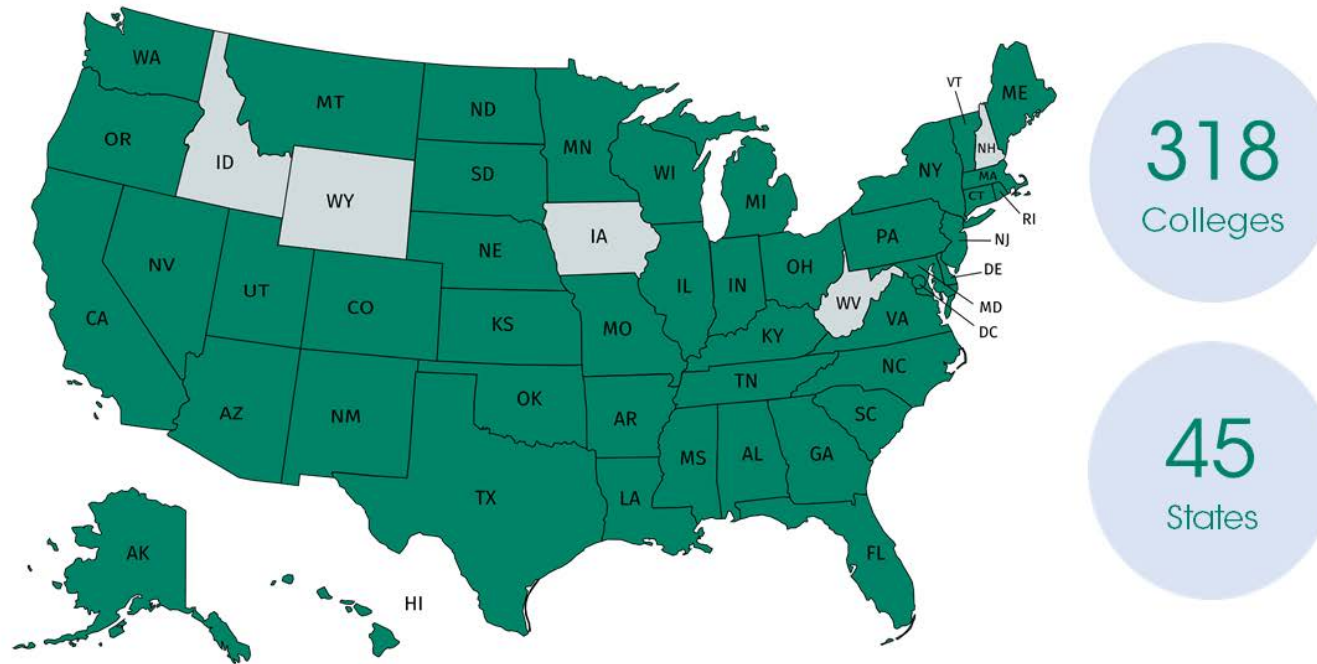


# The Community College Reform Movement: What it Means to Be a Part of ATD's Network

Building Rural Resiliency for the Future  
of Work

Dr. Karen A. Stout  
President & CEO, Achieving the Dream

# ATD'S NETWORK



# RURAL RESILIENCE COHORT

Berkshire Community College (MA)

Clovis Community College (NM)

Columbia-Greene Community College (NY)

Halifax Community College (NC)

Louisiana State University-Eunice (LA)

Northwest Mississippi Community College (MN)

Southeast Kentucky Community and Technical College (KY)

# ATD'S WHY

Achieving the Dream believes its mission is **urgent** and that the stakes for success have never been higher.

The **future of our country** requires that we strengthen our **communities** by relentlessly addressing **systemic inequities** within higher education to increase **social and economic mobility** for all students and families.

We're leading America's largest **network** of community colleges working to become strong engines of student and community growth.

# RURAL COLLEGES' WHY

41 million Americans are 25+ miles from the closest higher education institution to them

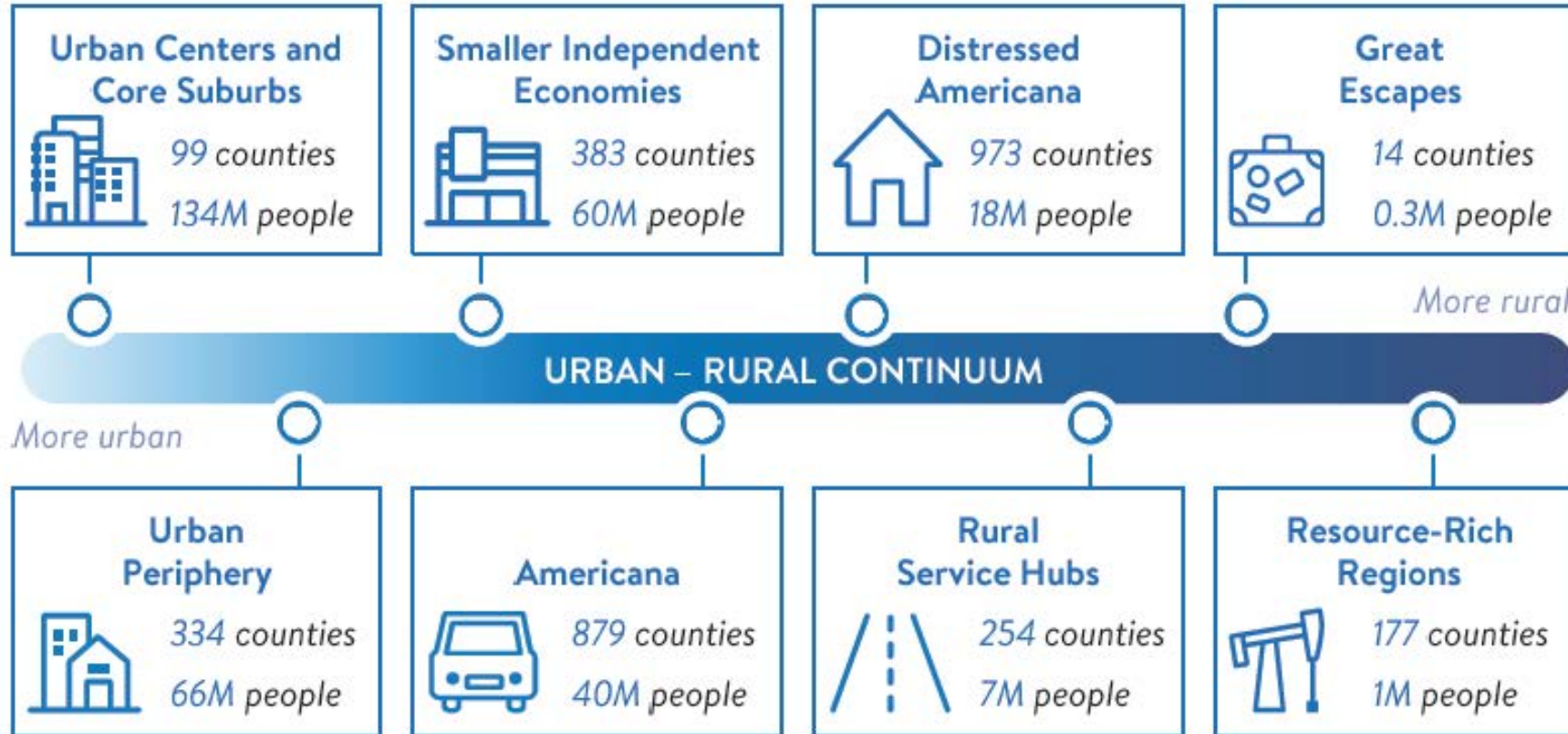
Community colleges are closest opportunity for higher education for many rural Americans

Rural Americans attend college at rates lower than urban Americans (27% compared to 37%)

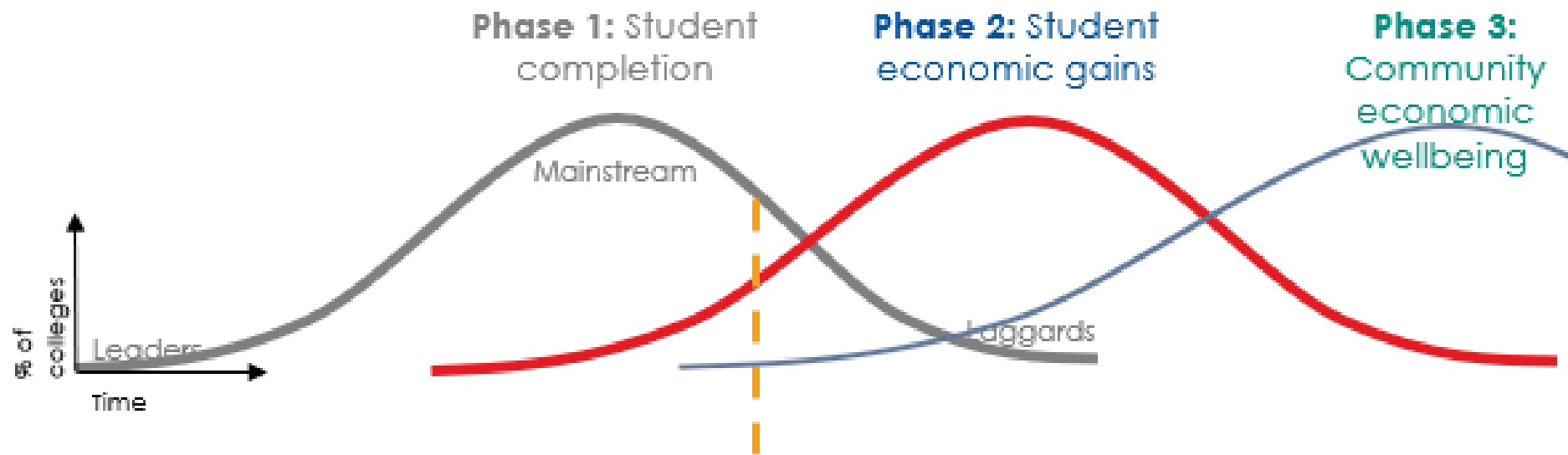
2/3 of U.S. jobs today require postsecondary training

Two-year colleges can bridge the digital skill divide and facilitate economic mobility

# IMPORTANCE OF RURAL AMERICA



# THE EVOLVING STUDENT SUCCESS AGENDA



Today: Some Network colleges have already launched Phases 2 and 3.  
ATD can help accelerate that work.

