

CONNECTED18

Danville Community College

Case Study



Danville Community College
Small College in Danville, Virginia



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DCC

Danville Community College

- ▶ # of Students: 3560
 - ▶ # of Campuses: 2
 - ▶ Part-Time: 67%
 - ▶ First Generation: 50%
 - ▶ Pell Recipients: 65%
 - ▶ Graduation Rate: 35%
 - ▶ Retention Rate: 40%
-
- ▶ Member Since: Spring 2016
 - ▶ Onboarding: Fall 2016
 - ▶ Appt. Scheduling: Spring 2017
 - ▶ Navigate Alerts: Fall 2017
 - ▶ Academic Planning: Fall 2018

▶ Background and Challenges

- DCC is part of the Virginia Community College System, which encompasses 23 schools throughout the state.
- Located in a very rural, socioeconomically depressed area of south-central Virginia, DCC has seen a significant decline in enrollments since 2012.
- A QEP was launched in 2015, with particular focus on academic planning and resource utilization with the goal of improving both retention and graduation rates.

▶ Solutions



Development of a QEP
Focused on Resource
Connections and
Academic Support



Strategic Care Strategy
Supported by Navigate
Progress Reports and
Early Alerts



Quality Enhancement Plan Goals (2015-2020)

- 1 Students will become engaged in their education by **using college resources**

Students will...

- Know and use campus resources
- Demonstrate higher levels of academic success as a result of using campus resources

- 2 Students will actively participate in the development and implementation of a **personalized education plan**

Students will...

- Identify their program advisor
- Understand the expectations of advising
- Meet regularly with their program advisor to discuss their plan
- Develop their plan by the end of the first semester

Our Playbook for QEP Goal #1



Plan Involved a Mix of Technology-Supported Process Changes



Resource Awareness

Advertise Academic and Non-Academic Campus Resources



Early Alerts

Flag Struggling Students as Early as Possible in the Term



Plan Development

Work with Flagged Students to Develop a Plan of Action



Student Support

Monitor Students Commitment to the Plan of Action



Smart Guidance



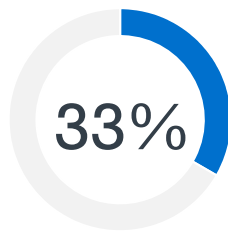
Strategic Care

Decided to Pilot with Developmental Math

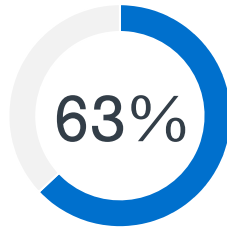


Knew the Math Lab Was Effective but Wanted More Students to Benefit

Developmental Math Pass Rates
Spring 2016



Math Lab Non-User



Math Lab User

“When a student attends the math lab consistently, very positive results are achieved. The student receives help and progresses at a faster pace.

“Those that utilize the math lab seem to ask better questions in class and typically pass their tests by the deadline.”

“The math lab plays a tremendous role in helping my students progress through their developmental math modules. All of my students, weak or strong, benefit from using the math lab.”

– Developmental Math Faculty


Only **23%** of students utilizing the Math Lab in Spring 2016



Traditional Promotion Leads to Moderate Gains



Lab Promoted Through Flyers, Orientation Sessions, and Classroom Visits



MATH LAB

ACADEMIC SUCCESS CENTER


WHAT IS THE MATH LAB?

WHERE IS THE MATH LAB?

WHO CAN USE THE MATH LAB?

“ I am doing well in my math course because of the math lab. The math lab instructors are nice, easy to work with, and explain the math so well. ”

Mondays	9:00AM – 6:00PM
Tuesdays	9:00AM – 6:00PM
Wednesdays	9:00AM – 6:00PM
Thursdays	9:00AM – 6:00PM
Fridays	9:00AM – 2:00PM



The only way to **learn** mathematics is to **do** mathematics

→ “I am doing well in my math course because of the math lab. The math lab instructors are nice, easy to work with, and explain the math so well.”

