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.
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.
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.
First-Year Experience efforts are comprehensive approaches designed to improve success rates and increase retention of first-year students. FYE programs may include interventions focused on the streamlining admissions processes, increasing financial aid uptake, community outreach, student success courses, and targeted orientation and advisement.
First-Year Experience

- **Brazosport College**, Lake Jackson, Texas
  Learning Frameworks
  
  Coach: George Baker
  Data Coach: Ted Wright

- **Cuyahoga Community College**, Cleveland, OH
  New Student Orientation
  
  Coach: Christine McPhail
  Data Coach: Davis Jenkins

- **Phillips Community College at University of Arkansas**, Helena, AR
  Student Success Course
  
  Coach: Kent Farnsworth
  Data Coach: John D. Cooper
First-Year Experience

- **Southwest Texas Junior College**, Uvalde, TX
  College Success Skills Course
  Coach: John Brockman
  Data Coach: Ed Morante

- **Other Noteworthy Examples**
  - Tallahassee College, Tallahassee, FL
    Parent Orientation
    Coach: Christine McPhail
    Data Coach: Davis Jenkins
  - Pulaski Technical College, North Little Rock, AR
    New Student Orientation
    Coach: Christine McPhail
    Data Coach: John D. Cooper
Learning Frameworks—Brazosport College’s on-the-job training for college students to succeed—won the 2011 Texas Higher Education Coordinating Board STAR Award for exceptional contributions toward closing achievement gaps by 2015. Data from 2007-2008 and 2008-2009 informed the policy that all first-time-in-college students take Learning Frameworks (LF), a study skills course.

- 71% of black LF students and 74% of Hispanic LF students succeeded in developmental math, outperforming white LF students and non-LF cohorts.
- 84% of LF students succeeded in developmental English compared with 70% of non-LF students.
- 80% of black LF students, and 85% of Hispanic LF students succeeded in developmental English, outperforming white LF students and non-LF cohorts.
Cuyahoga Community College (Tri-C) implemented an enhanced in-person new student orientation program that includes:

- a required counseling session
- an introduction to Tri-C and its policies and practices
- engagement activities

4280 students participated in 2010; 72 percent were retained to Spring 2011, compared with a 42% retention rate among students who did not participate in the mandatory counseling. Tri-C’s Student Ambassadors support the orientation program by helping new students navigate the enrollment process and connecting them to the campus through peer-to-peer relationships. Eighty-five percent of all new students participated in Fall 2010, up from 57% in Fall 2006. Tri-C will ramp the program up to 100% participation to capture these gains for all new students.
PCC has two mandatory student success courses: both are linked to English courses (Basic Writing I & II and Freshmen English) and provide a student learning community. The courses are led by achievement coaches and provide academic skill, life skill, and financial literacy training. Elements include information about college services, time management, interpersonal and intrapersonal communication, conflict resolution, employability skills, financial management, leadership, and a service learning project. Coaches refer students to appropriate services on the campus, such as tutoring, Student Support Services, and career services. Students enrolled in Basic Writing II and those enrolled in Freshman English showed improved course success rates; the college has also increase the rate with which students move from the Basic Writing II into the Freshman English course. See results on the following slide.
Phillips Community College at the University of Arkansas (PCC): Student Success Course

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Writing II</strong></td>
<td>69%</td>
<td>74%</td>
</tr>
<tr>
<td><strong>Freshman English</strong></td>
<td>71%</td>
<td>75%</td>
</tr>
<tr>
<td><strong>Moving from Basic Writing II into Freshman English</strong></td>
<td>58%</td>
<td>78%</td>
</tr>
</tbody>
</table>

Success is what counts.
Southwest Texas Junior College’s College Success Skills course (COLS) began as one-semester-credit-hour course in Fall 2008 and was later expanded to three hours. The course includes an orientation. First-time-in-college students placing into developmental education in at least two subject areas are required to take the COLS course, but any student may enroll. Study skills, time management, textbook strategies, student engagement strategies, research skills, and other topics are covered. Successful completers of COLS persisted at higher rates and accumulated more credit hours than comparison groups. See results on the following slide.
Success is what counts.
For questions or comments, contact:

Lauren Lewis
Assistant Director of Communications
Achieving the Dream
240-450-0075 x 317
llewis@AchievingtheDream.org