# ATD'S EQUITY STATEMENT

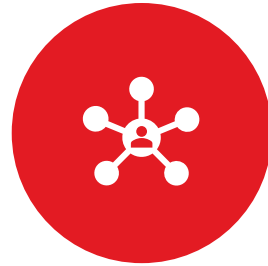
Achieving the Dream expects colleges to **DISMANTLE THE BARRIERS** facing underserved students. Colleges must routinely **SCRUTINIZE STRUCTURAL BARRIERS TO EQUITY AND INVEST IN EQUITY-MINDED POLICIES, PRACTICES, AND BEHAVIORS** that lead to success for all students.



# ATD'S GUIDING PRINCIPLES



THE POWER OF  
FUNDAMENTALS



ADVANCEMENT  
THROUGH  
RELATIONSHIPS



THE ECOSYSTEM OF  
REFORM



EQUITY

# OUR FUNDAMENTALS FRAMEWORK

ATD's **Institutional Capacity Framework** helps us integrate and align 7 essential capacities at all colleges to support a student-centered culture that promotes student success.



# NEWEST LESSONS: SUCCESSFUL COLLEGES...

- Build strong **fundamentals** and know that this commitment is enduring.
- Adopt an **organizing framework** (culture and context matters) to bring alignment to all the work necessary to advance accelerated improvements.
- Advance their **own unique theory of change** (culture and context matters) around the lever that will drive scaled gains at their institution.
- Move with **pace and** a sense of **urgency**.

# ATD'S NETWORK: IMPACT ON STUDENTS



Pathways & momentum



Closing equity gaps



Social & economic mobility

@AchieveTheDream #ATD\_Network #ATD\_colleges



  
Achieving the Dream™

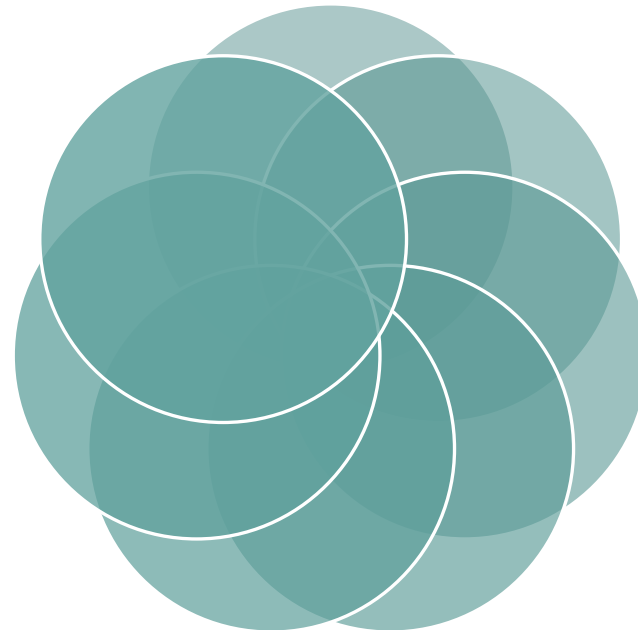
# WELCOME TO THE BUILDING RESILIENCY IN RURAL COMMUNITIES FOR THE FUTURE OF WORK COHORT

Berkshire  
Community College  
– Pittsfield, Mass.

Southeast  
Kentucky  
Community and  
Technical College  
– Cumberland, Ky.

Clovis Community  
College – Clovis,  
N.M.

Northwest  
Mississippi  
Community  
College –  
Senatobia, Miss.



Columbia-Greene  
Community  
College – Hudson,  
N.Y.

Louisiana State  
University-Eunice –  
Eunice, La.

Halifax Community  
College – Weldon,  
N.C.

# PROJECT GOALS

1. Use student and community data to identify and close opportunity gaps among various student populations
2. Provide students with the academic and personal supports needed to complete programs of study that prepare them for rewarding careers with family-sustaining wages
3. Create community partnerships that help prepare and connect students to careers in the emerging digital economy
4. Share what participating colleges have learned with the national ATD Network and the broader higher education community

# CONNECT WITH YOUR ATD COACHES



Donna Kragt



Dr. Paula  
Pitcher



Dr. Greg  
Hodges



Dr. Laurie  
Fladd



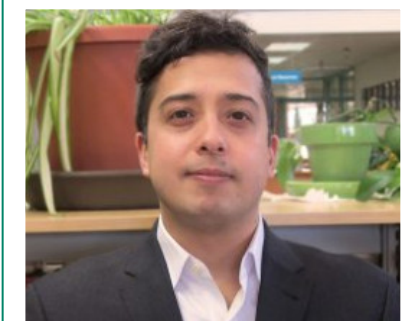
Dr. Mary  
Ostyre



Nancy  
Ramsey



Vickie Lock



Yash  
Morimoto



# OUTLINE OF TODAY'S SESSIONS

Event	Time
Break	12:45 to 1:00 pm ET
Equity and Rural Resilience for the Future of Work	1:00 to 1:40 pm ET
Break	1:40 to 2:00 pm ET
Using Data to Identify Your Student Success Priorities	2:00 to 2:40 pm ET
Concurrent Sessions A: Rural Resiliency Cohort Timeline, Deliverables, and Q&A B: Team Time: Preparing to Do the Work	2:40 to 3:25 pm ET
Break	3:25 to 3:35 pm ET
Concurrent Sessions A: Rural Resiliency Cohort Timeline, Deliverables, and Q&A B: Team Time: Preparing to Do the Work	3:35 to 4:15 pm ET
Break	4:15 to 4:30 pm ET
Resources and Next Steps	4:30 to 5:00 pm ET





# WHAT YOU WILL LEARN

By the end of your Kickoff experiences, college teams will learn:

- How ATD supports colleges in leading student success reform through innovation, coaching and connections.
- How to create a shared vision and a sense of urgency about the need to improve student success.
- How to integrate ATD to enable Pathways and other campus student success initiatives.
- Why equity is essential to increasing students' social and economic mobility.



- How to engage with your coaches
- The role of data in student success
- How to identify barriers for students
- How to build institutional capacity to sustain whole-college change
- How to infuse equity across the campus
- What to do when you return to campus

# QUESTIONS?



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# BUILDING RESILIENCY IN RURAL COMMUNITIES FOR THE FUTURE OF WORK

Equity and Rural Resilience for the Future of Work

Dr. Monica Parrish Trent

Vice President, Network Engagement, Achieving the Dream

Dr. J. Greg Hodges, Vice President for Academic and Student Success Services, Patrick Henry Community College and Achieving the Dream Leadership and Workforce Coach

*January 26, 2021*



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# Today's Speakers

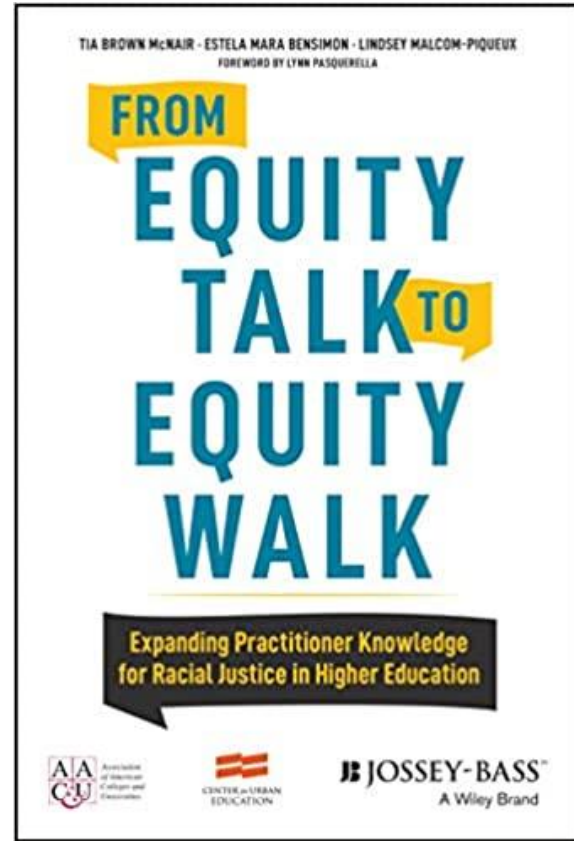


**Dr. Monica Parrish Trent**  
Vice President,  
Network Engagement,  
Achieving the Dream



**Dr. J. Greg Hodges**  
Vice President for  
Academic and Student  
Success Services, Patrick  
Henry Community  
College and Achieving  
the Dream Leadership  
and Workforce Coach

How does your  
institution  
exhibit its  
commitment to  
equity?



