

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

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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.

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.

<ul style="list-style-type: none">• Jim Sawyer, President	<ul style="list-style-type: none">• Don Ritzenhein, Provost/Vice President, Learning Unit
<ul style="list-style-type: none">• Jill Thomas-Little, Vice President, Student Services	<ul style="list-style-type: none">• Randall Hickman, Director, Special Research Projects
<ul style="list-style-type: none">• Mary Frega, Project Manager, Planning	<ul style="list-style-type: none">• Jillian Huot, Director of Accreditation and Program Review
<ul style="list-style-type: none">• Terri Weakland, Project Director, Student Services	<ul style="list-style-type: none">• Robert Penkala, Director, Career Services
<ul style="list-style-type: none">• Barbara Ellis, Associate Dean, Dental Science	<ul style="list-style-type: none">• Paula Primeau, Association Dean Health Sciences & Technology

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Student Success 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 <input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Increase persistence/retention</p> <p>1. Increase the proportion of students who persist fall to-fall from 54.6% (Fall 2018) to 65% by Fall 2025 (Strategy 2, Objective 3)</p>	<ul style="list-style-type: none"> • Scale up the Student Success Coach Pilot by adding coaches through grant from Michigan College Access Network (MCAN/ Americorps) • Continue Second Chance Grant Program • Enhance the Student Options for Success (SOS) program to support nonacademic financial need / emergency assistance funds • Evaluate the College Success Skills course (CSSK1200) to determine target student population required to take the course and update curriculum as needed • Specifically focus on underrepresented minority students to increase persistence and completion 	<ul style="list-style-type: none"> • Macomb has seen an increase in fall-to-fall persistence rate of the first-time-at-Macomb student cohort from 49.8% in Fall 2015 to 55.7% in Fall 2019. 	<p>No</p>

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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 <input type="checkbox"/> Yes <input type="checkbox"/> No
Increase student completion 2. Increase the six-year graduation rate from 16.7% to 20% (2018-19) and percentage of earned certificates from under 1% to 2% by December 2022. (Strategy 1, Objective 1)	<ul style="list-style-type: none"> • Degrees and certificates awarded when earned. (Project Win Win) • Contact past attendees who left with enough credits for degree or certificates • Work within departments to promote certificates to students and employers. • Continue renaming/reviewing Skill Specific Certificates to comply with college standards. 	<ul style="list-style-type: none"> • In recent years, there has been little movement in degree and certificate completion rates. • Four of the five progress measures, however, have shown an increase from 2015-16 through 2019-20, and progress with respect to persistence and credit-hour accumulation are instrumental for completion of awards. 	No
Equity – close equity gaps 3. Reduce by half the six-year completion achievement gaps of degree seeking underrepresented minority students by December 30, 2025 (Strategy 1, Objective 2)	<ul style="list-style-type: none"> • Engage with ATD Coaching services for Equity • Administer the ICAT • Update and re-administer student surveys to identify reasons underrepresented minority students depart 	Performance on selected student success indicators has been disaggregated to show we are seeing a reduction in equity gaps. <ul style="list-style-type: none"> • The Black-White gap in fall-to-winter persistence (White proportion minus Black proportion) decreased from 25 percentage points for the fall 2014 first-time-at-Macomb cohort to 19 percentage points for the fall 2017 first-time-at-Macomb 	No

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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 <input type="checkbox"/> Yes <input type="checkbox"/> No
		<p>cohort, a reduction of 24.0%.</p> <ul style="list-style-type: none"> • The Black-White gap in the proportion of attempted credits that were completed (White proportion minus Black proportion) decreased from 27 percentage points for the fall 2015 first-time-at-Macomb cohort to 25 percentage points for the fall 2018 first-time-at-Macomb cohort, a reduction of 7.5%. • The Black-White gap in the proportion of fall first-time-at-Macomb students ending their first semester on "academic notice" (Black proportion minus White proportion) decreased from 35 percentage points in 2014 to 24 percentage points in 2020, a reduction of 31.5%. • The Black-White gap in the proportion of fall first-time-at-Macomb students ending 	

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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 <input type="checkbox"/> Yes <input type="checkbox"/> No
		their first semester with no earned credits (Black proportion minus White proportion) decreased from 30 percentage points in 2014 to 18 percentage points in 2020, a reduction of 40.0%.	

