning is offered - but minimally through a few special programs like Tractor Supply, the Culinary program with Vanderbilt, or the Patient Care Technician program with HCA Tristar.*

What are your 2-3 goals for next year (2021-2022) and what progress do you expect to make? Have any of your priorities changed as you continued to adapt to 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 2020 – 2021?	Have any of your priorities changed since COVID-19?
☐ Align academic pathways with labor market outcomes				
• Build K-12 pathways				
xBuild a culture of excellence in teaching and learning	• ACUE Training • Review of current HIP's and college wide implementation strategies • Continue CRTP professional development through the NSCC Teaching Center	To be determined	*yes*	*No*
• **Close equity gaps**	• Offer college wide training opportunities (example: Poverty Training) to increase employee awareness of equity issues impacting student performance. • Through grant funding, build in house training for all employees	Decrease the fall-to-fall retention rate gap between African American and White students by 2-percantage points. Close equity gap between students earning 0 credit hours in first semester by 2 percentage points.	*No*	*No*

	around diversity and equity • Increase student voice in college work through strengthening the SGA and increase student participation in shared governance through membership in identified college wide committees			
• **Increase persistence/retention**	• Focus on our teaching and learning strategies • Explore workforce partnerships and intern opportunities • Improve advising • Review data and more clearly identify where our retention gaps are as we identify potential causes of those gaps.	Increase overall fall-to-fall retention rate by 2-percentage points.		
• Increase student completion				
• **Redesign advising**	Advising Ad Hoc committee building Advising proposal that will redesign advising structure for entire college.	Advising proposal to be completed and presented to leadership by Summer 2021. Advising proposal revisions to be completed and phase 1 implementation to begin Fall 2021		
• Redesign Gateway courses				
• Other (List)				

Achieving the Dream™

How do you anticipate your institution will operate for AY 21-22 amid what we hope is the tail end of COVID-19?

- ☐ ***We anticipate reopening in Fall 2021 semester and holding predominantly face-to-face courses with all necessary health precautions***
- ☐ We anticipate reopening in Fall 2021semester and offering a balance of face to face, remote, and hybrid formats.
- ☐ We anticipate reopening in Fall 2021 semester but still offering the majority of our courses in remote or hybrid formats
- ☐ We are unsure of our likely operational status for the Fall 2021 semester at this time
- ☐ Other, please specify.

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)

☐ **Building a culture of equity**	**Prepared training tools for college facilitators to use for internal trainings.**
☐ **Building a culture of evidence**	**Prepared training tools for college facilitators to use for internal trainings.**
☐ Capacity building for Resilience	

☐ Dual Enrollment / Early College Models	
☐ Facilitation of network college connections	
☐ **Holistic Student Supports**	**We are currently utilizing the Holistic Student Support Toolkit, this has been a great resource. Perhaps opportunities for cross college discussion and work groups to share ideas and lessons.**
☐ Pathways support	
☐ **Strategic Enrollment Management**	**Meetings with coaches to review and brainstorm around existing and proposed plans have been very beneficial. We plan to continue with this support.**
☐ **Teaching and Learning**	**Prepared training tools for college facilitators to use for internal trainings. Meetings with coaches to review and brainstorm around existing and proposed plans have been very beneficial. We plan to continue with this support.**
☐ Other (please list)	

What forms of professional development does your institution prefer to participate in during AY 21-22? Select all that apply:

- ☐ ***National In-Person Convenings/Institute***
- ☐ ***Regional In-Person Convenings/Institutes***
- ☐ ***Virtual Convenings/Institutes (multiple-days)***
- ☐ ***Short Virtual Events (60 to 90 minute webinars, half-day summits)***
- ☐ ***Asynchronous Virtual Learning Opportunities***