



2019 COHORT STUDENT SUCCESS ACTION PLAN
Due: July 31, 2020 (extended to September 30, 2020)

Instructions

ATD understands that COVID-19 has disrupted your campuses and that your first priority has been ensuring continuity of instruction and supporting your college community. Please know that we are here to support you in crisis management and your continuous efforts to foster student economic and social mobility. If you need additional support, please contact network@achievingthedream.org.

Colleges develop and submit an Action Plan at the end of the discovery and planning period that defines the first year of participation in the Achieving the Dream (ATD) network. The Action Plan does three key things:

1. Tells a story of what you have done during your first year in ATD's Network and shares this story with your colleagues.
2. Provides an opportunity to translate your learning into an overarching vision and strategy for improving student and institutional outcomes.
3. Describes how you will seek to improve policies, processes, and systems; maximize impact through the college-wide scaling of strategies; align and allocate resources to support implementation; and measure the impact of your student success work.

Colleges start the discovery and planning period in different places. Some colleges have been active in national reform efforts for many years, while others have received public or private funding to broaden or sustain their student success efforts. Others 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:* Middlesex Community College, Connecticut**



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

Section 1: Where You Started (100 words each)

Please summarize your efforts and progress implementing comprehensive, large-scale student success work prior to joining the 2019 ATD cohort. What have you implemented? What results did you see/not see? What did you learn from this?

What have you implemented?

- Situated in Middletown, Connecticut, Middlesex Community College is a small yet dynamic campus with a dedicated faculty and staff. It has a long established reputation for its signature, cutting edge programs and its robust community partnerships. Before joining 2019 ATD cohort, MxCC was committed to student success, “By creating meaningful relationships with diverse populations of students and by providing high quality, affordable, and accessible educational experiences,” as defined by its very mission. “To help students achieve their individual goals and become productive, engaged global citizens,” MxCC has been actively engaged in its student success work and uses data more and more to inform decision making and bringing initiatives to scale while supporting an environment of evidence and inquiry.

Assessment

- To ensure its students a quality education, MxCC has two specific committees that handle assessment. First, the Academic Review Team (ART) is a committee dedicated to the review of disciplines and programs on a five year cycle. Second, a subcommittee of the Curriculum Committee has been actively engaged in General Education Assessment. Each year, a few courses, selected from the list of the highest enrolled courses, are assessed. Since 2018, MxCC has been utilizing Aqua to organize artifacts and facilitate evaluation based on established rubrics. The emphasis on General Education Assessment and Program Review is in compliance with recommendations from NECHE in response to our Interim Fifth-Year Accreditation Report (Fall 2018) and in preparation for our ten-year report in Fall 2022. For both committees, mechanisms are in place to review the results and implement recommendations by the departments or Areas of Study to enhance teaching and learning. As noted in Guided Pathways Essential Practices Scale of Adoption Self-Assessment (SOAA, Section 4), program and course assessments efforts are dynamic and at scale.



Cohort-Based Learning

- MxCC has two major first-year cohorts to support student success. The first-year cohort model called TYP or Transitional Year Program is offered for full-time students who place at the intensive levels. For students who meet the eligibility requirements, the Honors Program is a multi-year program that will serve its students to graduation. At the Capacity Café in May 2020, faculty and staff noted that MxCC's cohort-based programs, including select admissions Radiologic Technology and Veterinary Technology, with their wrap around services benefit students in their education journeys. There is intense interest in scaling up elements of the cohort-based programs to reach more students as long as the funding and staffing needs are scaled to match the demand.

Advising, Outreach, and Retention

- MxCC is mindful of advising, outreach, and retention as critical components of student success. In recent years, the college deliberately identified retention as a strategic priority, and extensive work has brought these efforts to scale, as noted in the college's Guided Pathways Essential Practices Scale of Adoption Self-Assessment (SOAA).
- MxCC has a full-time advising coordinator and a Retention Taskforce. The Retention Specialist recently retired; however, a search for the reclassified Advising/Retention Assistant is close to conclusion. Specific advising workshops and advisor training are regularly offered. A Retention Specialist works with faculty and staff in identifying students who need additional assistance from January to December. Midterm grade reporting was instituted for the Fall and Spring Semesters. Students who obtain a C- or below receive specific follow up from advisors, faculty, staff, and the Retention Specialist. As pilots, faculty received reports, which identified their at-risk students (based on GPAs, academic warning and probation...), to encourage outreach and support. While data has been regularly provided, more committees and individuals are using it to inform decision making, especially in identifying at-risk students, to remove barriers to success and to close equity gaps.
- MxCC also provides professional development. MxCC has a coordinator for the Center for Teaching, a state-wide committee that organized professional development for the community colleges. MxCC hosted workshops in 2019-2020 that focused on diversity and equity in the classroom. In January 24, 2020, a "Retention Strategies in the Classroom" workshop was also held for faculty and staff to enhance teaching and learning.

