Overview

- Every Achieving the Dream Institution develops and implements research-based practices and policies based on an analysis of its institutional strengths, problem areas, and achievement gaps.

- The colleges are committed to assessing the effectiveness of their practices and policies, institutionalizing approaches that prove successful, and sharing their findings widely.

Success is what counts.
Overview

- This deck is a working document, providing an overview of some promising practices and policies for improving student outcomes as reported by the 2011 Leader Colleges.
- The practices and policies range from college readiness programs, mandatory new student orientation, student success courses, developmental course redesign, curriculum redesign, to cooperative learning, learning communities, and intensive and individualized advising.

*Success is what counts.*
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 Principles of Institutional Improvement and Five-Step Process for Increasing student Success, 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.
Keeping students in school—retention and persistence—is vital to student success. These retention and support services include wrap-around programs that are intended to address both academic and non-academic barriers to success. Strategies may include targeted advising practices, tutoring, counseling, mentoring, and early alert systems.
Retention & Support Services

- **Coastal Bend College**, Beeville, TX
  Early Alert and Retention
  Coach: Charlotte Biggerstaff
  Data Coach: Myron Pope

- **Mountain Empire Community College**, Big Stone Gap, VA
  FOX Orientation
  Coach: Kent Farnsworth
  Data Coach: Jacki Stirn

- **Northern Essex Community College**, Lawrence, MA
  Math Tutoring Center
  Coach: Jim Tschechtelin
  Data Coach: Terri Manning

- **Norwalk Community College**, Norwalk, CT
  Case Management for Students on Academic Suspension
  Coach: Jacquelyn Belcher
  Data Coach: Ted Wright
Retention & Support Services

- **South Texas College**, McAllen, TX
  Case Management
  
  Coach: Martha Romero
  Data Coach: Marisol Arredondo

- **Other Noteworthy Examples**
  - **Highline Community College**, Des Moines, WA
    Developmental Math Mentoring and Revision
    
    Coach: Brenda Beckman
    Data Coach: Miguel Ceja

  - **Wayne County Community College District**, Detroit MI
    Early Alert System
    
    Coach: Julian Alssid
    Data Coach: Dan McConochie

*Success is what counts.*
At Coastal Bend Community College, instructors use an Early Alert system to identify and refer students who are experiencing attendance, academic, or other life difficulties. Once the referral is made, students are contacted by an Early Alert Representative who offers solutions and referrals to college resources. After the initial contact is made and the instructor updated, an Early Alert representative and instructor determine the best course of action. Approximately 200 students per semester receive Early Alert services.
FOX (Freshman Orientation eXperience- named after the college’s mascot, the fox) is an orientation program for new students and family members at Mountain Empire Community College. FOX provides students and parents a strong connection to the college and a scheduled first meeting with an advisor. Students complete their placement testing and applications for admission prior to FOX. During meetings with advisors, students complete their course schedules. Since 2008, 5032 students have participated in FOX, qualitative evaluations of the program are positive; course enrollment is occurring earlier for students.
Northern Essex Community College established a college-level math lab which provides tutoring, computerized assistance, instructional technology resources, study groups, workshops, and other instructional support services. The tutoring center served nearly one-quarter of students taking a college-level math class. In the Fall 2010 semester, 66 percent of those student completed math courses with a grade of C or better.
Norwalk Community College created a case management program for students who are on suspension because of low course completion rate relative to the number of credits attempted and low GPA. These students must speak with a counselor before registering. The counselor continues to meet with the student throughout the semester for academic advising. One-third of case managed students are restored to good standing, compared with just 20% prior to the implementation of this program.
At STC all first-time-in-college (FTIC) students who go through the first-year-student orientation provided by the Student Support Services and Student Life Departments participate in case management advising. Student Success Specialists make four mandatory contacts with students each semester. Fall 2009 STC FTIC students who received case management intervention had higher term GPA than those FTIC students who didn’t receive the case management intervention (2.35 vs. 2.00). The intervention group also enrolled in Fall 2010 courses at a higher rate than the non-intervention group: 65% vs. 54%.

See results on following slide.
# South Texas College: Case Management

## Case Management Students' Performance Comparison

<table>
<thead>
<tr>
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<th>Fall 2009</th>
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<tbody>
<tr>
<td></td>
<td>Case Management FTIC's</td>
<td>Non Case Management FTIC's</td>
<td>Effect Size (ES)&lt;sup&gt;2&lt;/sup&gt;</td>
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<tr>
<td>Term GPA</td>
<td>2.35 ***</td>
<td>2.00</td>
<td>0.29</td>
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<tr>
<td>Fall-to-Fall Retention Rate&lt;sup&gt;1&lt;/sup&gt;</td>
<td>65.0% ***</td>
<td>53.9%</td>
<td>0.23</td>
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<tr>
<td>Total N</td>
<td>1,797</td>
<td>2,081</td>
<td></td>
</tr>
<tr>
<td>Analysis N</td>
<td>1,797</td>
<td>1,797</td>
<td></td>
</tr>
</tbody>
</table>

<sup>1</sup> Fall-to-Fall Retention Rate is calculated after graduated students are excluded.

<sup>2</sup> ES refers to the magnitude of the effect and is a measure of the practical importance (.2 = small, .5 = medium, .8 = large).

*** The Case Management FTIC group's value is significantly greater than the Non Case Management group (p < .01)

Total N: Total number of students who received or did not receive Case Management, respectively.

Analysis N: Number of students who received and did not receive Case Management, respectively, used in the comparison analysis.

A number equal to the smaller group size was randomly selected from the larger group.
For questions or comments, contact:

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