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.
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.
Committed Leadership

Senior college leaders actively support efforts to improve student success and are committed to achieving equity in student outcomes across racial, ethnic, and income groups. Administrators, boards of trustees, and faculty and staff leaders demonstrate a willingness to make changes in policies, programs, and resource allocation to improve student success.
Committed Leadership

- **Danville Community College**, Danville, VA
  Accreditation and Achieving the Dream
  Coach: Charlotte Biggerstaff
  Data Coach: Linda Hagedorn

- **El Paso Community College**, El Paso, TX
  President’s Student Success Core Team
  Coach: Augie Gallego
  Data Coach: Jan Lyddon

- **Phillips Community College at the University of Arkansas**, Helena, AR
  Institutional Culture Change
  Coach: Kent Farnsworth
  Data Coach: John D. Cooper

*Success is what counts.*
Senior administration at DCC committed to developing Achieving the Dream strategies and the college’s Quality Enhancement Plan (QEP) for reaffirmation of accreditation simultaneously. Strategies included a college success skills course, developed by DCC faculty with focus groups input, training for faculty and staff to improve pedagogy and increase the effectiveness of interactions with students, and a nationally-certified tutoring program. Aligning these efforts allowed the college to demonstrate their progress toward QEP goals. As of 2010, DCC had exceeded their improvement targets for the 2005, 2006, and 2007 student cohorts:

<table>
<thead>
<tr>
<th>% Advancing from Developmental Math to College-Level Math</th>
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<tbody>
<tr>
<td>Students of Color</td>
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<tr>
<td>Baseline</td>
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<tr>
<td>----------</td>
</tr>
<tr>
<td>2%</td>
</tr>
<tr>
<td>Low-Income Students</td>
</tr>
<tr>
<td>Baseline</td>
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<td>8%</td>
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As EPCC was transitioning into the role of an ATD Leader College and beginning work on the Developmental Education Initiative and two Texas Higher Education Coordinating Board developmental education grants, the president formed the Student Success Core Team to reduce overlap and encourage integration. The team includes the President’s Cabinet, student services personnel, counselors, grant managers, and students. This organizational structure allows representatives from each major initiative to be at the table, share updates, and discuss their impact before final decisions are made. This structure also makes it easy to bring new initiatives to the table and integrate the work into existing efforts. See the organization and membership of the Student Success Core Team on the following slide.
El Paso Community College: President’s Student Success Core Team

Success is what counts.
Phillips Community College at the University of Arkansas (PCC): 
Institutional Culture Change

When PCC began Achieving the Dream, the college resolved to speak of ATD not as a project or a grant, but as an initiative, determined that ATD would have an impact beyond the five-year grant period. President Stephen Murray says “…PCCUA has received much larger grants than ATD. We have never received grant funding, however, that has had greater impact than has ATD.” The college revised its mission statement and replaced a list of nine institutional values, unchanged for more than decade, with three core values that grew out of ATD work: commitment to student success, belief in the power of education to transform people and communities, and diversity. The college is beginning to see the effect of this change in improved student outcomes, including increased retention.

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<tbody>
<tr>
<td>Term-to-Term</td>
<td>67%</td>
<td>74%</td>
</tr>
<tr>
<td>Year-to-Year</td>
<td>33%</td>
<td>42%</td>
</tr>
</tbody>
</table>

Success is what counts.