English and Math

- Currently, English and Math are engaged in the system-wide ACME work for curriculum alignment. Approximately, six years ago, in accordance with PA12-40, the Math and English departments revised the first-year curriculum into College Level, College Level with Embedded Support, Intensive Levels, and Transitional Levels. Now, the emphasis is on curriculum alignment for all their courses. Since COVID-19, system-wide English and Math, at an accelerated pace, also redesigned the placement process by expanding multiple



measures since Accuplacer Testing ceased. This comprehensive redesign impacted the advising and placement process, which now includes High School GPA, as a multiple measure. Both departments continue to be actively engaged.

What results did you see/not see?

- MxCC is a much more intentionally engaged campus with assessment and retention efforts as well with system-wide alignment of programs. The 2019 ATD KPIs provided insightful retention and persistence data with regard to where MxCC needs to improve equity gaps, especially in the top enrolled courses with completion rates. Improvement can be made in all categories. While MxCC does regularly produce data for enrollment and retention, the data points are used more intentionally for decision making. As noted in the February 2020 ICAT results, MxCC received a 2.9 (4.0 scale) in Data & Technology. While some excellent data is generated, the campus is interested in organizing it more effectively.

What did you learn from this?

- The cohort-based models work effectively. Generally, for TYP, Fall to Spring retention ranges between 75% to 90%. This is a year-long program with students taking a 6-credit intensive level English in the fall with an ENG101 Composition Embedded in the spring. The pass rates for ENG101E average 75%. Planned wrap around services are provided, and the consistent communication among instructors allows for immediate interventions. The instructors who teach in the first-year cohorts are seasoned faculty. With a campus of 43 full-time faculty, scaling up full-time models can be challenging. Even more, the extent of the support needed for each student appears to be growing, as the students present with varied needs. However, there is consideration being given to first-year college-level cohorts similar in structure to the current Transitional Year Program or TYP.
- The Retention Task Force and the Student at Risk Committee (SARC) need to merge to leverage the work of both groups. The committees are committed to increasing the participation rate of full and part-time faculty in the submission of midterm grades. The committees can organize outreach and interventions for students who receive a C- or below with the assistance of faculty and staff. These groups are also planning to take on a graduate intern who can assist with outreach and retention efforts.
- In response to equity gaps and growing social concerns, the college needed a formal structure to remove barriers to student success. In Spring 2020, MxCC's CEO formed the Diversity, Equity, and Inclusion (DEI) Executive Council to expand and enhance the college's coordinated, cross campus efforts. Multiple factors lead to the creation of the Executive Council, including the pressing social needs, MxCC ICAT Equity score of 2.9 (4 being the highest), and the equity gaps in course persistence and success rates



The Council utilized the tool kits—*Strategic Planning for Diversity, Equity, and Inclusion*--by the University of California at Berkeley for both Administration and Academic Units as well as the definitions outlined by ATD. The Executive Council formed the DEI Council with cross campus and community membership. The Council's purpose is as follows:

The Council on Diversity, Equity, and Inclusion is a representative body of the college community charged with creating urgency and accountability for maintaining a campus environment where all are valued, respected, and included; and where our workforce reflects the composition of our student body and engages with them in culturally relevant ways.

The Council is a leadership group charged with reimagining the college as a change agent in our community by leading efforts to examine MxCC's Strategic Plan, programs, policies, procedures, and campus culture through the lenses of diversity, equity, and inclusion.

The Council will help guide the college community through a process of education, understanding, and discovery; application of action items and best practices; and how DEI can become fully integrated in the daily work and life of MxCC.

The work of the Council will commence during the Fall 2020-Spring 2021 Academic Year.

