2018 COHORT STUDENT SUCCESS ACTION PLAN
Due: Friday June 7, 2019

Instructions

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

Colleges start the discovery and planning period in different places. Some colleges have been active in national reform efforts for many years, others received public or private funding to broaden or sustain their student success efforts, and some are relatively new at whole-college transformation. Colleges also are at different stages of learning and discovery based on factors like availability of data, competing priorities (e.g., accreditation), organizational changes, or external policy developments. As a result, some Action Plans will be more comprehensive and detailed than others.

This is **your** Action Plan. It will guide and sustain your student success work moving forward. It is designed to help you communicate what you have learned, where you are focusing your student success work, and the role of the college community in achieving your goals. It is a living document that is meant to be adapted and evolved as you learn more, accumulate experience, and assess the effectiveness of your strategies.

Institution Name: County College of Morris

Name, title and email of the person(s) with primary responsibility for monitoring progress of the Action Plan:

Dr. Bette Simmons, Vice President for Enrollment Management & Student Development and Interim Vice President of Academic Affairs

Dr. Pamela Marcenaro, Dean – Learning Support & Opportunity Services

Professor John Williford, Chair – Psychology & Education Departments

Mr. Rob Stirton – Vice President of Institutional Effectiveness and Chief Information Officer

Section 1: Where We Started *(100 words)*

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

- Very limited, haphazard and siloed initiatives were occurring prior to joining ATD.
- Periodic adjustments were being made to developmental education courses but based on anecdotal information and limited data/research.
- College Student Success course (CSS) was being offered to selected student small groups of students only.
- Academic advisement was based on a loose guided pathways model and was delivered predominantly by faculty advisors.
- Data was being collected but was not comprehensive and directed and was not being used to inform decisions/activities.
- Attendance at 2017 and 2018 DREAM Conferences to learn about ATD.

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

Prior to joining ATD we inaugurated a new President in 2016 who had ATD experience. As a result of his vision and experience, the college conducted an organizational change to refocus, strengthen and support student success. These changes included the creation of a dedicated Institutional Effectiveness structure that included the development of a Data Warehouse and guidance around what data should be collected and analyzed; the creation of a Virtual Campus with its respective Dean; the reorganization of several academic support services including moving Accessibility Services to Student Development & Enrollment Management and merging the Educational Opportunity Fund Program with the Tutoring Center to create the Learning Support & Opportunity Services areas.

As with other institutions across the country, the college has seen a decrease in state and local funding while, at the same time, enrollment has experienced a slow decline. As well, the State of New Jersey is beginning to consider performance-based funding for higher education, with the first round focused on four-year institutions. This has prompted the institution to give more thought to how we can stabilize if not improve our enrollment, retention and completion of our student population. This guided a very directed 3-year strategic plan which will now be updated.

Several key administrators left the institution in 2018; the Vice President of Academic Affairs, the Dean of Liberal Arts, and the Director of Admissions. All three are vitally important for the success of the institution, especially given the need for strong leadership within Academic Affairs, overall, and the Liberal Arts areas in particular. We were able to fill the Director of Admissions position in September 2018. However, the Vice President of Academic Affairs and the Dean of Liberal Arts positions remain vacant and we are in active searches to fill these positions.

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

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

A. **What types of teams or other structures did you establish, or modify, and what were they charged to accomplish?** We have an ATD Campus Team Lead (our Vice President of Student Development and Enrollment Management), who oversees our entire ATD activities, and two (2) Student Success Team Co-chairs (1 faculty and 1 administrator) who lead the specific tasks of our various ATD Student Success teams. Additionally, we have an ATD Core Team of 15 people who meet on a more frequent basis to discuss how to move forward with our various activities, 20 additional individuals serving on an Expanded Student Success Team that is responsible for implementing agreed-upon actions, and a Data Team. These groups are comprised of faculty and staff from across campus. Within these teams, we created capacity sub-groups charged with overseeing the work through the lens of their identified capacity.

B. **To what extent were faculty, staff, administrators, and students actively engaged in these teams?** Currently, we have engaged many faculty, staff and administrators during our planning/launch year. We are currently in the process of getting our student groups together targeting the Fall 2019. This will include creation of focus groups and student led advisory board.

C. **How was learning shared across teams/areas?** Our learning started with meetings with our ATD Coaches in the fall 2018, followed by team discussions, analysis of data elements, interactions with other ATD Network colleges, and our Kick-off meeting this past spring 2019. Furthermore, we have asked members of our ATD teams to utilize and access ATD Connect and have encouraged people to attend various ATD professional development programs. We added four (4) new faculty members to our attendance at DREAM 2019.