“The math lab has been a great help. The monitors are knowledgeable, polite, and happy to help. **It has been the best support I’ve had all semester.**”

“The math lab has been a great help in allowing me to succeed in my math course. Everyone in the math lab is very helpful, and **the teachers were awesome. Two thumbs up.**”

– Math Lab Users at Danville



Technology-Supported Promotion Bolsters Utilization

Navigate Puts Math Lab Information at Students Fingertips

Students receive to-do items at key times of the semester asking them to connect with campus resources

To-Do



TO-DO
Connect with campus resources
OVERDUE ON TUE, AUG 28

Denville Community College offers a wealth of resources for every student. Learning resources help you master your classes so you can earn your best grades.

There are also many offerings to help outside of the classroom. Manage the many demands and challenges of student life. A great way to explore your interests, make new friends, and get involved on campus.

Resources are broken down into categories to help students find information quickly

Academic Resources

Student Support Programs

Clubs and Activities

Academic Resources

Academic Success Center (Math Lab)

Get FREE, personalized help in your developmental math courses from our instructors and tutors.

[Click here for more information about the Math Lab](#)

Learning Assistance Center

The LAC includes a computer lab with up-to-date computers. All students, staff, and the public are welcome to use; there are also group study areas.

[Click here for more information about the LAC](#)

Library

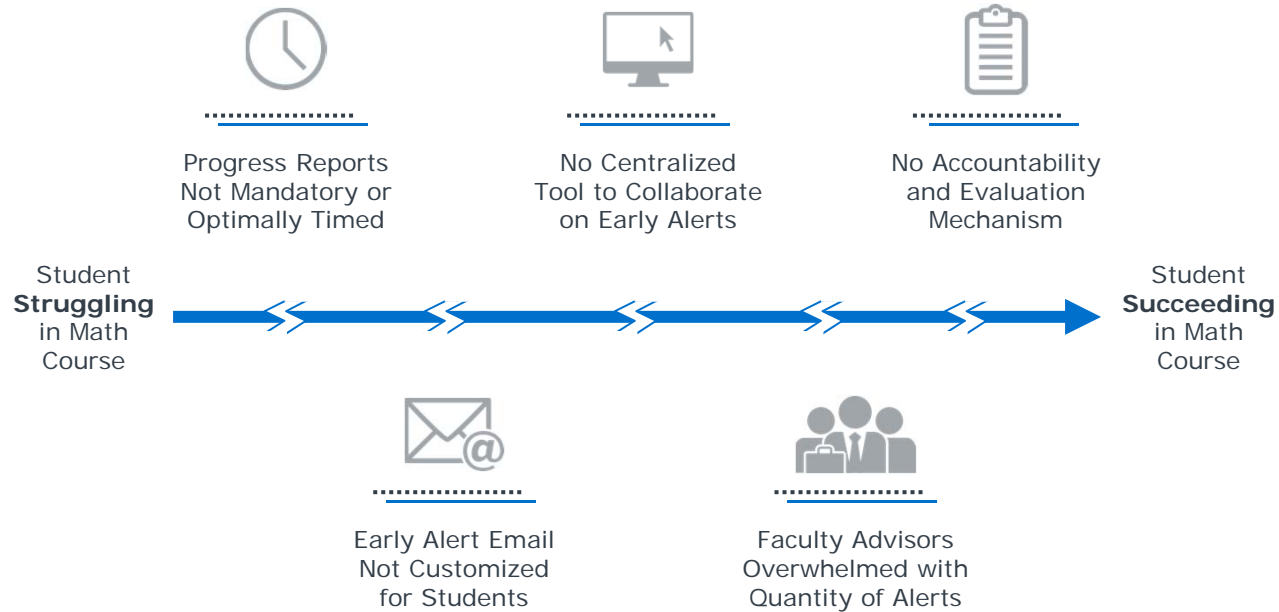
The Mary M. Barkadale Library provides access to a wide range of resources, including more than 55,000 books; 200 databases; millions of articles from journals, magazines, and newspapers; and DVDs; subscriptions to more than 100 journals, magazines, and newspapers.