Optional: Please provide any additional information you would like the ATD team to know, including any relevant contextual information regarding your institution, system, region or state (e.g. organizational changes, legislative changes, funding changes, etc.).

Section 2: How You Organized Your Student Success Work (300 words)

Please describe the structure you created or adapted to complete your student success work during your first year with ATD. Use the questions below to *guide* your response.

- What types of teams or other structures did you establish, or modify, and what were they charged to accomplish?
- To what extent were faculty, staff, administrators, and students actively engaged in these teams? What mitigating factors hampered their engagement?
- How was learning shared across teams/areas?



- What communication strategies and processes were used to share learning from the teams with the broader college community, including trustees?
- 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?

Middlesex embarked on journey of discovery while participating in the ATD network. We've come to the realization that we are already doing great work that needed to be communicated and translated into workable information describing the college's progress. This includes identifying areas of improvement that needed to be communicated to the campus community.

The CORE team was the home base that the college could center on to analyze the preexisting data and lay the foundation for success. The campus participated in our all college meetings and were giving the framework provided by ATD. The CORE Team evolved to include a student perspective by December 2019. The CORE and data teams were charged with identifying areas that the college could target to improved student success.

The CORE team established a webpage to provide transparent feedback and guidelines established directly from ATD. The campus CEO requested that ATD be a permanent agenda item for all meetings to allow for two to three minutes of updates on the work of the college toward closing the equity gaps on campus. The college instituted a monthly report out session where all reports from every project, initiative, or network were communicated with time for questions and answers.

Section 3: What You Learned

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	Key Findings, Insights
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Early Momentum Metrics such as credit accumulation 1 st term/year, gateway course completion in 1 st year, term-to-term persistence (specify)	yes	yes	This data was compiled on a state-wide level in preparation for 2019 Kick Off.	KPIs indicated that equity gaps exist, including in the highest enrolled English and Math courses that were tracked for persistence and completion with a C or higher.
Success rates in high enrollment courses	yes	yes	This data was compiled on a state-wide level in preparation for 2019 Kick Off in Summer 2019, and it has been updated to include Fall 2019 data.	Data analysis from 2018 brought the equity gaps to the forefront in the highest enrolled courses. While the equity gaps in the 2019 data still persisted, there were small improvements, especially in English.
Meta-major/ Program of Study selection	yes	yes	Retention Rates per program and discipline.	
Student voice (Early Engagement metrics like SENSE, focus groups, etc.)	yes SENSE Early Engagement Metrics	yes SENSE Early Engagement Metrics	The College should be a place where students want to attend. The course offerings should be relevant and desirable to students. The curriculum should keep pace with the times and the needs of the community. The needs of the student should be our first concern within fiscal limits. Creating models that do not meet	At MxCC, part-time students responded slightly higher than full-time students in all categories of SENSE. In comparison to other CT community colleges, MxCC scored slightly higher in all categories, except "High Expectations and Aspirations," which was slightly lower.



			<p>the needs of our students within our community would be a waste of resources.</p> <p>In Spring 2020, a Leadership and Communication survey was created for students with 167 students responding. This was disseminated in response to moving fully online due to the pandemic.</p>	<p>Compared to other 2019 ATD Cohorts, MxCC scored slightly higher in “Engaged Learning,” Academic & Social Support Network,” and “Clear Academic Plan and Pathway,” whereas MxCC scores slightly lower in other categories, such as “High Expectations and Aspirations.”</p> <p>At the start of this undertaking, we found that we needed to engage students more and have a more inclusive approach at making MxCC their choice rather than their plan B for their educational needs.</p> <p>-48.50% of students surveyed strongly agreed that the College administration is keeping them informed. Another 42.51% agree that 1. They are getting technical information needed from faculty, distance learning and/or IT in order to take remote classes successfully;</p>
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				<p>2. Professors are helpful in students adapting to and/or continuing online classes; and 3. The MxCC community pulls together during a crisis.</p> <p>-39.16% of students did not have an opinion if they were helping fellow students to learn to adapt to MxCC as a temporary online college.</p>
Faculty and staff voice (focus groups or surveys)	yes		<p>Throughout Fall 2019, surveys were taken during the Finish Line game and after ATD information sessions on campus. We gathered information to identify if faculty and staff were aware of what ATD stood for. We touched on specific barriers that students may have that can hinder their success and what we can implement or enhance to remove the barriers to success.</p>	<p>Faculty and staff identified the some of the silos the campus was operating in and had a better understanding of how all departments work in concert for the success of our students.</p> <p>-Communication was a specific hindrance in that we need to do a better job at communicating with each other when identifying at-risk students.</p> <p>-Some were surprised at all the integral departments all play a part in a student's success.</p>