D. **What communication strategies and processes were used to share learning from the teams with the broader college community, including trustees?** Communication has been provided thorough campus emails, the CCMemo (our weekly electronic newsletter), the spring 2019 ATD Kick-off, staff and faculty meetings, and monthly updates as a standing agenda item to the College Council (our governance body). We are in the process of creating more marketing materials through paper and website presence, which will help with our communication strategies – targeting fall 2019.

E. **Did the structure change/evolve as you collected and analyzed information about the student experience, equity gaps, barriers to student success, and gaps/bottlenecks in the enrollment funnel and supports provided to students? If so, how and why?** To date we have not made any changes to our ATD organizational structure. We are still in the process of confirming our processes as well as analyzing our data to determine where are our biggest barriers to student success.

Section 3: What We Learned *(500 words)*

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

Data Discovery: We identified 17 databases/datasets in various departments across campus that might be useful in deepening and broadening our available data for student success analysis. The Institutional Effectiveness department will connect with those offices to further explore the data available in these databases, and, if possible, establish a schedule of regular updates and extraction for analytics.

Transcript Analysis: CCM's math department identified 1,112 unique students from 94 high schools of which 135 transcripts were analyzed for math and English placement accuracy. Seventy percent (70%) of students with a HS math GPA of 2.5 or above were successful in developmental math courses compared to 42% of students with a HS math GPA below 2.5. High school students not taking math is their senior year were 33% successful. CCM will convey to local high schools the need for math during the student's senior year. Therefore, the college is considering a waiver for HS students with 2.5 math GPA or higher and mandatory tutoring for a HS math GPA below 2.5.

Intermediate Algebra Course Pattern Analysis: A total of 5,131 students enrolled in Intermediate Algebra, 2,838 successfully passed the course, 1,548 enrolled in the subsequent course College Algebra, with 49% earning a D, F or W. The success rate in any attempt (up to 4 tries) is essentially the same 50:50. The math department chair will be working with faculty for a redesign.

Writing Skills Course Pattern Analysis: A total of 4.435 students enrolled in Writing Skills, 2,411 successfully passed the course, 2,068 enrolled in the subsequent course English Composition I, with 22% earning a D, F or W. This course is required for graduation in every program at CCM. The effect of a department-specified attendance policy will be examined in-depth.

College Algebra Success Rate Analysis: We analyzed differences in successful completion of College Algebra based on multi-measures. Using SAT/ACT scores proved to be a better predictor of student success than Accuplacer. We'll leverage these results to develop a multi-measure approach to math course placement.

Please indicate which of the following analyses you completed and explain briefly why you chose to explore this area.

Area of Analysis	Completed (Y/N)?	Disaggregated Data (Y/N)?	Rationale
Early Momentum Metrics such as credit accumulation 1st term/year, gateway course completion in 1st year, term-to-term persistence (specify)	No	No	To be available early June 2019.
Success rates in high enrollment courses	Yes	No	The top 15 courses with grades of D, F, and W were analyzed (see Intermediate Algebra, Writing Skills notes above). Course patterns analysis were developed and tied to student costs and college revenue lost due to attrition from those courses. This analysis was conducted because those classes are necessary to obtain most degrees at CCM. Therefore, they had high enrollment and impact a significant number of all CCM students in their path toward degree completion.
Meta-major/ Program of Study selection	No	No	Beginning that work as this plan is being documented.
Student voice (Early Engagement metrics like SENSE, focus groups, etc.)	Yes	Yes	Although, Noel-Levitz SSI, IPS and PSOL conducted in 2018 to baseline student perceptions, we are in the process of gathering more qualitative student data, which includes focus groups for the Fall 2019.
Faculty and staff voice (focus groups or surveys)	Yes	Yes	Noel-Levitz SSI, IPS and PSOL conducted in 2018 to baseline student perceptions.

Institutional Capacity Assessment (ICAT); Capacity Cafe	Yes	Yes	We administered the ICAT in compliance with ATD March – April 2019. The results were analyzed by our Data Team, shared with the Core Team and then presented to the college community in our Capacity Café which occurred on June 4, 2019.
Business process mapping	No	No	
Other			

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

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

B. **What equity gaps exist between different student groups? Have they have been increasing or decreasing over time?** We have not disaggregated those data because we have not defined what 'Equity' means at CCM. This will be a part of our ongoing work now that we have analyzed the ICAT results. However, we know that we have had equity gaps consistently over time. We just need to dig deeper into the data to confirm where those gaps exist and for what specific types of groups.