[Click here for more information about the Library](#)

Many Gaps in Our Early Alert System



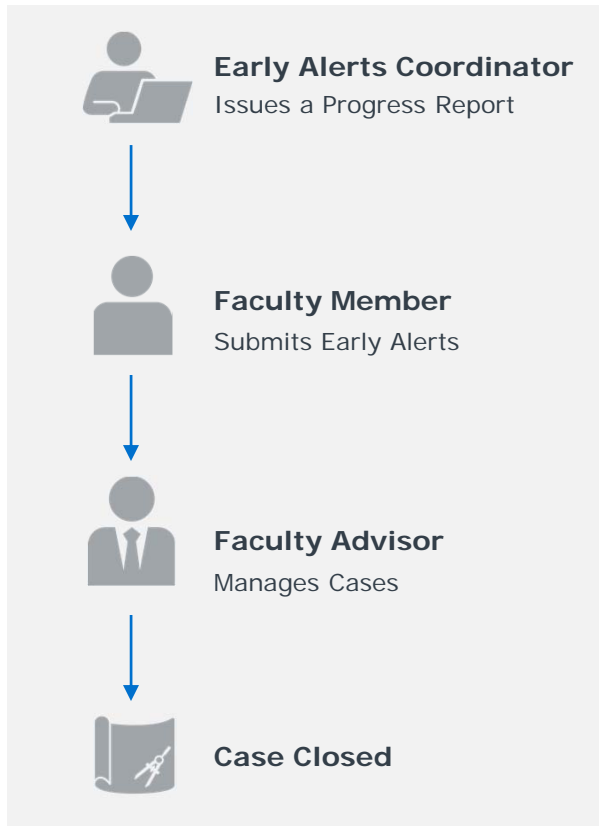
Needed to Address Key Issues to Make Early Alerts More Effective



Fixing Our Early Alert Gaps



Used a Variety of Tactics to Increase the Efficacy of Early Alerts



- Implemented two mandatory progress reports; before drop date and before midterms



- Customized automated emails students based upon alert reason



- Adopted Navigate, including cases for team collaboration



- Added Success Coaches to the advising team and created an early alert triage hierarchy