				<p>Housing and food insecurity may be significant factors in how well students do in class. The Magic Food Bus Pantry helps to address immediate food insecurity for our students. For emotional support, the Listening Lounge, run by the Human Services Coordinator, offers private counseling for students, even virtually.</p> <p>It was suggested that MxCC continue to focus on campus-wide inclusiveness while keeping communication active and fluid.</p> <p>We were advised to make sure students are aware that resources exist for their use.</p> <p>It was suggested we move away from the four semester sequence as it is no longer practical (no solution was offered).</p>
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				<p>-Staff identified that students may have financial, transportation, and cultural barriers, as well.</p> <p>-The college can look to offer more scholarships. Staff suggested advisors ask students their story to determine their needs and provide adequate supportive services.</p> <p>-Have mandatory first semester meetings before registration to focus expectations for the student and what expectations the students may have.</p>
Institutional Capacity Assessment (ICAT); Capacity Cafe	yes	yes	<p>Capacity Café May 7, 2020 (morning and afternoon sessions)</p> <p>Given the results of the equity gaps as seen in the ICATs and the 2019 ATD Kick Off Data, there was an increased “sense of urgency” and “a call to respond.” This was dramatically seen in the increased participation from the initial ATD site visits in October 2019 to the</p>	<p>For the ICAT, 106 employees responded. The highest ratings were 3.2 in Leadership/Vision and the lowest was 2.8 in Policies and Practices.</p>



			Capacity Café in May 2020. Over 100 faculty and staff attended the Capacity Café. In a COVID-19 environment, the ATD Zoom sessions with breakout rooms worked very well to facilitate discussions.	
Business process mapping	no		The College is in a unique position where we are transitioning to a one college concept. Within this model, students will be able to seamlessly move from one college to another to take advantage of course offerings that suit their needs as well as their time constraints and lifestyles. The process is including a one stop shop for advising, enrollment, financial aid, and business office functions. All student services will be easily accessible and more conducive to the needs of the student.	The newness of this process has its challenges. Not everyone is on board with this process. The students have had limited input on what they would like to see from this process. Faculty are concerned that they will have to travel between 12 colleges to accommodate the one-college model, and staff are being centralized and regionalized creating less opportunities for current staffing levels.
Other	Some committees have	yes	May 21, 2020	All College Meeting co-hosted with ATD had over 100 participants.



<p>MxCC faculty and staff participate on various local, regional and state-wide committees.</p>	<p>completed their work for now. Others are still very active with program alignment and Guided Pathways.</p>		<p>Communication, participation, and inclusion are important to the success of our students.</p> <p>MxCC is active in numerous state-wide committees, and disciplines and programs have been meeting state-wide to align curricula.</p>	<ul style="list-style-type: none"> -First Year Experience -Guided Pathways Task Force -Program Maps & Academic/Career Plans -Alignment & Completion of Math & English (ACME) -Website & Streamlined Application (WASA) -Campus Student Success Team (CSST) Coordinating Council -Recruitment Architecture (Complete) --Holistic Student Support Redesign (HSSR) (Completed) -Technology (in development) -Career and Transfer Readiness (CATR) (in development)
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What did you learn about your college's structures, processes, and attitudes as you dealt with the onset of COVID-19?

With the onset of the unprecedented COVID-19, MxCC quickly and comprehensively transitioned to an online environment in all areas.