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
- The 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)

It is going to be difficult to determine what the impact of the pandemic will have on our progress as the pandemic introduced discontinuities with the data. Although our longitudinal data show improvements through Fall 2019, we expect persistence rates from Fall 2019 to Fall 2020 to have been affected negatively by COVID-19. The ethnic and racial composition of our student body for fall 2020 is different than past fall semesters. As a result, we believe much of the fall data for 2020 to be statistical outliers with respect to previous data.

In sum, as a result of the pandemic, a significant proportion of our students suspended pursuit of their educational goals a semester or more and the demographic composition of students that continued to enroll was materially different from the composition prior to the advent of the pandemic. These consequences will result in a substantial discontinuity in the time-series data on all of the success metrics, which will make it more difficult to assess the rate of progress toward goals, since the student success metrics have an elapsed-time basis.

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

	No difficulty at all <i>All the supports are in place</i>	Some difficulty <i>Minor challenges exist, but over time will be resolved</i>	Much difficulty <i>Infrastructure exists, but major resources needed</i>	Nearly impossible <i>NO infrastructure in place to support this initiative</i>
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)

N/A

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

N/A

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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)

Macomb demonstrates commitment to its student success goals by appropriately aligning and utilizing its institutional capacities. The College recently engaged in a comprehensive strategic planning process in which the Board of Trustees, senior leadership, employee, staff, students, community members, and industry leaders were intricately involved. Through this process strategies, objectives, and action plans were developed, many intended to have a direct impact on student success.

Institutional Councils were developed to monitor progress of strategies, encourage college-wide engagement and communication, and provide a structure which allows discussion of policies and practices related to student success, institutional effectiveness, human resources, institutional engagement and communication, and inclusion, diversity, equity and access.

The College has had a long-standing commitment to student success, evident through its student support services, technological infrastructure, and robust professional development offerings for staff and faculty through the Center for Teaching and Learning.

While infrastructure is in place to support our student success goals, some challenges remain. Those include appropriate and sufficient staffing, competing priorities, cross-functional communication and student outreach. The College will act on strategies, objectives and action plans outlined, to minimize challenges.

Areas of Focus

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?

150 word summary:

Macomb is an integral part of the 4M Group, along with Macomb County Planning and Economic Development, a local economic development board (Michigan Works!), and Michigan Economic Development Corporation. Collaborating to meet workforce needs, a recent example is the creation of a fast-track Marine Technician Program to address a shortage in the region. Additionally, Macomb sought approval to develop a Dental Hygiene Program in response to the closing of Baker College's local branch campus to continue providing low-

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cost dental services to the community while meeting the demand for Dental Hygienists and Dental Assistants. Health Sciences coordinated with local employers to address a shortage in essential healthcare positions by revising several course delivery methods to assist students with diverse schedules. Career Services creatively connected employers and students by hosting a virtual job fair. Macomb also supports statewide efforts to reengage adult learners through *Futures for Frontliners* and *Michigan Reconnect* programs.

FULL STATEMENT

Macomb is an integral part of the 4M Group, along with Macomb County Planning and Economic Development, a local economic development board (Michigan Works!), and Michigan Economic Development Corporation. The group is a community collaboration with a core focus on the coordination of services to address economic and workforce development needs of new and existing businesses. A recent example of an outcome of their work was a fast-track Marine Technician Program. This new program was introduced in Spring 2020, to address a shortage in the region of qualified marine technicians. The program supports local industry while providing community members entry into a sustainable career pathway.

Additionally, Macomb was presented with a unique opportunity to expand its academic program offerings in the dental hygiene area as another local college branch campus was closing in the community (Baker College located in Clinton Township, Michigan). Baker College provided a Dental Hygiene Program at its Clinton Township location. Besides offering a didactic and clinical education to students, the community based dental hygiene clinic provided low-cost dental services. In response to the Baker College branch campus closure, Macomb sought approval to develop a Dental Hygiene Program, ensuring the continuation of services to students and patients that Baker had previously provided; low-cost dental services to Macomb County residents and an associate degree leading to a career as a Dental Hygienist. Macomb will also offer a profession and continuing education certificate in dental assistant certificate through Workforce Development. The Detroit Metropolitan Area job projections indicate a very favorable labor market for dental hygienists. According to the U.S. Bureau of Labor Statistics a projected ten-year (2016-2026) national growth rate of 11% for both dental hygienist and dental assisting careers, with a projected 13.7% ten-year growth in Michigan. Renovations for the new, state of the art clinic are underway at Macomb's South Campus. The Dental Hygiene Program is pending accreditation with the Commission on Dental Accreditation. The Workforce Development Dental Assisting Certificate Program will begin August of 2021.