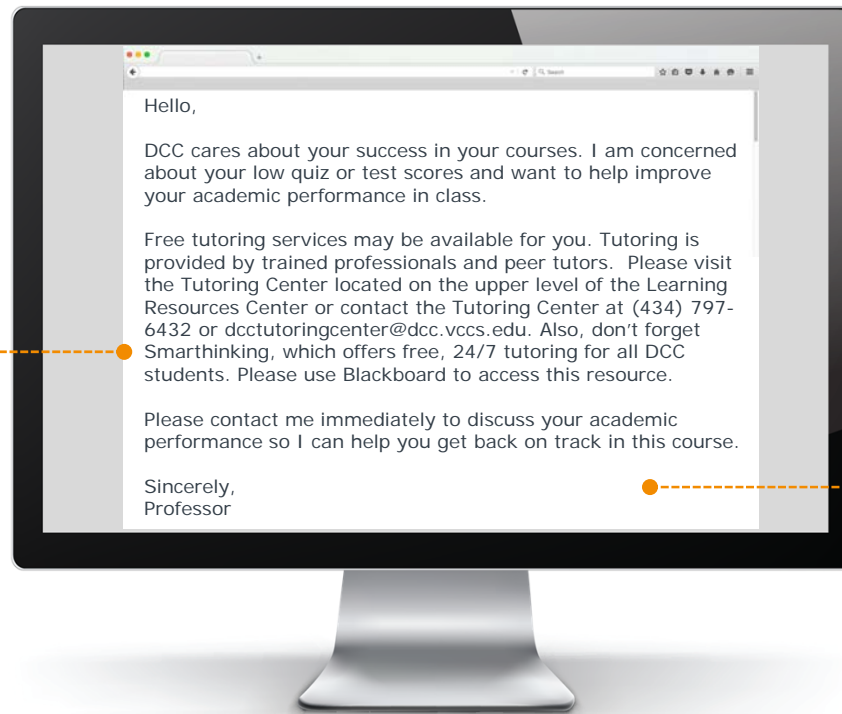


- Implemented end-of-semester advisor reporting for early alerts

Customized Student Emails



Small Group of Faculty Worked to Customize Early Alert Emails



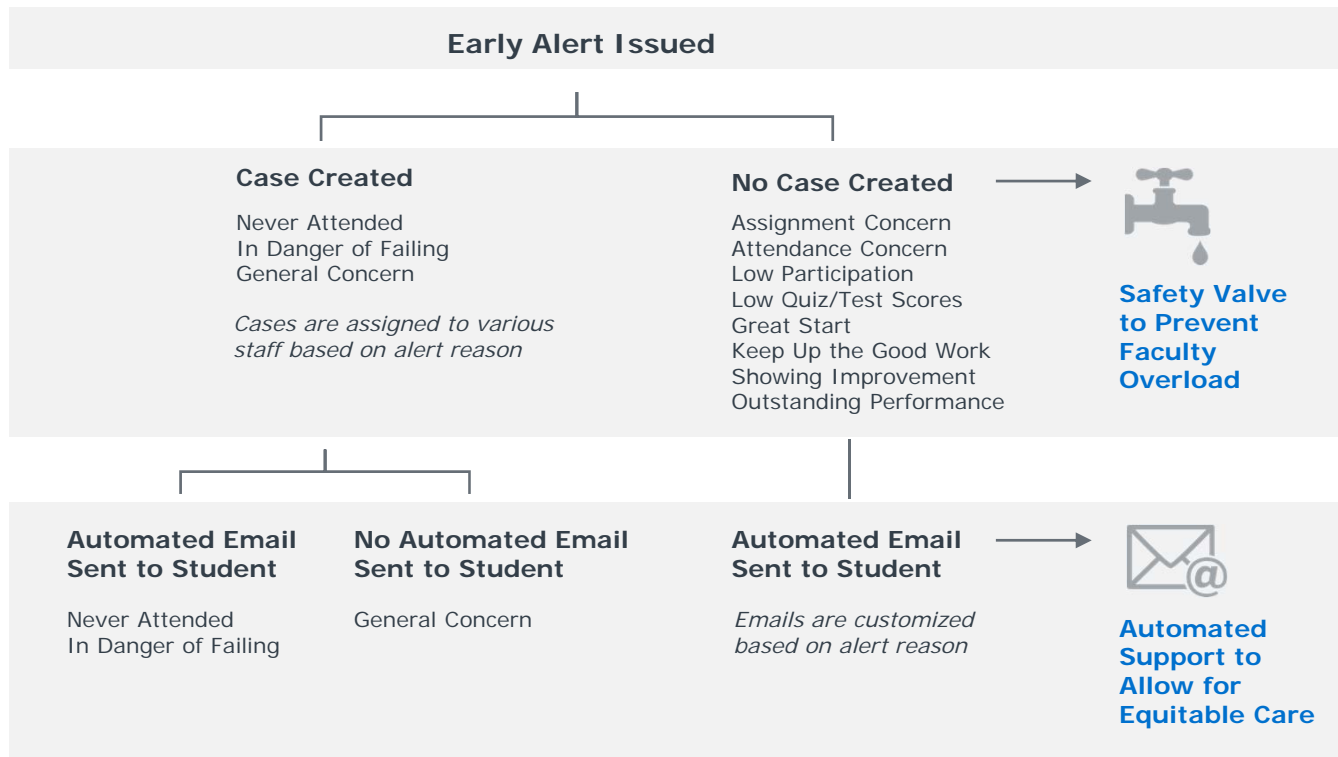
We are now able to call out specific resources, such as our online tutoring system

The instructor can add specific information for the student at the end of the email