- Prepared and highly competent, the Distance Learning Department helped faculty and students transition from ground to online classes. While tech training sessions are readily available throughout the year through Tech Trails, these sessions increased from mid-March on to address the growing needs for Blackboard, Teams, and WebEx training—to operate virtually.
- Not only was our campus easily converted to an online environment, we were also at the ready with the Learning Commons (tutoring and library services), Information Technology, Student Activities, the Business Office, Counseling, Enrollment Services. Advising, registration, open houses, career counseling...have all continued to operate in a virtual environment.
- With the assistance of New Media, MxCC still held a variety of end-of-the semester (Spring 2020) activities, including the Convivium, Academic Awards Night, and graduation, virtually. New Media continues to assist all areas of the college to prepare for the Fall 2020 semester, including new student orientation or NSO, which was completely online. Throughout the Summer of 2020, a web site and an extensive video series were created. The video series included staff and faculty sharing information about services and what to expect in Fall 2020 with approximately 70% of courses online in some format. To help inform the community about how MxCC prepared the campus for social distancing, another video was created and shared through email, the college web site, and through social media.
- To help advise and register students for Summer and Fall 2020, several new initiatives were launched. Virtual advising and registration opportunities were created and run with the work of multiple offices in Advising, Counseling, Business, Financial Aid, and Enrollment Services. A series of WebEx events were created with different faculty and staff for students to learn about the academic programs and encourage registration. There were also chats and general information sessions held for students with the assistance of staff, student ambassadors, and faculty. To assist with registration, especially for continuous students, a series of "opt in" course packages were created for students. These are preorganized packages of courses based on different programs, such as General Studies and Business, for students. If students agree to these packages, they can "opt in." While the college did provide on-site registration events, including a successful Super Saturday, the virtual events will continue for the Spring 2021 semester.
- The Learning Commons, which includes Distance Learning, also prepared for the Summer and Fall 2020 terms with a variety of responses. These included curb side pick-ups, laptop lending programs, virtual chats and sessions with librarians, and virtual tutoring sessions in a variety of academic disciplines. Distance learning hosted numerous training sessions for students, faculty (full and part time), and staff in different platforms, including WebEx, Microsoft Teams, Kaltura, Blackboard, Blackboard Collaborate, and more.



- The college was awarded \$1.3M from the Federal Government's CARES Act. Half of these funds were direct payments to our students to support them financially during this unprecedented pandemic. The other half is allowing the college to purchase PPE and technology to assist with virtual learning. The college participates in a daily vigorous deep cleaning to keep the college sanitary for faculty, staff, and students. In addition, sentry officers were also hired to control the flow of traffic and identify each person entering each building throughout the day for contact tracing.

Most certainly, MxCC, its faculty and staff, proved to be highly responsive to the onset of COVID-19.

Please describe any additional qualitative and quantitative analyses you completed, if any.

- For the students, there was a Fall 2020 Planning Survey (May 18, 2020). The survey itself was created by two MxCC students who are members of the Fall 2020 Planning Team. The goal was to gain feedback from students about returning to MxCC in Fall 2020, given COVID-19. The survey included an open-ended question with 117 responses, and nine questions asking for a rank from strongly agree to strongly disagree (238 responses). The survey results were shared and reviewed by the Fall 2020 Planning Committee/COVID Response Team.
- For the faculty, a survey was emailed by our CEO on March 31 inquiring about "how we are doing." Our CEO notes that employees were working from more than 300 locations as they adjusted to online work. The survey contained five questions (76 responses) and one open ended question (53 responses).
- Similarly, a survey was emailed to our staff. The survey contained five questions (52 responses) and one open-ended question (26 responses).
- In April 2020, CSCU emailed a COVID-19 Student Survey with 131 students responding. The survey consisted of 11 questions, one simply having students identify their specific college. According to Dr. Carmichael most students are satisfied with MxCC's transition during the pandemic; more students would prefer asynchronous classes if we remain online; more students seem to prefer in-person or hybrid classes compared to remote classes; and while most students seem to favor social distancing measures for fall in-person classes, more students would be uncomfortable wearing masks in class. For Fall 2020, 70% of courses (synchronous and asynchronous) are online.



What did you learn about the student experience at your institution? (Please be specific and share disaggregated data in support of your findings.) (250 words, excluding entries in the above chart).