C. **What did you learn from mapping the current student experience? How does the current student experience compare to the "ideal" one for students at your institution?** We have not completed this work. However, based upon our initial conversations with our ATD Coaches, we know that we are losing students at two (2) particularly important steps in the student experience; at the beginning from the point of admissions and then whenever developmental education courses are required. We recognize that students need a more structured and informative onboarding into the institution to set them on the correct path and the opportunity to move through that path more successfully. We will dig deeper into this through our proposed action steps.

D. **Have you identified policy, practice, process, and/or cultural barriers that impede student progress? If so, what are they?** We have several enrollment processes and policies (for example, our policy on establishing residency for tuition purposes; course pre-requisites; course repeat policy) that are causing obstacles for student momentum. We need to investigate this further, based upon data, before making any adjustments.

E. **What did you learn from the Institutional Capacity Assessment Tool about your strengths and areas that need to be strengthened?** We just completed our Capacity Café on June 4, 2019, and we are in the process of reviewing and summarizing the data gathered from the event. What we learned preliminarily is that we are in a very good place as an institution, we just need to reframe some of our work, in particular as it relates to getting students through the admissions and enrollment processes, and we need to provide more data to

critical areas in order for them to be more directed in what is necessary to be more successful. Anecdotal information will no longer work. We need to provide much more relevant data and adjust our work based upon that data.

F. **Are there additional data or information sources that you are still investigating and/or want to collect? If so, what is the plan to get these items?** We are still in the process of identifying critical data that will help us with our work. In particular, we have spent the past year cleaning up our data so we can accurately and confidently report admissions, enrollment, retention, and completion data. We have begun disaggregating these data so we can focus on particular student groups as well as course level information. We will be leveraging the Data Warehouse for Business Intelligence we built to improve upon the availability of these data as well as to strengthen and focus all our work.

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

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

- *A strong vision statement is a concise, specific, and inspiring understanding of what the institution aspires to become or achieve that can be used by all stakeholders to set priorities and guide action. It is a forward-looking statement that engages and motivates the college community and clearly articulates the benefits for student success.*

Working CCM Student Success Vision (This is still a work in progress, as we will be launching our student success vision in the fall 2019 after we receive student input. The following draft statement has not been communicated to the college community yet.)

CCM achieves student success through a gateway of holistic academic and non-academic support systems designed to foster resilience, independence, critical thinking and communication skills, while helping students identify and obtain personal and professional goals. Thus, enabling to complete a structured degree and/or certificate, and positioning them for successful completion, transfer and/or workforce development in a diverse society.

Section 5: Our Action Plan Priority Goals

Combining (a) your **Student Success Vision** with what you have learned about the (b**) current student experience, barriers and gaps**, and (c) **your institutional capacities**, please outline 2-3 strategic **Priority Goals** that you will focus on over the next two years. Explain briefly how the **Priority Goals** relate to your vision and what you learned. Identify the **Key Strategies, Interventions, and Activities** that you will implement to accomplish your **Priority Goals. Priority Goals** should be measurable and be obtainable in the near-to-medium term, as compared to metrics such as graduation rates that serve as long-term, lagging indicators.

Action Plan Strategic Priority Goals	Rationale: How our Priority Goals relate to our Student Success Vision and what we learned	Key Strategies, Interventions and Activities to accomplish Priority Goals (are these new or updates to current efforts?)	Institutional Strengths to leverage and/or Areas to Build Additional Capacity
Review and revise developmental education requirements and courses	*Our vision is geared towards completion, transfer and/or workforce development; therefore, non-college-credit courses must be reviewed and potentially redesigned to help retain students, while pursuing their personal and professional goals within a timely manner.*	*We are assessing the effectiveness of current developmental education course design.* *We are evaluating the need for mandatory tutoring activities or supplemental instruction support.* *We are collaborating with academic and non-academic key stakeholders to review best practices and policies in relation to developmental education at CCM.* *We are making changes in developmental math placement.*	*We have available data that we can analyze.* *We have an established Tutoring Center to support students already, which we can expand to support this goal.* *We have strong relationships between faculty and non-faculty administrators to help implement effective change in relation to developmental education.* *We have a very willing Math Department who wants to make change.*
Onboarding of students	*In order for students to achieve professional and personal goals, we must identify barriers and challenges that may hinder their success during their first year in college, minimizing attrition.*	*Summer bridge programs* *College student success/first-year seminar course* *First year student orientation* *Strengthen new student advisement* *Establish guided pathways to course/program completion*	*We have some small-scale version of summer bridge programs currently at CCM, which can be scaled up.* *We currently have a college student success (CSS) course, which is not required and can be reviewed and*

			redesigned to meet the needs of the different academic schools and students.
			We have a new redesigned first year student orientation, which can support these efforts
			Through our newly developed Academic Success Center, we are in the process of redesigning our new student advisement experience and being more intrusive once students are at-risk of not progressing.

