

# Promising Practices: Use of Evidence

*2010 Leader Colleges*



Achieving  
the Dream™

Community Colleges Count

December, 2010

# Overview

- **Every Achieving the Dream institution develops and implements research-based policies and practices based on an analysis of its institutional strengths, problem areas, and achievement gaps.**
- **The colleges are committed to assessing the effectiveness of their policies and practices, institutionalizing approaches that prove successful, and sharing their findings widely.**
- **This deck is a working document, providing an overview of some promising practices in “Use of Evidence” for improving student outcomes as reported by the 2010 Leader Colleges.**

# Please, Keep in Mind...

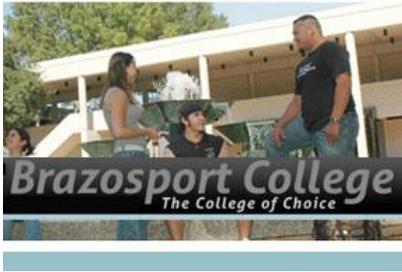
- **These promising practices are implemented as part of Achieving the Dream's larger student-centered model of institutional improvement.**
- **These institutions have committed to Achieving the Dream's four guiding principles and five-step process of institutional improvement, and are creating a culture of evidence in which data and inquiry drive broad-based institutional efforts to improve student outcomes.**
- **Attempts to replicate any promising practice described in this deck should be done in the context of Achieving the Dream's integrated institutional improvement framework.**

The college establishes processes for using data about student progression and outcomes to identify achievement gaps among student groups, formulates strategies for addressing the gaps identified and improving student success overall, and evaluates the effectiveness of those strategies.

## Use of Evidence to Improve Programs and Services

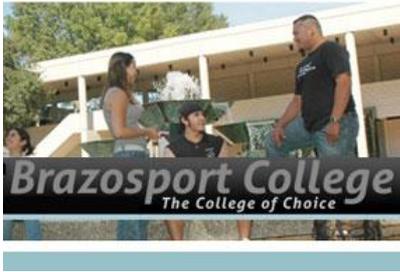
# Use of Evidence to Improve Policies, Programs, and Services

- **Brazosport College**  
Expansion of Learning Frameworks Course
- **Danville Community College**  
Student Success Course
- **Southwest Texas Junior College**  
Building IR Capacity



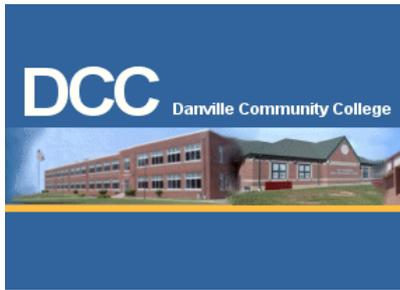
## Brazosport College: *Expansion of Learning Frameworks Course*

As part of Brazosport College's Achieving the Dream implementation plan, Learning Frameworks (PSYC 1300) was fully implemented in the Fall of 2007. Learning Frameworks is a student success course that focuses on providing students with the academic and personal skills needed for college success. Incoming students lacking college level skills (as determined by performance on state-approved placement exams) in any area (reading, writing, or math) start their transitional plan by taking this course. PSYC 1300 is a 3-credit hour, college-level, transferable course. Touted as "on the job training" to become a successful college student, this course is designed to support students' discipline-specific transitional courses by enhancing study skills and by assisting students in setting goals.



## Brazosport College: *Expansion of Learning Frameworks Course*

- Compared to the baseline Fall to Spring retention rate (66%) of transitional students, the Fall to Spring retention rate of successful Learning Frameworks students in the 2007-2009 cohorts was above 89%.
- Compared to the baseline (66%) of transitional students who successfully completed Transitional Reading (ENGL 0406), the percentage of successful Learning Frameworks students who successfully completed the same course was 90.4% for the 2007 cohort, 96.7% for the 2008 cohort, and 94.4% for the 2009 cohort.
- Compared to the baseline (57%) of transitional students who successfully completed Pre-Algebra (Math 0404), the percentage of successful Learning Frameworks students who successfully completed the same course was 77.6% for the 2009 cohort.



## Danville Community College: *Student Success Course*

Danville Community College is fully integrating its college success skills course (SDV 100). The college is tracking persistence and retention data. Students are advised to take the SDV 100 class within their first 15 credits. Faculty advisors are critical to getting FTIC students registered for SDV 100. Pre and post course surveys results are shared with faculty so that they can see the perceived growth of students in each area identified as important to the first-year experience. Results are used in discussions with instructors about how to improve growth in areas that might appear weak.



# Danville Community College: *Student Success Course*

Academic Year	Fall to Spring Retention	Fall to Spring Retention of Students Making $\geq$ B in SDV 100
2006-2007	83% (n = 411 of 493)	89% (n = 337 of 379)
2007-2008	79% (n = 332 of 419)	83% (n = 251 of 301)
2008-2009	79% (n = 367 of 463)	86% (n = 277 of 322)



## Southwest Texas Junior College: *Building IR Capacity*

Southwest Texas Junior College has reorganized the structure its Office of Institutional Planning and Research (OIPR) to provide additional support staff. In 2010, the college funded two additional positions, a Coordinator of Institutional Assessment and an Administrative Assistant for Assessment, increasing OIPR staff to four full-time employees. The college is also improving the efficiency of the student management system and student data warehouse. These systems have been instrumental in collecting and reporting data requested by college administrators, faculty, departments, and committees. The college has enlisted consultants to assist with programming needs for the student management system as policy, programs, and services are modified as a result of ATD initiative findings. Southwest Texas Junior College has invested time, effort, and funds to improve multiple practices that set the foundation for data-driven decisions going forward.

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