# Students at the Forefront of Change



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# Know Your Students

- What are the stories that our students tell about their college experience?
- What do we know about their story?

## Basic Demographics

- Ethnicity
- Socioeconomic status
- Gender Identity
- “Traditional”
- Enrollment Status
- Online
- Attendance pattern

## Intersections

- First Generation
- LGBTQ+
- Disability
- Veterans & dependents
- High poverty zip codes
- Food Insecure
- Housing Insecure
- International
- Refugee
- Displaced worker
- Working poor
- From low performing school districts
- Currently or formerly incarcerated
- Family members of the incarcerated

# Equity-Mindedness

“the mode of thinking exhibited by practitioners who are willing:

- to assess their own racialized assumptions,
- to acknowledge their lack of knowledge in the history of race and racism,
- to take responsibility for the success of historically underserved and minoritized student groups, and
- to critically assess racialization in their own practices as educators and/or administrators.”

Tia Brown McNair, Estela Mara Bensimon and Lindsay Malcom-Piqueux. From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education, First Edition.



# Language Matters: Reframing Success

## Deficit

Why are Black male students' rates of persistence and degree attainment lowest among both sexes and all racial and ethnic groups in higher education?

## Anti-Deficit

How do Black male colleagues manage to persist and earn their degrees, despite transition issues, racist stereotypes, academic under preparedness, and other negative forces?

# Language Matters: Reframing Success

## Deficit

Why are LatinX male students' grade point averages often the lowest among both sexes and all racial/ethnic groups on many campuses?

## Anti-Deficit

What resources are most effective in helping LatinX male achievers earn GPAs above 3.0 in a variety of programs, including STEM pathways?

# Equity-Minded Data Practitioners

- Access and routinely monitor disaggregated data and explore intersectionality's
- Agree on nature of language used to talk about data and frame the gaps
  - *“Achievement gap” is deficit thinking; students solely responsible*
  - *“Equity gap” suggests institutional responsibility to create equity*
- Assess the people, practices and policies that lead to equity gaps
  - *Make sense of data in terms of practices instead of student deficits*
  - *Redesign policies and practices*

A row of ten ladders of varying heights is mounted against a teal background. The ladders are arranged in a wave-like pattern. The second ladder from the left is the tallest, followed by the eighth ladder from the left, which is the tallest of all and colored red. The other ladders are shorter and colored light wood. The text "Equity and Mobility" is centered at the bottom of the image.

# Equity and Mobility



**Practical  
experiences/Mobility**



Successful completion of program and graduation/workforce and/or transfer

Professional experiences and connections for career opportunities ( post-graduation)

**Academic Success/Cont.  
Financial Support**

Adequate financial and personal support for continued matriculation  
"Tuition & Fees, Supplies, and Living Expenses"

Successful completion of first year of study

**Financial  
Support/Placement**

Placement in college-level courses during 1<sup>st</sup> term



Adequate financial and personal support for college study  
"Tuition & Fees, Supplies, and Living Expenses"

**Social Capital/Career  
Vision**

Vision for education and career possibilities based on real life examples in their personal network

**Basic  
Needs**

Access to social networks, benefits, and connections in life

Access to well-funded schools, with well-trained teachers, appropriate learning facilities and resources, and encouraging environment

Access to early childhood development and early education enrichment opportunities

Access to adequate financial resources to address all basic needs ( healthy food, preventative healthcare, and stable housing)



# Career Advising and Economic Mobility

- What programs are students choosing to enroll in and do they lead to economic mobility?
- Which programs don't advance opportunity, which students are over-represented, why do we offer these programs?
- How do we help students connect and build momentum through a program that will add the most value?
- Disaggregate program enrollment and completion data

# What We've Learned About Career Advising

- Too many colleges leave career exploration and advising until the end of the student journey
- Very little intentional focus on career exploration and advising at the start of the pathway

*How can we affect intergenerational income mobility without this focus?*

A student wearing a denim jacket and carrying a backpack is shown from the chest down. They are holding a stack of books in their left hand and a pen in their right hand. The background is a blurred outdoor setting. The text "MAKING THE CASE FOR RURAL COMMUNITY COLLEGES" is overlaid in white, centered, with two horizontal blue lines above and below it.

MAKING THE CASE FOR RURAL  
COMMUNITY COLLEGES



# PATRICK HENRY COMMUNITY COLLEGE

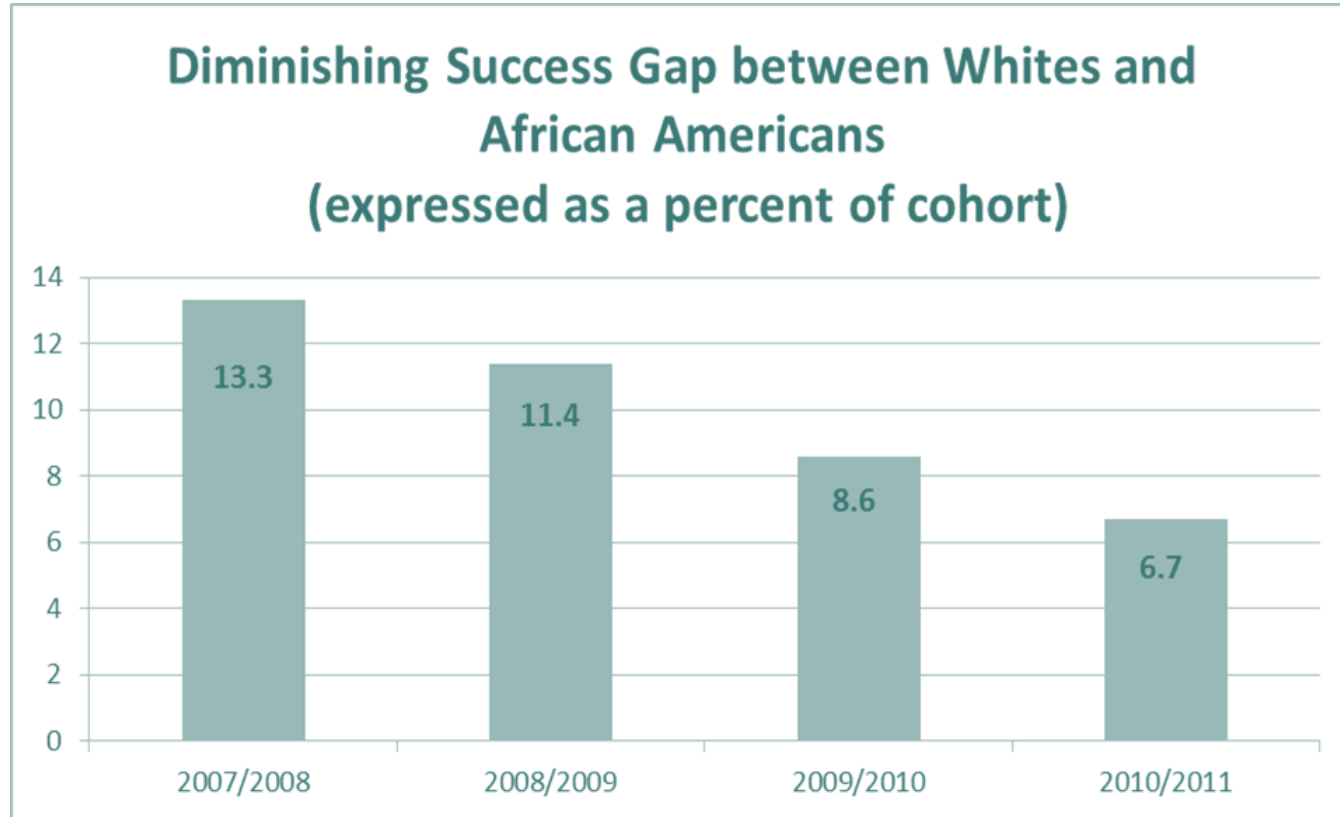
- Rural college in SW Virginia w/appx 3000 students
  - 1500 academic (52% transfer; 48% CTE); 1500 WF
- Round One ATD School; Joined in 2004
- Early equity work focused on the **micro** level:
  - Closing success gaps between student groups on key metrics:
    - Gateway English/Math Courses
    - Completion of Developmental Education within one year
    - Fall to Spring Persistence; Fall to Fall Retention
    - Three Year (150%) Graduation/Transfer
- As gaps materialized, strategies implemented and measured

# PATRICK HENRY COMMUNITY COLLEGE

Example from [2012 Year End Report](#) (2008-2011 cohorts)

- The percentage of the ATD cohort who successfully completed “Gateway English” courses within one year of enrollment has grown 27.6% in the last four years
  - White students – increase of 24.7%
  - African American students – increase of 60.8%
  - Male students – increase of 41.1%
  - Female students – increase of 20.0%

# PATRICK HENRY COMMUNITY COLLEGE



# PATRICK HENRY COMMUNITY COLLEGE

- Successful results led to scaled strategies.
- Example: Significant growth in completion of Gateway English courses (and closing equity gaps) with the Co-Requisite Model (ALP Model)
- Scaled for all Gateway English and Math courses
- Metric becomes part of part of Performance Based Funding (PBF)
- VA Community College System eventually adopts this as statewide strategy



# PATRICK HENRY COMMUNITY COLLEGE

- Micro-level equity work still continues w/ "Early Momentum Metrics" (all disaggregated by student groups)
  - Completed 12/15 or more college-level credits in first semester
  - Completed 24/30 or more college-level credits in first year
  - Completed 0 college credits in first semester
  - Completed Gateway English/Math in the first year (individually and both)
  - Fall to spring persistence in the first year
  - Fall to fall retention

# PATRICK HENRY COMMUNITY COLLEGE

- Also looking at equity from a macro-level.
  - Examples: Healthcare/Education pipelines
    - Cert Nursing Assistant, LPN, RN
    - Early Childhood/Transfer Education
    - Racial demographics of these programs do not align with college/community
  - Hard questions/conversations
    - How is our selective application process leading to these issues?
    - What conversations are happening before students enroll at PHCC?
    - How do we balance local demand for positions with socio-economic mobility?
- The college now becomes the center for community equity conversations.