Early Alerts Triage Process



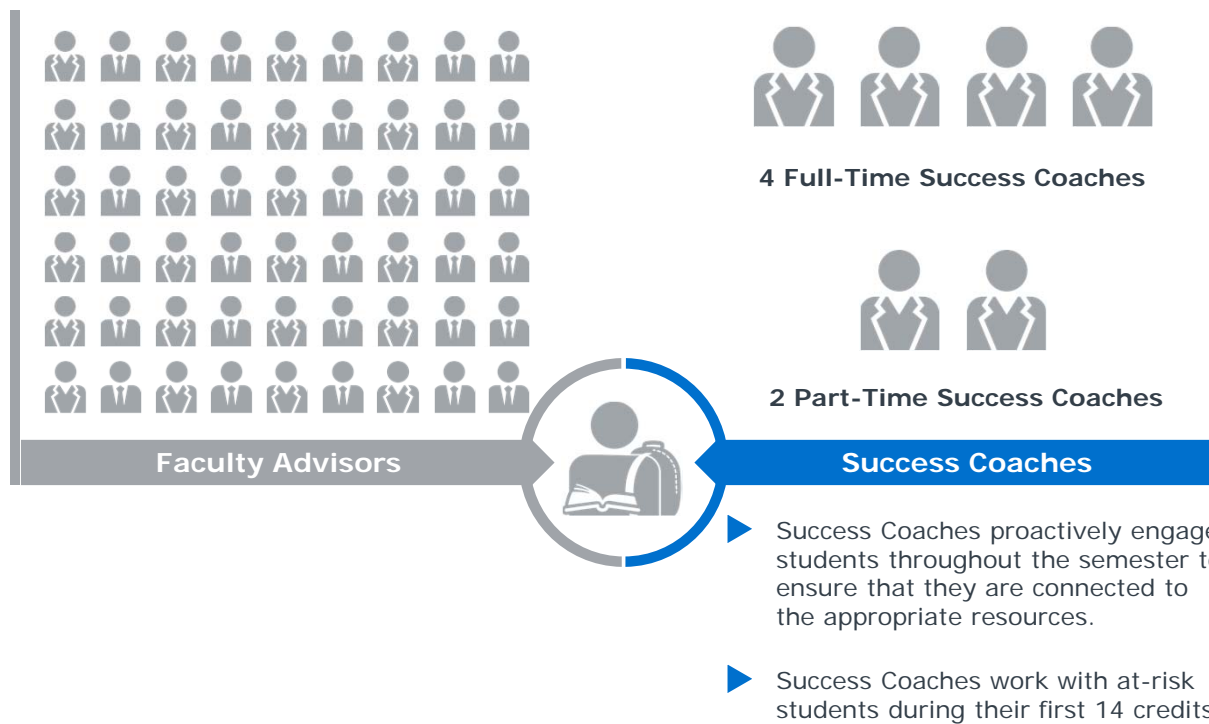
Hierarchy Supports Differentiated Care for Students



Success Coaches



In Addition to Proactive Outreach, Coaches Assist with Early Alerts



End-of-Semester Early Alert Report



Holds Faculty Advisors Accountable and Provides Insights for Improvement

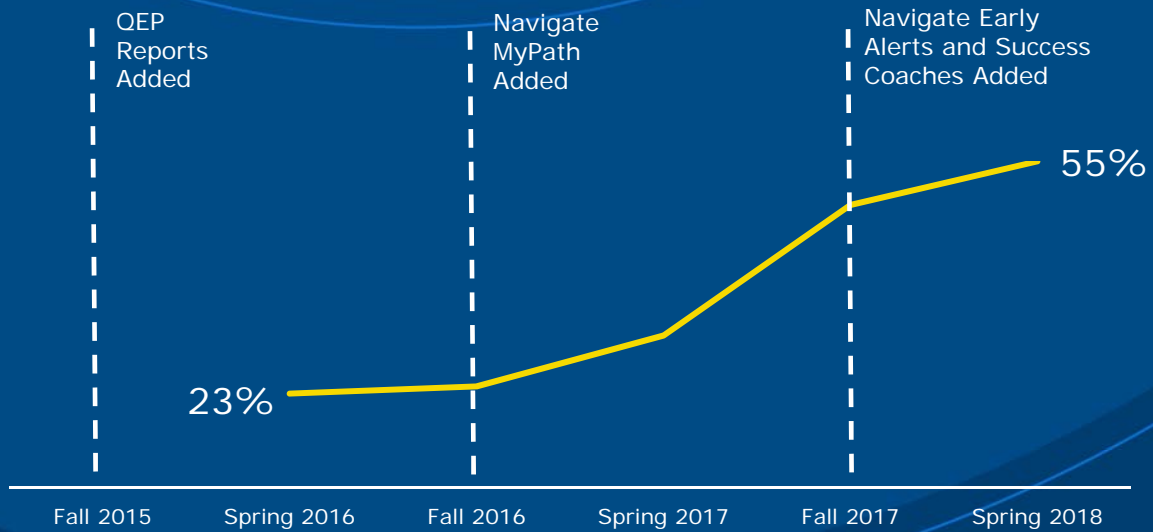
At the conclusion of your course, you will be asked to complete a QEP Grade Book. The QEP Grade Book will contain three pieces of information:

