

| Achieving the Dream Policy Levers | Selected Policy Accomplishments |
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| <p>Public Commitment to increasing community college success outcomes</p> | <p>ATD integrated into strategic planning frameworks to spread initiative's student success approach to non-ATD colleges and communicate success agenda to policy audiences</p> <ul style="list-style-type: none"> • CT: ATD goals endorsed by council of presidents and embedded in system strategic plan leveraging initiative across all 12 colleges • NC: System strategic plan specifically cites ATD goals leveraging success approach across all 58 colleges; established statewide taskforce on students who are underprepared and underrepresented • VA: ATD framed as lever to help system reach Dateline 2009 strategic plan goals. |
| <p>Data and Performance Measurement Measures, systems, and capacity to use data effectively for improvement</p> | <p>States have adopted new measures for tracking student progress, particularly in developmental education and first year, and have aligned state data systems and accountability systems with Achieving the Dream indicators of student success:</p> <ul style="list-style-type: none"> • TX: Secured adoption of intermediate benchmark differentiating level of need for remediation in state accountability system • CT: Completed design for IR data mart and increased system capacity for research by hiring system-level position to provide technical assistance to colleges using the new data mart • VA: Instituted successful system-wide process to develop common data definitions, procedures, and protocols; created new data collection and tracking capacity with creation of curriculum and retention data marts • FL: Developed routine reports to Council of Presidents detailing system-level and institutional performance on key ATD intermediate measures such as completion rates for gatekeeper math course among students entering with different levels of developmental educational needs; will be introducing new first- and second-year indicators for use by system and colleges this spring. • MA: Revamped school-to-college reports detailing the performance of graduates from MA high schools in public two- and four-year colleges and universities • NC: General Assembly granted authority to the State Board of Community Colleges to research and adopt new performance and accountability measures for colleges and the system without requiring prior legislative approval. <p>Cross-state data work group developed and tested new ways of measuring community college system performance in their states to track progress in achieving ATD student outcome goals. Completed six-state pilot of recommended measures and shared these results with other ATD states to provide comparative baseline and results for other states. Will be publishing the results of this pilot as part of effort to influence federal revision of IPEDS and community college performance measurement discussion. Developed consensus document on critical features of state data and performance measurement systems to promote ATD reform agenda, and published guidelines and assessment tool to leverage lessons to non-ATD states. Completing testing of new first- and second-year intermediate benchmarks that states and their institutions can use to track impact of ATD interventions in a more timely fashion and diagnose high-leverage areas for investment to raise student achievement. Influenced performance-based funding strategies (e.g., Momentum Points)</p> |
| <p>Student Success Incentives to serve academically underprepared student; developmental education innovations</p> | <p>Performance incentives:</p> <ul style="list-style-type: none"> • WA: Secured Board support and \$4 million (biennium) legislative funding for a planning year for Student Achievement Initiative, which rewards colleges for getting students through empirically identified "momentum points" that are predictive of successful outcomes (2007) • TX: Developed Texas Compact—a legislative proposal designed promote institutional innovation and experimentation to increase success outcomes; this changed the conversation about community college funding in 2007 session but ultimately was not successful and set the table for the 2009 session. ATD has changed TACC's entry point in legislative advocacy; they lead with success, whereas in the past they led with money. • NM: As of 2007, NMHED rewards state colleges and universities with performance funding for increases in freshman retention rates and increases in graduation rates for Hispanic and Native American students. |

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| <p>Student Success (continued)</p> | <p>Other states moving forward on performance incentives:</p> <ul style="list-style-type: none"> • HI: Setting success goals linked to performance incentives • OK: Revising state-level strategic plan performance funding indicators to reflect ATD goals • VA: Revising Dateline 2009 goals to reflect momentum points and linking to performance incentives • TX: Establishing performance incentives for community college performance and developmental education innovation <p>Placement Cut Scores</p> <ul style="list-style-type: none"> • NC: Cut score validation study; Established common placement cut score policy (2006) • CT: Cut score validation study; Established common placement cut score policy (2007) • VA: Revising cut score policy; Established statewide placement cut score committee (2007) <p>Other placement cut scores momentum</p> <ul style="list-style-type: none"> • VA, OK, SC, TX: Reexamining existing cut score policy for revisions that increase student success <p>Other policies</p> <ul style="list-style-type: none"> • NC: NCCCS and the Transfer Advisory Committee adopted a one-credit advising course to be provided at all 58 colleges for students who intend to transfer to 4-year institutions. |
| <p>Aligned Expectations K-12 to Postsecondary; 2yr to 4 yr</p> | <p>K-12 to Postsecondary</p> <ul style="list-style-type: none"> • FL: FCAT-CPT concordance study illustrating high school curriculum's impact on placement (2006) • NM: Defined math and English competencies (2005); hosted Governor's Higher Education Summit featuring lessons from ATD (2007) • VA: Completed and circulated NGA-funded study examining academic weaknesses of recent high school graduates and follow up study examining success in gatekeeper courses (2007) <p>Transfer and Articulation</p> <ul style="list-style-type: none"> • CT: Secured MOU with CSUS to facilitate transfer; expanded guaranteed admissions program to UCONN to all 12 colleges • NC: Expanded articulation agreements to include private institutions; Established a Transfer Core Diploma as recognition of completion of an intermediate objective; Developed 1 hour credit transfer success course to increase transfer success • PA: Working to ensure effective implementation of 30 credit transfer core and continued work with Senate Education Committee advocating broadening to include 30 additional credits to make full AA transferable • MA: Transfer Policy Task Force to make recommendations in Spring 2008 |
| <p>Need-based Financial Aid</p> | <ul style="list-style-type: none"> • NM: Successfully secured \$49 M for College Affordability Act (need-based aid) (2005); expanded benefits to tribal colleges (2006) • CT: Developed centralized approach to financial aid processing and substantially increased uptake of state/federal financial aid; affordability advocacy resulted in \$16 M over 2007 included in 2008-09 final budget • WA: Opportunity Grant funding expanded \$23 million which will increase access and success of underserved adult learners • VA: Secured initial partial funding from the legislature for Transfer Scholarships which will lock in community college tuition rates for students earning AA and transferring to 4 year institutions • Other Momentum: VA is studying adoption of CT's centralized approach to increasing federal aid uptake and had legislation introduced to adopt CT's transfer scholarship approach |