In response to the pandemic, the State of Michigan created a scholarship program for frontline workers called *Futures for Frontliners* providing tuition for those who continued to work at the height of the pandemic. Similarly, to increase the number of working-age adults with a skill certificate or college degree from 49% to 60% by 2030, the governor also developed *Michigan Reconnect* for those 25 years and

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older interested in returning to college. These educational programs were designed to positively affect the economic growth in the community by responding to workforce demands and providing education to close the skills gap, thus creating opportunities for better jobs. Since Winter 2021, Macomb has embraced these programs with over 5,000 eligible students between the two programs, and nearly 3,000 students registered for classes thus far. Macomb has proactively assigned a success coach to these students to provide additional support to them. Michigan employers' ability to find highly skilled employees is more difficult than ever and is cited as a top concern in the most recent Michigan Future Business Index Report. Michigan Reconnect will help address the dual challenges of the state's widening talent gap and aging workforce.

In response to the expanding shortage of essential healthcare workers in the region based on input gathered from other institutions and community partners, Macomb's Health Sciences and Technology area has revised several course delivery methods to assist students with diverse schedules due to work and family obligations. According to the U.S. Bureau of Labor Statics the demand for Medical Assistants, Health Information Technicians, Physical Therapist Assistants, and Occupational Therapy Assistants are in high demand and are experiencing a much faster than average growth rate in these 4 health areas. The following programs have the following growth rates as projected for the ten-year period (2019-2029); Medical Assisting 19%, Health Information Technology 8%, Physical Therapist Assistant 29%, and Occupational Therapy Assistants 32%.

Macomb County and surrounding areas have expressed need for further opportunities for high school students in the area. While we partner with many surrounding high schools, the college is continually seeking innovative ways to springboard these young students into a rapid path of employability, licensure, and continuing education transfer opportunities with many universities.

Capitalizing on the virtual world created by the pandemic, Macomb's Career Services used the opportunity to create ways to connect students and alumni with employers. Macomb's new Client Relationship Management (CRM) system, MacombCareerLink (MCL) - powered by Handshake provides a streamlined way to connect students and employers, not only locally but around the world. The new platform allowed Career Services to redesign events, fairs, seminars, and workshops to a virtual venue. Using the virtual platform to customize the delivery of these activities around targeted employer needs allowed for targeted programs specific to a given department (e.g. Health and Human Services, Police and Fire, Business and IT, Hospitality and Culinary and Engineering and Advanced Technology). The results for those programs with active faculty and department engagement led to positive outcomes for both students and employers. Career Services also educates employers about the importance of a fair "living wage" for Macomb's students and alumni, encouraging the posting of a job's wage to attract students. Virtual events in Career Services now include Job clubs, Meet the Recruiter events, Job Skills Workshops, Student Success

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Seminars, Networking Days, Job Fairs specific to an Area of Study, and Virtual Field Trips to local employers. Career Services also partners with MIWorks! and Michigan Community College Employment Network (CCEN) to build a stronger network of talent for employers.

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

150 word summary:

During strategic planning, strategies and values were developed which exemplify the College's commitment to further developing inclusive and equitable treatment of, and fostering a climate of respect among all students, faculty, and staff. The College's [I.D.E.A. \(Inclusion, Diversity, Equity, Access\) Council](#) is tasked with identifying and eliminating any systemic barriers to inclusion and equity within the College and can review policies where racial equity may need to be addressed.

Macomb has long standing programs and practices that demonstrates a commitment to diversity, inclusion and equity. The College coordinates efforts to address educational equity among students, particularly those from underrepresented groups. Efforts continue to increase retention of students who are likely to struggle transitioning to Macomb and those likely to end up on academic notice. Human Resources has also implemented strategies and training to ensure hiring committees are aware of potential biases and recognize and include cultural competencies when hiring.

FULL STATEMENT

During the strategic planning process, strategies and values were developed which exemplify the College's commitment to further developing inclusive and equitable treatment of, and fostering a climate of respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas, and perspectives. The College's I.D.E.A. (Inclusion, Diversity, Equity, Access) Council takes an active role in identifying and eliminating any systemic barriers to inclusion and equity within the College and can review policies where racial equity may need to be addressed.