# PATRICK HENRY COMMUNITY COLLEGE

- Equity and Dual Enrollment (DE)
  - Funding formula for DE created access equity gaps
  - Restructured the funding formula so that DE is "free to the family"
  
- Equity and Housing/Transportation
  - Partnering with local EDC and a local non-profit to address housing and transportation concerns.

# PATRICK HENRY COMMUNITY COLLEGE

- COVID has exacerbated standing equity issues and created new ones!
  - 1 county in PHCC service region has limited cell coverage
  - Wi-Fi is almost impossible (PHCC parking lot)
  - Access to education becomes contingent upon zip codes
    - Partner with local industry/non-profit to donate laptops (50 to 350 in 3 months)
    - CARES/COVID money to purchase web cams (for older laptops)
    - Grant dollars to purchase hot spot loaners (including monthly fees)



# PATRICK HENRY COMMUNITY COLLEGE

- Equity challenges remain.
- Despite 15 years of equity work, PHCC has no standard definition.
  - *Partnering with the VCCCS for this deliverable*
- Despite a national reputation for cooperative learning, PHCC must focus on culturally-sensitive pedagogy and asset-based equity instruction techniques.
  - *Partnering with a national funding agency (TBA) for this deliverable*

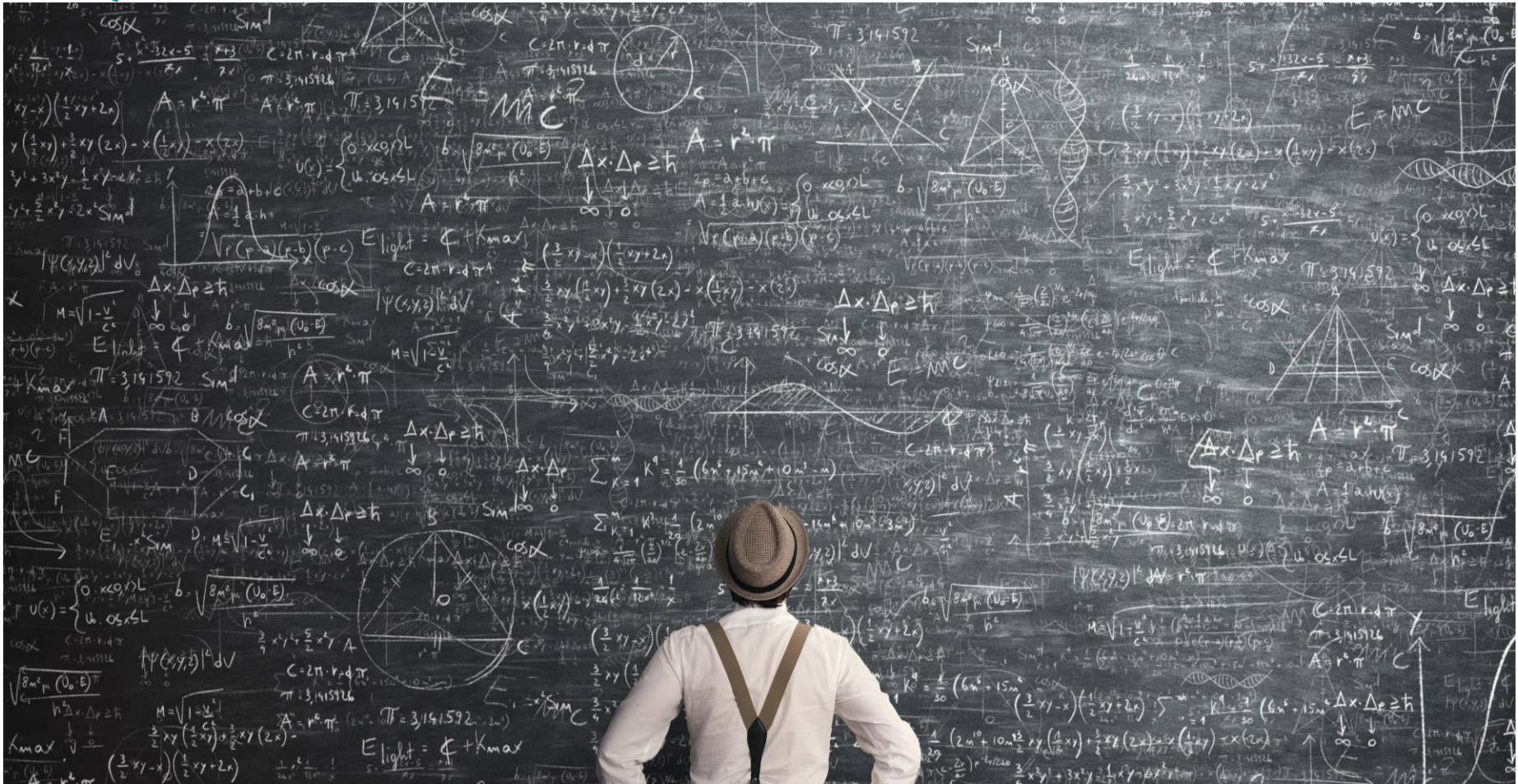


# PATRICK HENRY COMMUNITY COLLEGE

- Overall employment diversity issues must be addressed.
  - While PHCC possesses a representationally diverse staff, we have a significant challenge attracting and retaining faculty of color (both FT and adjunct).
    - *Equity alliance representative serves a key player on every hire from job posting to employment.*
    - *Examining job descriptions and ensuring that no unnecessary barriers are included.*

Equity work is never "finished" and must become part of the institutional DNA.

# Q&A





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# BUILDING RESILIENCY IN RURAL COMMUNITIES FOR THE FUTURE OF WORK

Building a Culture of Inquiry and Evidence  
Susan Mayer, Chief Learning Officer  
January 26, 2021  
Learning Launch Kickoff Institute



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*“If we have data, let’s look at data.  
If all we have are opinions,  
let’s go with mine.”*

Jim Barksdale, former Netscape CEO

# TODAY'S AGENDA

Creating a Culture of Inquiry and Evidence

Equity Sense-making

Disaggregating Data: Early Momentum Metrics

Infusing the Student Voice: CCCSE and SENSE

One College's Data & Analytics Journey



# CREATING A CULTURE OF INQUIRY AND EVIDENCE

*ATD promotes a **culture of inquiry** in which colleges ask thoughtful questions and challenge assumptions*

*ATD promotes a **culture of evidence** in which colleges engage in a continual process to collect, analyze, share, discuss, and use a wide range of relevant data to inform their practice, prioritize actions and guide efforts to improve student success*

# ASSUMPTIONS TO CHALLENGE WITH DATA

- If high schools did their jobs well we wouldn't have underprepared students
- We can't schedule classes in the afternoon because our students won't take them
- 8-week classes are too fast for students to do well
- Students who pass Comp1 are well prepared and ready for Comp2
- Adjuncts should teach developmental math courses so full-time math faculty can teach the higher-level math courses