- MxCC needs to meet students where they are and continue to provide customized support. Students have food and housing insecurities and can be dependent on resources that cannot be provided in an online environment. Students definitely need more education with regard to how financial aid and their bills relate to one another. Based on the spring semester, students were confident that they would have support and tools needed from the school and/or professors if online learning extended long term. At the same time, 25.7% of students surveyed were waiting to see if classes would be offered on-ground before registering for the fall term. However, 36.13% of students indicated that if courses were online only, they would probably take the semester off. What was encouraging was that an overwhelming 54.62% of students surveyed were in favor of social distancing, had a willingness to wear the proper PPE to class, and 53.78% of students were in favor of testing if requested by the college. Overall, students indicated they were most interested in making sure MxCC takes the correct measures to maintain their safety.
- MxCC learned significant insights into its student experience. The most immediate was the disaggregated data from the 2019 Top 20 Highest Enrolled courses, which brought awareness to faculty and staff about the existing equity gaps and the work needed to close the gaps for our students.

Section 4: Your Student Success Vision (50 words)

Describe your overarching student success vision. This should envision the ideal student experience at your institution even amid crises and sub-optimal conditions.

- *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.*



Section 5: Your 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 **Priority Goals** that you will focus on over the next two years. Provide a brief **rationale** for how the **Priority Goals** relate to your vision and what you learned, both before and after COVID-19. 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). Finally, note what **institutional strengths** you can leverage as you implement your action plan.

Priority 1:

Rationale:

Key Strategies, Interventions & Activities:

Institutional Strengths:

Priority 2:

Rationale:

Key Strategies, Interventions & Activities:

Institutional Strengths:

Priority 3:

Rationale:

Key Strategies, Interventions & Activities:

Institutional Strengths:

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: Your Detailed Action Plan

Please expand on each **Key Strategy, Intervention and Activity** outlined in Section 5 in the implementation plan template below. Remember to tie the strategies 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).

Priority One:

Key Strategies, Interventions and Activities	Deliverables and Timing	Scaling the Work (if not implementing at scale initially, what is the plan for scaling?)	Measurable performance indicators of progress with measurement dates	Baseline level and end target (specify baseline and end target years in addition to measurable indicators of progress)	Resources Needed (policy or procedural changes, staffing, technology, professional development)	Anticipated Challenges (policy, logistics, staffing, organizational, public safety, etc.) to implementation and strategies to overcome them
				<i>Baseline: -- (Year) End target: -- (Year)</i>		

Priority 2:

Key Strategies, Interventions and Activities	Deliverables and Timing	Scaling the Work (if not implementing at scale initially, what is the plan for scaling?)	Measurable performance indicators of progress with measurement dates	Baseline level and end target (specify baseline and end target years in addition to measurable indicators of progress)	Resources Needed (policy or procedural changes, staffing, technology, professional development)	Anticipated Challenges (policy, logistics, staffing, organizational, public safety, etc.) to implementation and strategies to overcome them
				<i>Baseline: -- (Year)</i>		



				End target: -- (Year)		

Priority 3: (Optional)

Key Strategies, Interventions and Activities	Deliverables and Timing	Scaling the Work (if not implementing at scale initially, what is the plan for scaling?)	Measurable indicators of progress with measurement dates	Baseline level and end target (specify baseline and end target years in addition to measurable indicators of progress)	Resources Needed (policy or procedural changes, staffing, technology, professional development)	Anticipated Challenges (policy, logistics, staffing, organizational, public safety, etc.) to implementation and strategies to overcome them
				Baseline: -- (Year) End target: -- (Year)		

Section 7: How You Will Approach Sustainability and Continuous Improvement

A. **Evaluation Planning:** Complete the Evaluation Plan part of the *Action Plan Priorities and Evaluation Design* spreadsheet (see Excel document) for each of your action plan priorities. These are rows H through L in the spreadsheet:

- Data Collection Sources & Procedures (B);
- Analysis Methods (C);
- Person(s) Responsible for Collection & Analysis (D);
- Due Dates (E); and



- How Will Data Be Used (F).

B. **Celebrating Success:** How will you communicate your progress and celebrate your successes with your colleagues? *(100 words max)*

C. **Sustainability and Continuous Improvement:** Other than communicating and celebrating success, how will you sustain and improve the work outlined in the Action Plan? *(200 words max)*

SUBMITTING YOUR ACTION PLAN

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

- Submit the Action Plan no later than July 31 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 to guide and support your work by early September 2020. ATD will also facilitate peer-to-peer learning for colleges working on the same priorities, thus creating a valuable feedback loop for you and your cohort colleagues at other institutions.
- If you have any questions about completing or submitting your Action Plan, please contact network@achievingthedream.org 240.450.0075.

Thank you!