Macomb has long standing programs and practices that demonstrates a commitment to diversity, inclusion and equity.

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The Macomb Multicultural and International Initiative (MMII) is a long-standing program at Macomb that aims to educate the College community and Macomb County on the importance of recognizing, respecting, and ensuring the diversity of its changing student and county populations. Recently, a new continuing education series was developed through the Macomb Multicultural and International Initiative (MMII) entitled, Diversity Dialogues. This series provides information to staff and student populations relevant to important diversity issues, and encourages reflection from all participants, so that experiences shared or linked via literature, videos, or personal narratives, will be met with empathy and appreciation.

The Center for Teaching and Learning has also long supported the evolving dialogue on diversity, inclusion, and equity. In Winter 2021, a newly developed professional development series, Continuing the Conversation on Bias, Equity, Teaching and Learning were offered.

The Office of Human Resources has implemented strategies and training to ensure hiring committees are aware of potential biases and recognize and include cultural competencies in their hiring needs. All staff members and at least one faculty representative participating on a hiring committee are required to participate in Selection Committee Training which focuses on identifying and understanding unconscious bias and mitigating its potential impact on the hiring process.

The College coordinates efforts to address educational equity among students, particularly those from underrepresented groups. Efforts have been taken to increase retention of students who are most likely to struggle in their transition to Macomb and those likely to end up on academic notice. A sampling of student retention initiatives put in place include the Mentoring Program and the Success Coach Program.

Every semester, an average of 60 students, as mentees, participate in the Mentoring Program supported by approximately 70 employee volunteers who serve as mentors. Mentors are College staff and faculty who help students navigate their way at Macomb, providing direction and guidance regarding available support services and resources at the College. Through a 2018-19 Innovation Award, the Mentoring Program added a peer mentoring component. Peer mentor responsibilities include in-class support, connecting students with campus resources, and building a positive campus community.

The Success Coach Program provides a single point-of-contact for students likely to end up on academic notice their first semester to assist them in accessing support services at Macomb. Strategies utilized to support students in the program include the use of a case management model, partnerships with faculty and College personnel, and utilizing College reporting systems to account for the interactions with participating students.

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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)

<p>Lesson One</p> <p>Engaging key stakeholders early and often, especially in the development phase of any student success initiative is critical, including a debrief once implementation is complete to make necessary adjustments as the program moves forward. Including students, as work team members, thought providers, and/or for feedback on major college initiatives is also critical.</p>
<p>Lesson Two</p> <p>Build in enough time in initiative project plans to cultivate buy-in from key stakeholders on the front end to achieve lesson one above, including sharing success along the way to build on what's working with everyone.</p>

What key performance indicators are your institution currently using?

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	

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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 Guided Pathways framework is used as a framework to organize student success work in the following ways:

- **Mapping pathways to student end goals:** As an inaugural cohort participant in the statewide Guided Pathway initiative, Macomb created 10 areas of interests and assigned each undergraduate and non-academic credit program to at least one area of interest in 2016. Programs were reformatted to include semester course sequences, exploratory courses, critical courses, program specific general education coursework, career opportunities, and transfer pathways.
- **Helping students choose and enter a program pathway:** Applicants to Macomb are required to select an area of interest to submit an application. This helps counseling and academic advising services focus intake discussions around the area of interest and

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the decision-making process including exploratory course recommendations for first semester planning and follow-up with those who do not declare a specific major.

- Keeping students on path:** In Winter 2020 Macomb launched a Colleague Self-Service module called Student Planning, which allows students to use program requirements to search and register for classes in their program and track toward program completion. This fall, Macomb will launch the Civitas Inspire student success tool for instructors to raise academic alerts or commendations. Since we know students may not act on a recommendation, student support areas will follow up with students who received an alert to provide or schedule support services and will close the communication loop with the instructor who raised the alert. We expect these efforts to have a direct impact on student’s getting on path and staying on path.
- Ensuring that students are learning:** Macomb has established assessment activities, practices, and support mechanisms to ensure that students are learning. In addition, a focus of Strategic Plan 2025 under Strategy 1, Objective 3 is to increase the number of students who are college ready by the end of their first year. This concentrated focus on student learning within the first year is crucial to student success.