Optional: provide a visual representation to demonstrate how your strategies, interventions and activities work together to achieve your student success priority goals and vision.

Section 6: Our Detailed Action Plan

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

*Priority One: **Developmental Education***

Key Strategies, Interventions and Activities	Deliverables and Timing	Organizational unit(s) responsible for design, implementation and evaluation	Scaling the Work (if not implementing at scale initially, what is the plan for scaling?)	Measurable indicators of progress with measurement dates (be specific)	Resources Needed (policy or procedural changes, staffing, technology, professional development)	Challenges (policy, logistics, staffing, organizational, etc.) to implementation and strategies to overcome them
We are assessing the effectiveness of current developmental	**Spring 2020**	Faculty, Chairs & Deans VP of Academic Affairs Dean, Learning Support & Opportunity Services	Currently reviewing and looking to start with math	More students being placed into college-level courses instead of developmental	Policy changes; professional development for accelerated learning	Reviewing current policies and willingness to make adjustments

			courses. At the same time, we will begin considering options for developmental English.	courses. Students' time to completion improves.	design; supplemental instruction resources	
education course design.						
We are discussing the possibility of using multiple measures for placement in developmental math classes	**Spring 2020**	Mathematics Faculty; Dean of Business, Mathematics, Engineering & Technology; Vice President of Academic Affairs	Begin pilot in spring 2020 with new students placed in college-level courses based upon high school math courses/grades.	More students being placed into college-level mathematics courses instead of developmental mathematics courses. Students' time to completion improves.	Staffing to review and analyze high school transcripts Potentially more college-level math classes and fewer developmental math classes.	Time it takes to analyze high school transcripts and then place students in proper college-level math classes. Making sure students – who would normally be placed in developmental math - have appropriate resources to support their successful completion of college-level math classes
We are evaluating the need for mandatory tutoring activities or supplemental instruction support.	**Spring 2020**	Faculty, Chairs & Deans VP of Academic Affairs Dean, Learning Support & Opportunity Services	Currently reviewing and looking to start with math courses	More students being placed into college-level mathematics courses instead of developmental mathematics courses. Students' time to completion improves.	Policy Procedural changes, professional development & financial resources	Financial and staffing resources to support recommended changes

Priority 2: **On-Boarding Process**

Key Strategies, Interventions and Activities	**Deliverables and Timing**	**Organizational unit(s) responsible for design, implementation and evaluation**	**Scaling the Work** (if not implementing at scale initially, what is the plan for scaling?)	**Measurable indicators of progress with measurement dates** (be specific)	**Resources Needed** (policy or procedural changes, staffing, technology, professional development)	**Challenges** (policy, logistics, staffing, organizational, etc.) to implementation and strategies to overcome them

Summer bridge programs	**Summer 2019** – students have developed reasonable academic plan that maps out program completion	Dean of Student Development & Enrollment Management; The Academic Success Center	Initial start with students requiring 2 or more developmental courses	Assessment of knowledge of college and its resources. Students' time to completion improves due to more credits taken	Financial aid for students	Developing a reasonable schedule for student participation. Identifying appropriate resources to support the program.
College student success/first-year seminar course	TBD	Academic Affairs	Currently, course is not required, but open to anyone who wants to take it. Looking to expand throughout all/most curriculums. To start, initially will be selected groups of students until it can be brought to scale	Increased retention rates for groups taking the course – higher than those not taking CSS. 75% first year retention.	Policy and curriculum changes/adjustments	Logistics, 60-credit limit requirement for associate degree decreasing a place in academic programs for the College Student Success course. Confirming institutional support to reinstitute course on a larger scale.
First year student orientation	**Fall 2020** – adjust new student orientation to include greater focus on academic program completion path; resources; and institutional support	VP of Academic Affairs; VP of Student Development & Enrollment Management; Director of Campus Life	All new students to the college	Students better informed about academic plans and available resources. Increased retention rates Increased time to completion due to more credits taken	Greater involvement from Academic Affairs administration and faculty	Incorporating representatives from the Academic Affairs Division in the planning and delivery of the orientation program
New student advisement	Spring 2020 -	Staff from The Academic Success Center (TASC); academic advisors	Program-specific students meeting with members of TASC for their first year before moving over to	Students better informed about academic plans and available resources. Increased retention	Additional full-time staff in TASC	TASC is made up predominantly of part-time staff Changes would need to be made to our academic advisement practices

			faculty for academic advisement	rates Increased time to completion due to more credits taken		

Section 7: Results Framework and Monitoring

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

- o Please remember to tie the goals to outputs or outcomes that are measurable in a relevant time frame (e.g., implementing a new onboarding process will not drive increased graduation in the near term, but it may result in increased credits completed and/or completion of key math and English courses in the first year).