# WHAT IS A CULTURE OF EVIDENCE?

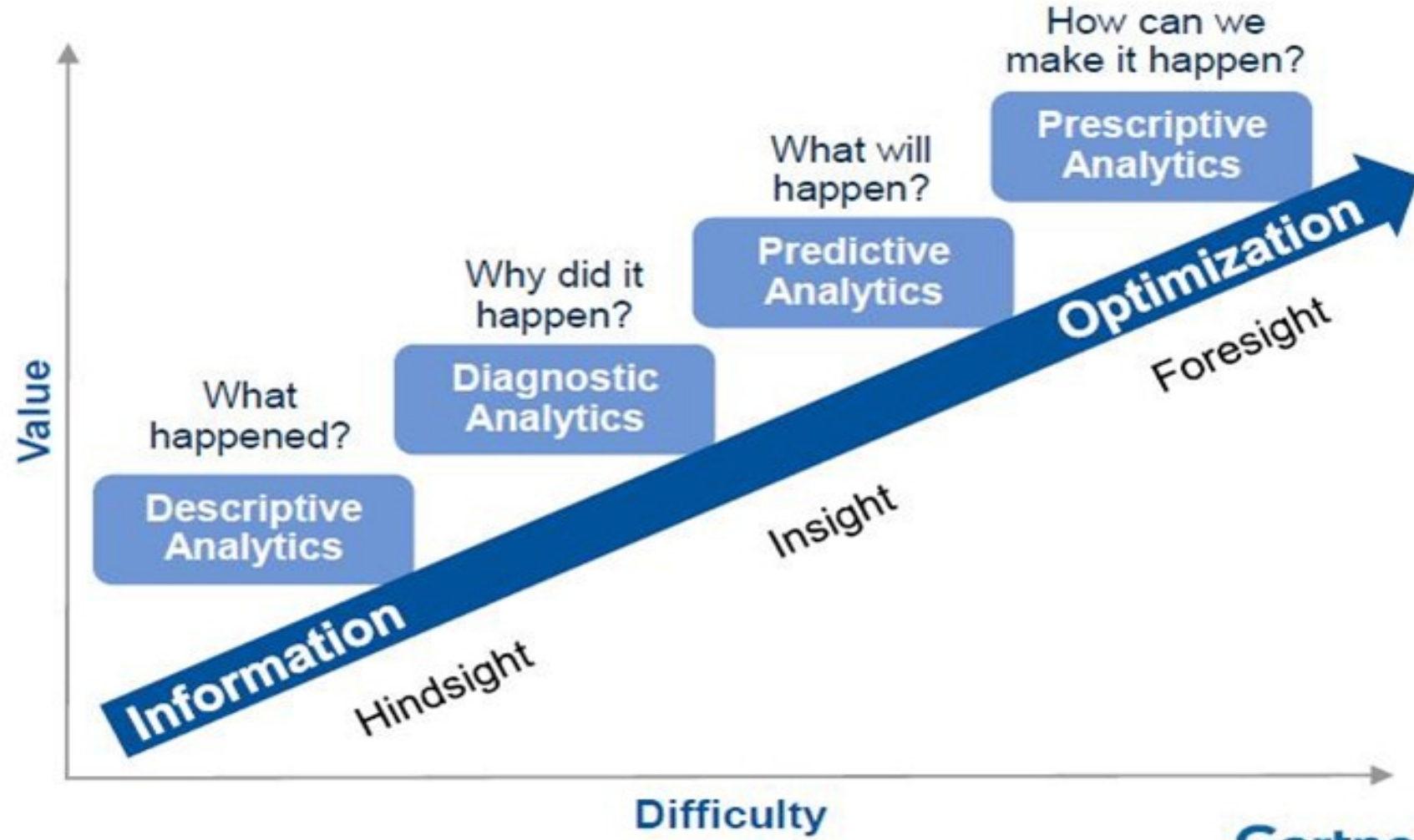
College **values** that support a culture of evidence:

- Student focus
- Transparency
- Equity
- Trust

**Characteristics** of a culture of evidence:

- Increase in quantity and quality of data requests
- Increase in evidence when justifying decisions and arguments
- Increase in use of data to influence planning, priorities, policies, practices

# Types of Analytics...



Gartner.



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# EQUITY SENSE-MAKING

“IT IS CRUCIAL THAT INSTITUTIONS GATHER AND ANALYZE QUALITATIVE AND QUANTITATIVE DATA IN ORDER TO UNDERSTAND STUDENT EXPERIENCES, LEARNING, AND OUTCOMES. EQUALLY IMPORTANT, HOWEVER, IS THE **PROCESS** DURING WHICH PRACTITIONERS REFLECT ON AND MAKE SENSE OF DATA TO INFORM THEIR ACTIONS. ”

*-FROM EQUITY TALK TO EQUITY WALK*

# “ DATA CLOSE TO PRACTICE ”

Critical that practitioners willing and able to

- Access and routinely monitor disaggregated data
- Agree on nature of language used to talk about data and frame the gaps
- Interrogate the people, practices and policies that lead to equity gaps
- Make sense of data in terms of practices instead of student deficits
- Redesign policies and practices

# DATA-BASED APPROACHES TO EQUITY CHALLENGES

**Disaggregating data** is critical first step to addressing inequities

- “See” the differences in student outcomes
- “We have equity gaps---what now?”

**Sense-making** equally important

- Reflecting on and making sense of the data to inform actions
- Interpreting equity gaps as a signal that practices are not working as intended
- Asking equity-minded questions about how and why current practices are failing to serve students



# EQUITY- MINDED QUESTIONS

- What patterns do you notice?
  - Which racial groups are experiencing inequities?
  - What are your hunches about what might be contributing to the equity gaps?
  - What additional data do you want to collect to better understand the gap(s)?
  - What equity-minded questions might you pursue for further inquiry?
- 
- How do students experience college-in and outside the classroom?
  - What are the mechanisms by which inequities originate and persist in policies and practices?
  - How can practices and policies be modified, reconsidered or replaced to close equity gaps?



# DISAGGREGATING DATA: EARLY MOMENTUM METRICS



# EXAMINING DISAGGREGATED DATA: EARLY MOMENTUM METRICS

Until recently, many/most student success reform was project-based, siloed and small scale

- Very difficult to predict impact on student outcomes generally
- No reliable “leading indicators”

Now, significant research about Early Momentum Metrics from CCRC

- 500,00 students at 75 colleges in 3 state systems

# EARLY MOMENTUM METRICS DEFINED

Credit Momentum

Gateway Course Momentum

Program Momentum

Persistence

# PREDICTING SUCCESS: EARLY MOMENTUM COUNTS

First-year momentum strongly predicts student success in subsequent years

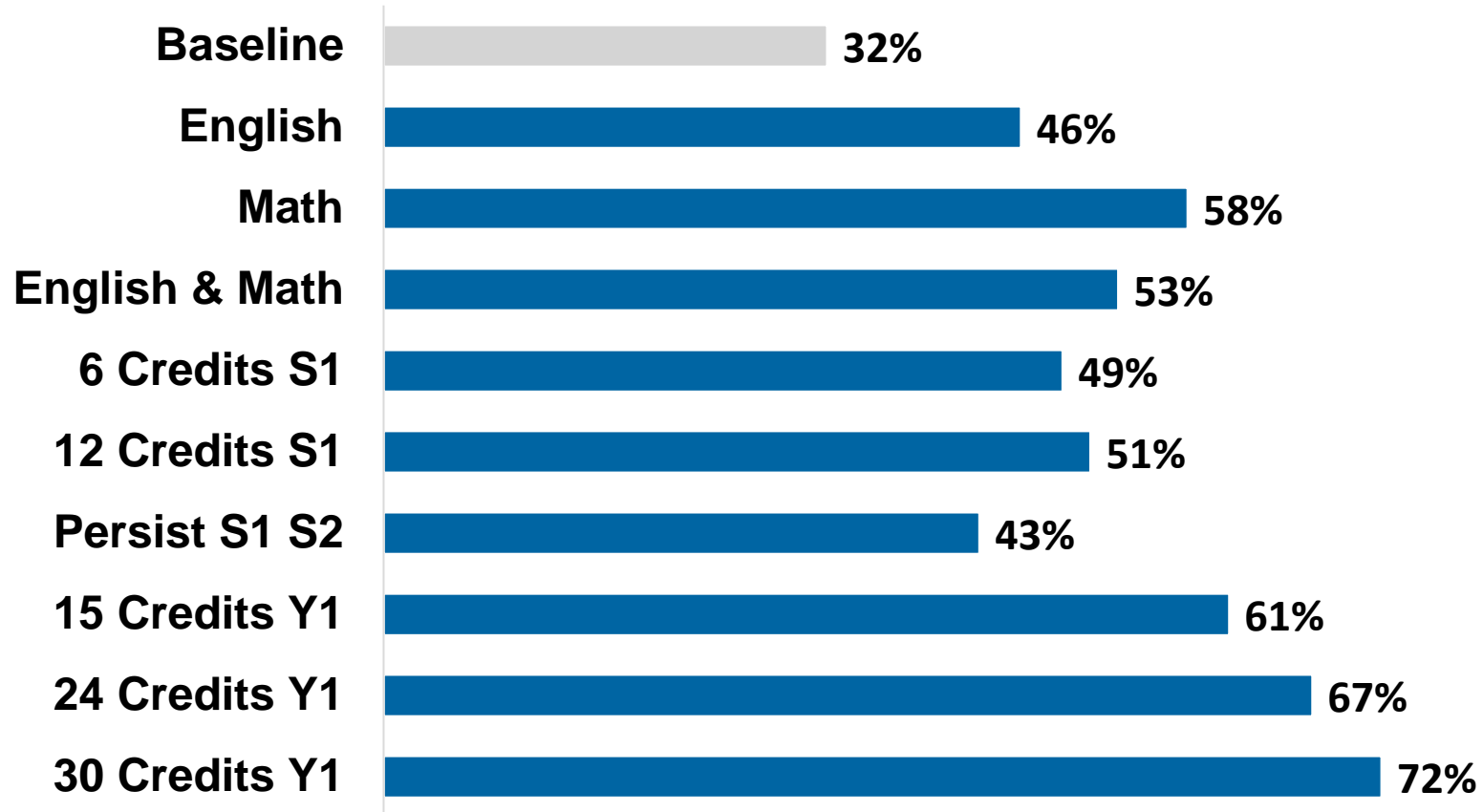
Students who achieve Early Momentum Metrics (EMMs) do better, regardless of race or gender or socio-economic status

EMM attainment appears to have more significant impact for Black and Latinx students

- Close/narrow equity gaps

Completion of college-level math is almost as important as credit accumulation

# System X: Adjusted Six-Year Award Rate by Momentum Attainment in Year 1



# KEY ISSUE IS RATE OF EARLY MOMENTUM ATTAINMENT

Persistent, large equity gaps in attainment of early momentum

- Enrollment in college-level courses

Impact on structures, practices, policies and mindsets

- Onboarding
- Placement protocols
- Advising
- Teaching and learning in gateway courses

# INFUSING THE STUDENT VOICE: CCCSE AND SENSE

# MAKING SENSE OF THE DATA WITH THE STUDENT VOICE

Identifies mismatches between what we provide for students and what students actually experience in our colleges

Helps explain how some student groups experience our colleges in ways that are different from other student groups

Helps us understand the “why” behind the “what”

# MANY SOURCES FOR CAPTURING STUDENT VOICE

CCCSE and SENSE data

- Institutional practices and student behaviors that promote student engagement and are positively related to student learning and persistence
- Baseline measures of students compared to other community colleges, including changes over time

RISC data

Student surveys

Student focus groups



# SENSE ITEMS WITHIN THE BENCHMARK HIGH EXPECTATIONS AND ASPIRATIONS

Students did the following two or more times during the first 3 weeks of the fall term.