- The student's final grade in the course
- The student's group assignment in relation to QEP Goal 1
- The campus resources that the student was referred to

Early Intervention Strategies Results Fall 2015 (Developmental Math Pilot)

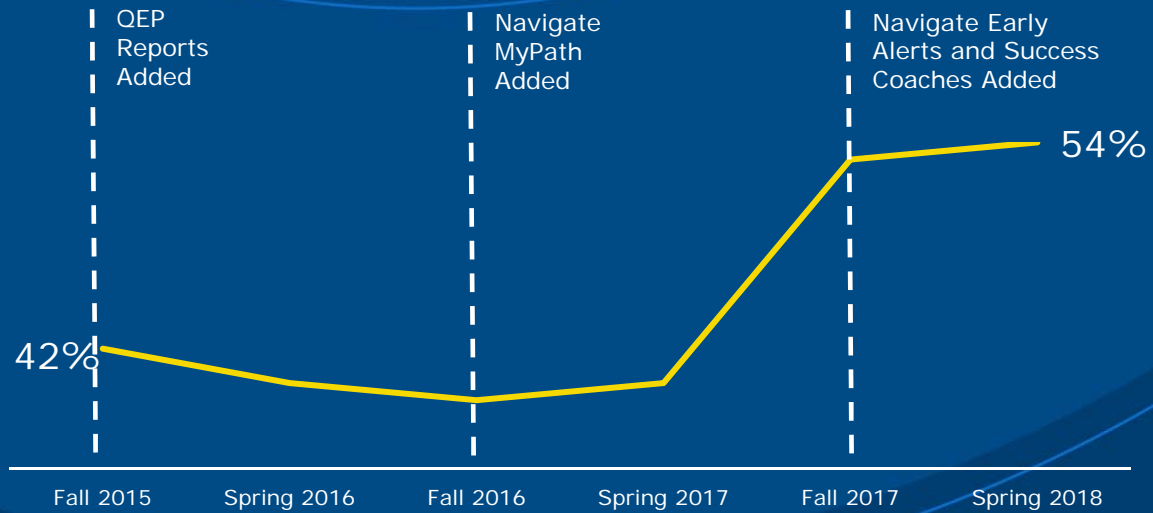
Group Assignments	Percentage of Total	Passing Rate
1. No Alert Raised	53.9%	63.3%
2. Alert Raised/No Plan Created	17.5%	13.5%
3. Alert Raised/Plan Created/Not Followed	15.4%	5.4%
4. Alert Raised/Plan Created/Plan Followed	13.2%	53.9%

Early Alert Outcomes Math Lab Utilization



Early Alert Outcomes

Developmental Math Pass Rates



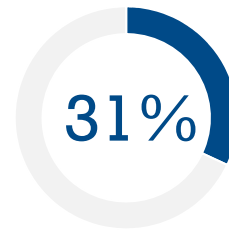
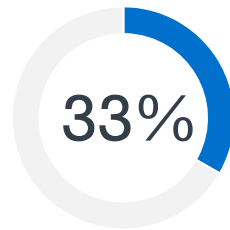
Math Lab User Pass Rate Climbs from Fall 2015



Spring 2016

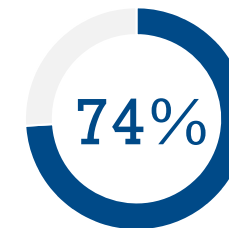
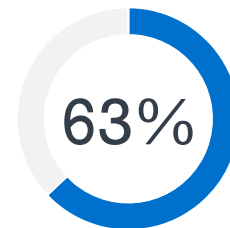
Spring 2018

Non-User
Pass Rate



- 2%

User
Pass Rate



+ 11%

Making an Impact

6%

Increase in fall-to-fall retention
(2016-2017)

2%

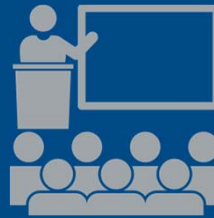
Increase in credentials
(AY 14/15-16/17)



What's Next at DCC?



Launch Navigate Mobile with a Focus on Appointment Scheduling and MyPath Completion



Incorporate Academic Planning Module in College Success Course



Washington DC | Richmond | Birmingham | Minneapolis

202-747-1000 | eab.com