Looking into the future

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?
Close equity gaps <ul style="list-style-type: none"> Reduce by half the six-year completion achievement gaps of degree seeking underrepresented minority students by December 30, 2025 (Strategy 1, Objective 2) 	<ul style="list-style-type: none"> Develop a peer mentoring program Work with Student Life and Leadership to create and support a black student club/organization. Offer training on integrating teaching 	<ul style="list-style-type: none"> Increase persistence of black students by reducing the Black-White gap in all categories by 2 percentage points by 2023. IDEA Council develop vision statement and action plan to address 	<input type="checkbox"/> Yes (Please explain changes) <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes – due to COVID-19 (Please explain) <input type="checkbox"/> Yes – unrelated to COVID-19 (Please explain)

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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?
<ul style="list-style-type: none"> Creation of Inclusion, Diversity, Equity, Access (IDEA) Council 	<p>strategies that support diverse populations.</p> <ul style="list-style-type: none"> Scenario workshops for black students modeled after culture shock theories 	<p>DEI efforts institutionally to support the strategic plan</p>		<p>✓ No</p>
<p>Increase persistence/retention</p> <ul style="list-style-type: none"> Increase the proportion of students who persist fall to-fall from 54.6% (Fall 2018) to 65% by Fall 2025 (Strategy 2, Objective 3) 	<ul style="list-style-type: none"> Continue success coach efforts and partnership with MCAN. Hire 4 part-time success navigators assigned to black students as a primary point of contact for support. Implement a new academic alert and student success system beginning Fall 2021. The system will allow us to identify students in need of support, track and administer interventions based on collaboration between the learning unit and student services. 	<ul style="list-style-type: none"> Have success navigators hired, trained and with an active case load no later than October 1, 2021. Based on Fall 2019 data we anticipate 2200 black students to be assigned a success navigator this fall. Launch the new academic alert system for Fall 2021, with a faculty adoption rate at least the same level as the old system (25% in the first semester). Target adoption rate for Fall 2022 to be 30%. 	<p><input type="checkbox"/> Yes (Please explain changes)</p> <p>✓ No</p>	<p><input type="checkbox"/> Yes – due to COVID-19 (Please explain)</p> <p><input type="checkbox"/> Yes – unrelated to COVID-19 (Please explain)</p> <p>✓ No</p>

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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?
<p>Increase student completion</p> <ul style="list-style-type: none"> Increase the six-year graduation rate from 16.7% to 20% (2018-19) and percentage of earned certificates from under 1% to 2% by December 2022. (Strategy 1, Objective 1) 	<ul style="list-style-type: none"> Expand reverse transfer partnerships with four-year institutions using the National Student Clearinghouse. Review ability to replace “opt in” with “opt out” for awarding earned degrees and certificates. Repackage and promote courses leading to certificates. Engage certificate completers to help them evaluate future educational options and advantages. 	<ul style="list-style-type: none"> Conduct pilot audit during SS2022 to identify students who may be eligible for a degree to develop procedures to move toward an opt out model to award degrees. Formalize and pilot outreach to potential certificate completers. 	<p><input type="checkbox"/> Yes (Please explain changes)</p> <p><input checked="" type="checkbox"/> No</p>	<p><input type="checkbox"/> Yes – due to COVID-19 (Please explain)</p> <p><input type="checkbox"/> Yes – unrelated to COVID-19 (Please explain)</p> <p><input checked="" type="checkbox"/> No</p>

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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 2021 semester 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)

<input type="checkbox"/> Building a culture of equity	The IDEA Council will be developing a vision statement and action plans in 2021/22. Assistance in aligning these efforts with our student success goals through building a cultural of equity would be beneficial.
<input type="checkbox"/> Building a culture of evidence	
<input type="checkbox"/> Capacity building for Resilience	
<input type="checkbox"/> Dual Enrollment / Early College Models	
<input type="checkbox"/> Facilitation of network college connections	Connecting with peers who have done similar work well in terms of improving student success measures would be helpful in navigating lessons learned and advice for us in the context of a large, multi-campus institution undertaking similar interventions and/or using similar technology.
<input type="checkbox"/> Holistic Student Supports	Supporting students throughout their time at Macomb and aligning our efforts within the framework of Holistic Student Supports is of interest to us.
<input type="checkbox"/> <u>Pathways</u> support	
<input type="checkbox"/> Strategic Enrollment Management	Alignment of efforts to stabilize tuition revenue, increase persistence/retention, and align with success efforts is at the core of SEM. This is of interest to us as well.
<input type="checkbox"/> Teaching and Learning	
<input type="checkbox"/> Other (please list)	

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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