<b>SENSE Item</b>	<b>This college</b>	<b>2017 cohort colleges</b>
Turn in an assignment late	30.3%	9.6%
Not turn in an assignment	21.1%	8.7%
Come to class without completing readings or assignments	13.4%	15.2%
Skip Class	26.9%	7.4%

# ONE COLLEGE'S DATA & ANALYTICS JOURNEY

# COULD THIS BE YOUR COLLEGE?

- Small college in rural area
- Large dual enrollment population
- Enrollment
  - 57.0% White
  - 15.6% Native American
  - 10.0% African American
  - 4.9% Hispanic
- Financially needy population with ~65%% receiving Pell



# THE JOURNEY BEGINS...

## What was happening?

- ✓ Low course completion, especially critical Gen Ed courses
- ✓ High % students with “unsatisfactory progress”
- ✓ Low fall to fall retention

## Problems compounded by

- Under-resourced IR capacity
- No meaningful leading indicator data
- No funding for sophisticated tracking systems



# AND CONTINUES...

**Launched data analytics initiative to dig deeper into what was happening:**

- ✓ Developed home grown solution for collecting data about attendance and assignment completion
- ✓ Identified large gaps by race/ethnicity
- ✓ Expanded early alerts and interventions
- ✓ Shared data widely with faculty for sense-making
- ✓ Made it clear faculty help was needed
- ✓ Started to see progress: "early wins"



# AND NOW...

## Additional capacity in place

- IR Office and Director in place to elevate and strengthen capacity
  - ✓ Additional disaggregated student data
  - ✓ Student voices via CCCSE
- Faculty leadership for continuous improvement
  - ✓ Mandatory attendance reporting
  - ✓ Mid-term grades
  - ✓ Focused interventions
- On-line system replaced home grown system



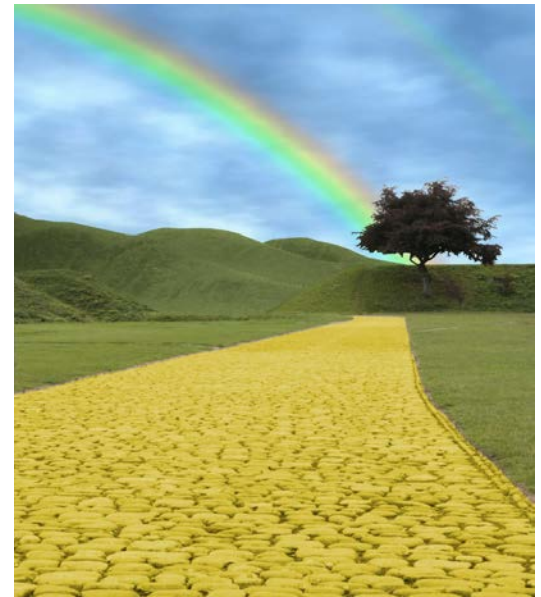
# WITHIN TWO YEARS...

## Improvement in quantitative metrics

- % students with satisfactory progress increased from 51% to 61%
- % students completing at least 2/3 credits from 55% to 71%
- Equity gaps closed

## Improvement in qualitative metrics

- SENSE Early Connection score increased from 54 to 73
- SENSE Advising score increased from 55 to 68



# NEXT STEPS

In preparation for Data-focused team times at Kickoff Part 2, we ask you to complete

- Data Template
  - ✓ Leading and Lagging Indicators
  - ✓ Common metrics within ATD
- Inventory of Student Success Activity Underway Already



# ATD RESOURCES & SUPPORT

- Coaches
- ICAT with Capacity Café
- Data Discovery Guide
- Data & Technology Webinars, Tools and Resources
- Data & Analytics Summit
- Postsecondary Data Partnership
- Holistic Student Supports Institute and Tools
- Teaching & Learning Summit and Toolkit





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# BUILDING RESILIENCY IN RURAL COMMUNITIES FOR THE FUTURE OF WORK

## **Cohort Timeline, Deliverables, and Q &A**

Cynthia Lopez, Executive Director, Network  
Engagement

Meredith Archer Hatch, Director, Network  
Relations

Laurie Heacock, Senior Advisor

January 26, 2021



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# AGENDA

1. Cohort Goals and Coaching (Cindy Lopez)
2. Project Timeline & Key Deliverables (Meredith Archer Hatch)
3. Postsecondary Data Partnership Spotlight (Laurie Heacock)
4. Question and Answer (All)

# RURAL COHORT GOALS

## Data

- Use data to identify equity gaps among student groups removing barriers for students (2)

# RURAL COHORT GOALS

## **Curriculum/Program Related to Labor Market**

- Collaborate with local business and beyond to develop and/or increase program offerings in areas of high-demand in region (and beyond), in digital economy/service fields such as coding certification, cybersecurity certification and/or associate degree program, telehealth, robotics etc. (6)
- Establish short-term coding certification programs with academic content providers (Apple, Google)
- Integration of WFD into Academic Affairs to align non-credit and credit courses and programs

# RURAL COHORT GOALS

## **Curriculum/Program Related to Labor Market (continued)**

- Convert all existing computer information systems programs to full-time, cohort-based models.
- Increase the number of micro-credentialing programs and stackable certificate programs that build to Associate's degrees, which enable students to move fluently between workforce and college
- To create "Digital Badge" credential (leadership, communications, and analytics for the emerging digital economy/services competencies) within an institutional certificate in several program areas

# RURAL COHORT GOALS

## **Career Readiness**

- Classroom-based interventions to support career readiness
- Strengthen student pathways
- Increase internship opportunities in order to align postsecondary pathways to sustainable careers (2)



# RURAL COHORT GOALS

## **Student Supports**

- Provide embedded academic and personal supports from entry through completion and cultivate essential skills rural students need to enter the workforce. (3)
- Improved application, registration, and advising processes.

# RURAL COHORT GOALS

## **Enrollment/HS-College Pipeline**

- Encourage adults with some college to return and obtain an associate degree in partnership with employers;
- Strengthen college readiness through offering free ACT prep workshops and college skills workshops in partnership with local high schools.
- Build student enrollment, retention, completion and employment through recruiters with specialty areas that serve to link students with college, career and community support.

# COACHING



# PROJECT GOALS

1. Use student and community data to identify and close opportunity gaps among various student populations
2. Provide students with the academic and personal supports needed to complete programs of study that prepare them for rewarding careers with family-sustaining wages
3. Create community partnerships that help prepare and connect students to careers in the emerging digital economy
4. Share what participating colleges have learned with the national ATD Network and the broader higher education community

# CONNECTION

## Events

- DREAM
- Rural Convening

## Resources

- Webinars
- Publications
- Peer to peer connections



# RURAL RESILIENCY COHORT TIMELINE

<b>Year One</b> <b>January 2021-December 2021</b>	<b>Year Two</b> <b>January 2022-December 2022</b>	<b>Year Three</b> <b>January 2023-December 2023</b>
<ul style="list-style-type: none"> <li>• Learning Launch Kick-Off Institute (January, February)</li> <li>• DREAM 2021 (February 16-19)</li> <li>• 3 Coach Site Visits (Spring, Summer, Fall)</li> <li>• Institutional Capacity Framework &amp; ICAT</li> <li>• Onboard to Postsecondary Data Partnership</li> <li>• Rural Convening (Summer)</li> <li>• Session proposal for DREAM 2022</li> <li>• Evaluator Meetings</li> <li>• Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Coach Site Visits (Winter/Spring, Fall)</li> <li>• Begin work outlined in action plan</li> <li>• DREAM 2022 (February)</li> <li>• Rural Convening (Summer)</li> <li>• Session proposal for DREAM 2023 (September)</li> <li>• Quarterly Reporting</li> <li>• Evaluator Meetings</li> <li>• Annual Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Coach Site Visits (Winter/Spring, Fall)</li> <li>• Continue work outlined in action plan</li> <li>• DREAM 2023 (February)</li> <li>• Rural Convening (Summer)</li> <li>• Quarterly Reporting</li> <li>• Evaluator Meetings</li> <li>• Annual Reflection</li> </ul>

# EXTERNAL EVALUATION & REPORTING

1. External evaluator will develop a qualitative evaluation of the project and will collect data based on their research plan.
2. Achieving the Dream will work directly with institutions to increase their capacity to track relevant quantitative data and specific student success and workforce metrics reflective of building adaptive capacity and pathways to sustainable careers in the emerging digital economy.
3. Action plan in Year One and subsequent annual reflection and progress reports. Short quarterly reports as implementation begins.