Key Strategy, Intervention or Activity	Measurable Indicator of Progress	Baseline Level (specify year)	End of 2019-20	End of 2020-21	End Target (may be further out than 2020-21)
We are assessing the effectiveness of current developmental education course design.	More students being placed into college-level courses instead of developmental courses. Students' time to completion improves.	*2014-2017*	*40% of students placed in college-level classes as opposed to developmental classes*	*60% of students placed in college-level classes as opposed to developmental classes*	*75% of students placed in college-level classes as opposed to developmental classes*
We are discussing the possibility of using multiple measures for placement in developmental math classes	More students being placed into college-level mathematics courses instead of developmental mathematics courses. Students' time to completion improves.	*2014-2017*	*40% of students placed in college-level classes as opposed to developmental classes*	*60% of students placed in college-level classes as opposed to developmental classes*	*75% of students placed in college-level classes as opposed to developmental classes*
We are evaluating the	Course success rates	*2018-*	*60% course success*	*65% course success*	*75% course success rate*

need for mandatory tutoring activities or supplemental instruction support.		*2019*	*rate*	*rate*	
Summer bridge programs	Assessment of knowledge of college and its resources. Students' time to completion improves due to more credits taken	*2019*	*10% of eligible students participating* *Completion rates improve by 5%*	*25% of eligible students participating* *Completion rates improve by 10%*	*50% of eligible students participating* *Completion rates improve by 15%*
College student success/first-year seminar course	Increased retention rate for students taking the course in comparison to the overall college first year retention (for those who may have not taken the course)	*2016-2017*	*77% first year retention for those who took and passed the course.*	*79% first year retention for those who took and passed the course.*	*81% first year retention for those who took and passed the course.*
First year student orientation	Students better informed about academic plans and available resources. Increased retention rates Increased time to completion due to more credits taken	*2019*	*68% participation rate increases to 70%* *Retention rates improve by 5%*	*Participation increases to 75%* *Retention rates improve by 5%*	*Participation increases to 78%* *Retention rates improve by 3%*
New student advisement	Students better informed about academic plans and available resources. Increased retention rates	*2019*	*Retention rates improve by 5%* *Completion rates improve by 3%*	*Retention rates by 5%* *Completion rates improve by 3%*	*Retention rates improve by 3%* *Completion rates improve by 5%*

	Increased time to completion due to more credits taken				

Section 8: How we will approach Sustainability and Continuous Improvement *(200 words)*

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

- A. Communication plan for sharing progress, celebrating successes, and learning with your college-community
- B. Evaluation process for identifying opportunities for change, modification, and ongoing improvement
- C. Alignment of all your student success and equity work
- D. Connection to professional development resources and peer learning opportunities that your coaches and/or Achieving the Dream can provide to support your work

We will continue to communicate our progress and update the college community through our various communication channels, so everyone is aware of where we are in our ATD work. We are in the process of rolling out an ATD website that will include information on activities, discussions, and presentations to-date, the results of our ICAT and Capacity Café, updates on ongoing activities and progress, and opportunities for community feedback. Also, we will celebrate our accomplishments throughout the semester.

In terms of assessment of our work, we will create checkpoints to assess progress or lack thereof and, if necessary, make adjustments with the support of our various campus stakeholders to achieve our student success vision. These progression checkpoints will be established in concert with data we have used in identifying successes.

We aspire to be a student-centered institution with equity at the forefront of what we do. Thus, we will establish a statement on equity to align with our student success vision.

We are developing a professional development calendar that identifies meaningful professional development resources to which we can send members of our community to assure we remain focused on our achieving our key strategies, interventions or activities to support CCM student success.

SUBMITTING YOUR ACTION PLAN

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

- Submit the Action Plan no later than **June 7, 2019** using the customized individual college link that will be sent to your ATD Core and Data Team Leads.
- Achieving the Dream will work collaboratively with your coaches to provide written feedback on your Action Plan before the start of Academic Year 2019-20 to guide your work.
- If you have any questions about completing or submitting your Action Plan, please contact Ryan Knight, Associate Director of Network Recruitment & Retention at Achieving the Dream, at rknight@achievingthedream.org or 240.450.3845.

Thank you!