



Institutions around the country participating in *Achieving the Dream* have implemented diverse evidence-based programs and interventions resulting in critical student success advancements and important public policy changes.

## Student Success Progress

- **Valencia Community College** drastically narrowed the achievement gap between African-American and Caucasian students from 13 percent to 5 percent and eliminated the gap between Hispanic and Caucasian students.
- **Danville Community College** dramatically increased the percentage of students of color (by 22 percent) and low-income students (20 percent) that advanced from developmental to college-level math.
- **Patrick Henry Community College** reduced its attrition rate from 26 percent to just 5 percent for students in classes with Active Cooperative Learning.
- **Jefferson Community College** increased retention of new full-time students by 8 percent.
- **El Paso Community College** significantly decreased the number of students requiring developmental education, including a 24 percent decrease in developmental reading and a 37 percent decrease in developmental writing coupled with a 15 percent increase in students entering college-ready English. Also, EPCC increased by nearly 70 percent the number of degrees and certificates awarded.
- **Guilford Technical Community College** virtually eliminated its 11 percent persistence gap between African-American and Caucasian males in developmental education.
- **Coastal Bend College** increased its intermediate algebra completion rate by 28 percent between 2001 and 2008.

## Public Policy Impact

- Six states (CT, FL, NC, OH, TX, VA) have developed a cross-state set of measures for tracking student success progress and are in varying stages of aligning performance systems with these indicators. Six additional states (AR, MA, NM, OK, SC, WA) have joined this effort and are working to utilize these student success measures.
- Several ATD states have embedded the student success philosophy and agenda into their strategic plans.
- U.S. Sen. Sherrod Brown (D-OH) introduced The Building Student Success Act based on ATD principles.
- ATD goals have been endorsed by the Connecticut Council of Presidents and embedded in its system-wide strategic plan.
- The strategic plan for the North Carolina system specifically cites ATD goals, leveraging the initiative's success approach across all 58 colleges.
- Washington State secured \$4 million in legislative funding for its Student Achievement Initiative.
- In Virginia, ATD was framed as a lever to help the system reach the state's Dateline 2009 strategic plan goals.
- Oklahoma is revising its state-level strategic plan performance fund indicators to reflect ATD goals.
- The Ohio legislature approved a performance funding system for public universities and colleges that rewards institutions for improving student success. This new system, shaped in part by ATD, has increased the focus on improving and using data to help drive decisions and obtain better results.

**“Thanks to Achieving the Dream, for many college students the tunnel is getting shorter and the graduation light brighter.”** — John Brockman, President Emeritus, Coastal Bend College