# GENEROUS FUNDING SUPPORT

Fee for participating in ATD's Network, \$78k per year,  
3 years

\$20k general operating funding for each selected  
college

Postsecondary Data Partnership fees, ~\$2,700 to \$4k  
per year, 3 years



# SIX MONTH TIMELINE

January 26, 2021  
Learning Launch  
Kickoff Part One

Spring  
Coaching Visits  
(virtual) Begin

February 16-19  
DREAM 2021 w/  
Learning Launch  
Kickoff Part 2 Feb  
19

Summer (June)  
Rural Convening

# Postsecondary Data Partnership

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Laurie Heacock  
Senior Advisor, Data & Technology

# You are Joining a Group of Institutional Partners



401 institutions



Includes 10 State Systems ( 3 include all publics 2 & 4 year), 6 HBCU, 23 Tribal



4.4 million students



~20 % of 2- and 4-year postsecondary undergraduate students



46 states, plus DC and PR

*as of 1/21/21*



Achieving  
the Dream™

# And Can Share your Data with These Partners



Supported by the  
Bill & Melinda Gates Foundation & The Lumina Foundation



# THE PDP

- Counts *all* new students
- Democratizes access
- Monitors **early momentum metrics**
- Identifies equity Gaps
- Assesses impact of strategies on student success and narrowing equity gaps
- Benchmarks against peers across state lines

## Enrollment

- Count of new undergraduate students

## Gateway Course Completion

- Proportion of students who completed required gateway courses in math and English in year one

## Credit Accumulation Rate

- Proportion of students who complete sufficient credits in each of their first four years

## Credit Completion Ratio

- Ratio of credits attempted to credits earned

## Retention Persistence

- Proportion of student enrolled (or completed) by their second year at cohort or another institution

## Transfer

- Rate students transfer to other institutions, and whether they earn a credential before/after transfer

## Outcomes

- Proportion of students completing a credential at the cohort or other institution



# Monitor the Impact of Strategies on Metrics

## PDP Metrics

### Enrollment

Count of new first time and transfer students

### Credit Accumulation Rate

% of full-time students who complete sufficient credits each year

### Gateway Course Completion

% of full-time students who complete required gateway courses by grade

### Credit Completion Ratio

Average ratio of credits attempted to credits earned

### 2-Year Retention

% of students enrolled (or completed a credential)  
at any institution by their 2nd year

### Term-to-Term Retention

Proportion of students enrolled (or completed a credential)  
at any institution on a term-to-term basis

### Transfer

The rate at which students transfer to another institution  
and whether they earn a credential before or after they transfer

### Credential

% of students completing a credential at any institution

## Institutional Strategies

Guided Pathways

Transfer Articulation Policy

Meta-majors/program clusters

Co-requisite support in Math and English

Holistic Student Supports

Stackable credentials

Dual-enrollment

Compressed terms (e.g. 8 week)

...



# THE PROCESS OF JOINING THE PDP

JOIN

- Sign data sharing agreement to share with ATD
- Sign contract with the Clearinghouse to join the PDP
- Establish team lead for data submission
- Schedule Kickoff call with Clearinghouse to walk through data submission process
- Get service account number

SUBMIT

- Plan to submit 3-5 years worth of data
- Map data for course and cohort file data submission and agree on definitions (e.g. gateway math)
- Run data quality checks
- Submit data
- Verify and certify data

RECEIVE

- Receive your dashboards and analysis-ready file (1 month following certification)
- Grant permission to users
- Use the dashboards to support a data-informed decision-making and to advance equity



# SUBMIT TWO ADDITIONAL FILES TO CLEARINGHOUSE

## Sample Contents of Two Additional Files

### Cohort File

- Entry status
- High school GPA
- First-generation status
- Race/ethnicity
- Dual enrollment
- Credits transferred in
- Math & English readiness

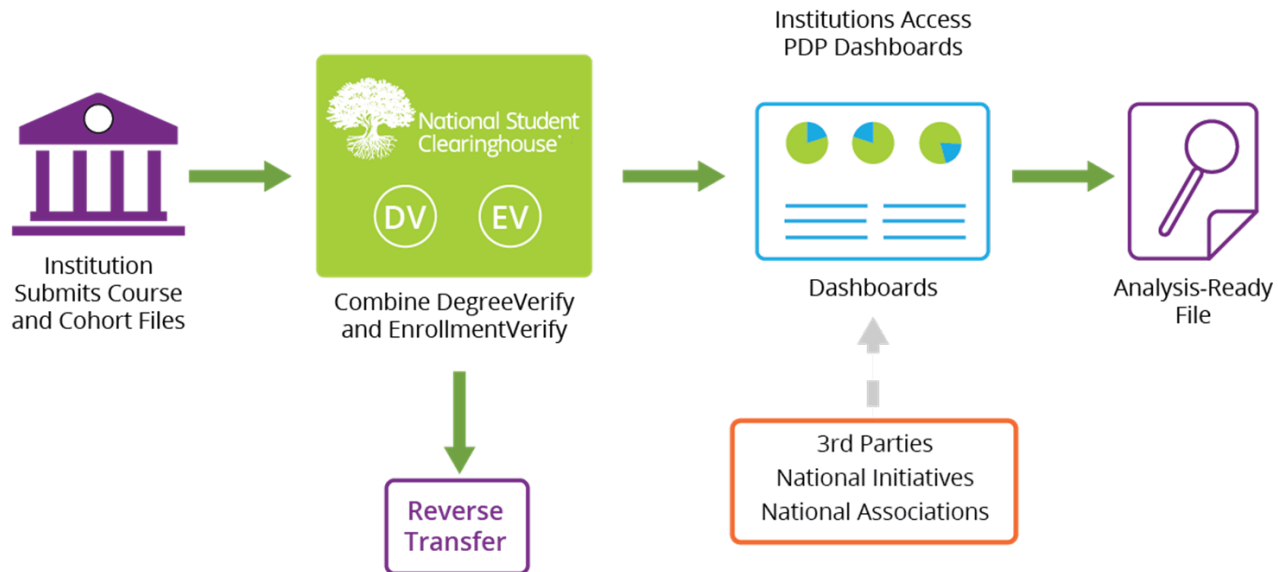
### Course File

- Pell status
- Program Intent (degree type, transfer)
- GPA (term, cumulative)
- Course name, number, CIP, type
- Course credits, grade, etc.
- Reverse Transfer information






# How the PDP Works



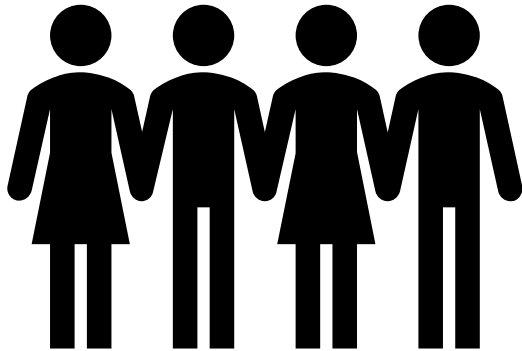
# TIPS & RECOMMENDATIONS

- Utilize a technician/programmer that can translate fields and prepare files
- **Elucian extract available in January 2021** 
- SAS software can be used for the coding- sample script is available
- Replicate for future submissions but build efficiency into the process
- Pay attention to changes in data systems/fields

# MORE TIPS & RECOMMENDATIONS

- Have a college champion who values this work and will allow the data submission team to set aside blocks of time to work on it
- Form a Cross-Functional Implementation Team to Coordinate the Data Submission process
- First data submission is the most time consuming- establish internal deadlines





## PARTNER AND PEER LEARNING COMMUNITY SUPPORT

### Lessons learned from early adopters:

- Tips
- Case studies
- Technical briefs

### Onboarding Technical assistance:

- Ellucian extract available January 2021
- SAS code
- Data definitions (e.g. defining gateway)
- Data quality checks

### Data Use:


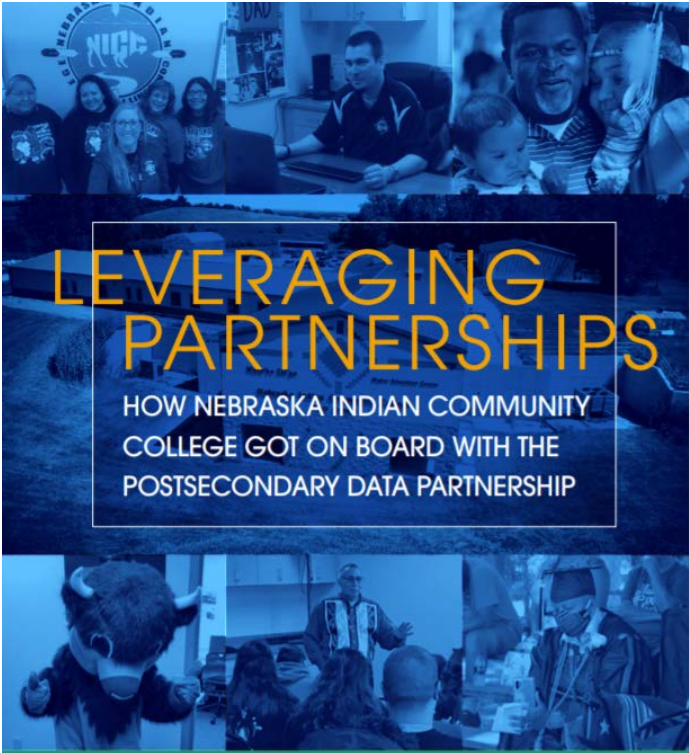
- Metrics mapping
- Train-the-trainer dashboard exercises
- Sense making sessions
- Building a culture of evidence



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**FACILITATING  
 POSTSECONDARY  
 DATA PARTNERSHIP  
 DATA SUBMISSIONS  
 AT NEBRASKA INDIAN  
 COMMUNITY COLLEGE**

TECHNICAL BRIEF

**LEVERAGING  
 PARTNERSHIPS**

HOW NEBRASKA INDIAN COMMUNITY  
 COLLEGE GOT ON BOARD WITH THE  
 POSTSECONDARY DATA PARTNERSHIP



# RESOURCES

- [PDP Website](#)
- PDP Course on [ATD Connect!](#)
- [ATD PDP Website with Case Study and Technical Brief](#)
- SHEEO [PDP Toolkit](#)
- [Better Data, Better Decisions Report](#)
- The Clearinghouse and Partner webinars and learning events



# CONTACTS

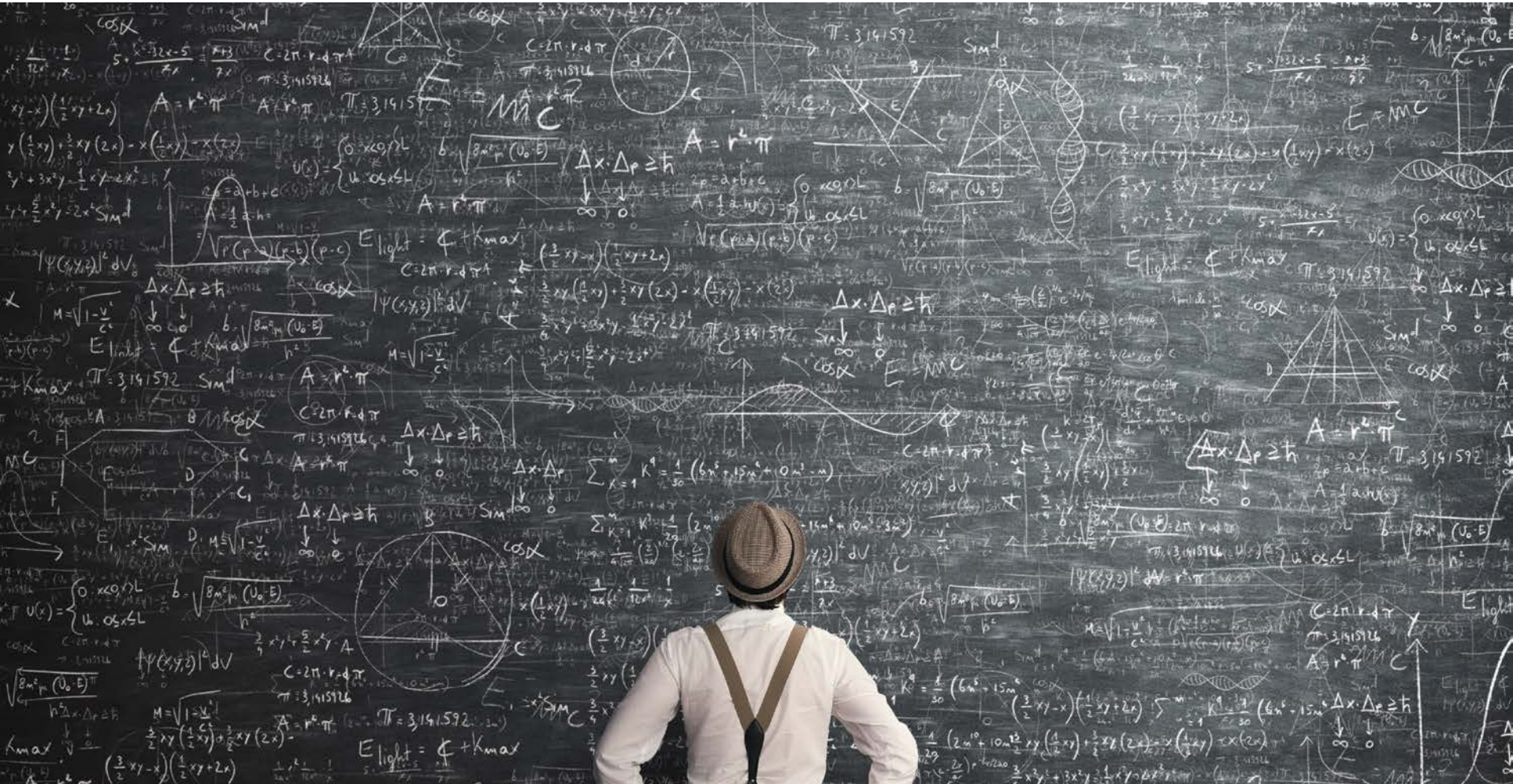
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PDP dedicated email: [PDPService@studentclearinghouse.org](mailto:PDPService@studentclearinghouse.org)

# Q&A





# CONTACT US WITH QUESTIONS

Meredith Archer Hatch

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Achieving the Dream™

# BUILDING RESILIENCY IN RURAL COMMUNITIES FOR THE FUTURE OF WORK

## Resources and Next Steps

Cynthia Lopez, Executive Director, Network Engagement  
Meredith Archer Hatch, Director, Network Relations

January 26, 2021



Achieving  
the Dream™

# AGENDA

1. ATD Resources to Support Your Work
2. Next Steps
3. Q & A
4. Cohort College Reflections- ATD Coaches
5. Closing and Adjourn

# DREAM 2021 OVERVIEW SPOTLIGHT, TCU TRACK, KICKOFF PART TWO





# ATD START RIGHT GUIDE



# ATD Connect



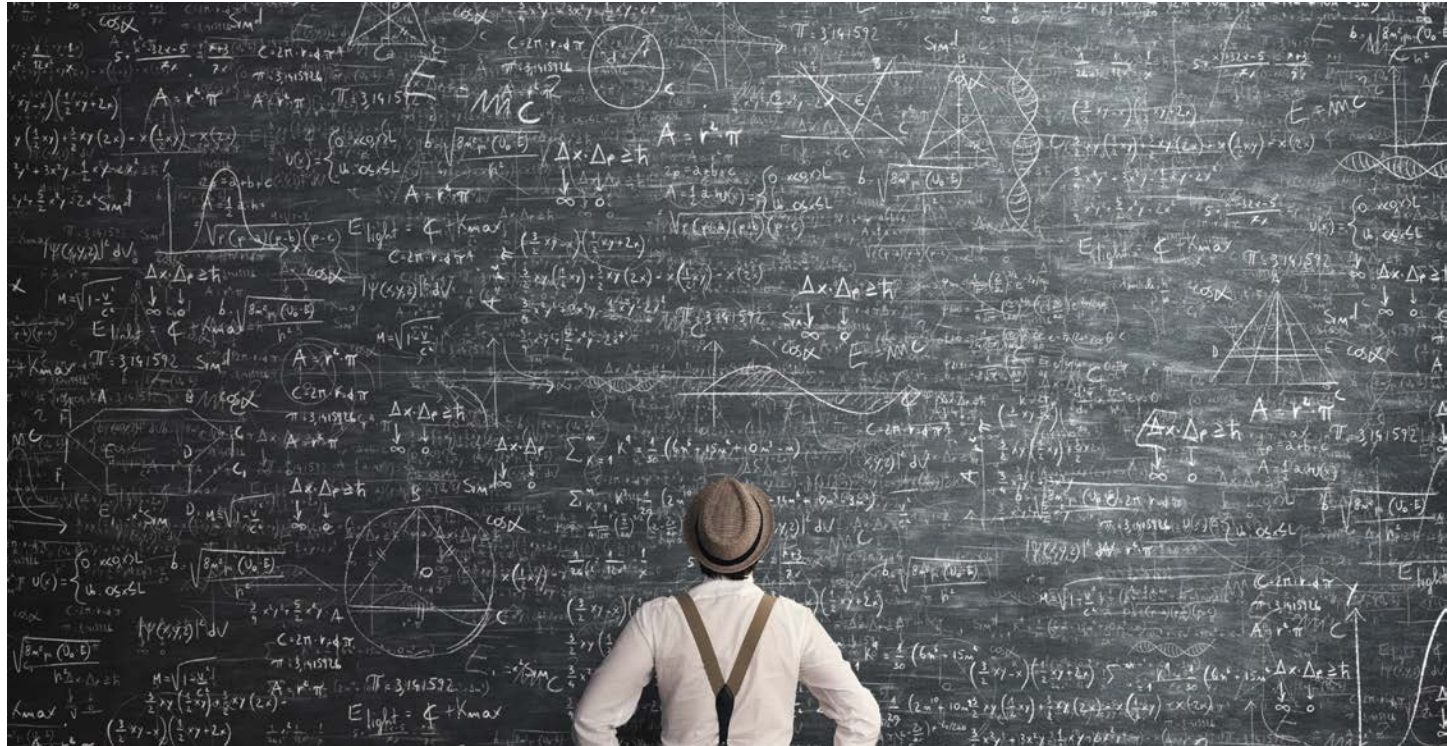
 Sign in to ATD Connect

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# NEXT STEPS

1. ATD Data Template
2. Continued Updating of Student Success Inventory
3. DREAM 2021 and Learning Launch Kickoff part two, February 19 from 2:00 to 5:00 pm Eastern

# Q&A





# ATD COACH REFLECTIONS ON THE BUILDING RESILIENCY IN RURAL COMMUNITIES FOR THE FUTURE OF WORK COLLEGES



SEE YOU AT PART TWO OF THE LEARNING  
LAUNCH KICKOFF INSTITUTE,  
FEBRUARY 19, 2021

