ACHIEVING THE DREAM

Achieving the Dream leads America's largest network of community colleges working to become strong engines of student and community growth. ATD’s proven model helps colleges identify emerging needs and ways to improve practices across the full spectrum of capacities required for whole-college reform.

Most efforts to improve community college student outcomes involve relatively small innovations or changes at the margins. After more than a decade of experience, ATD has learned that improving student success on a substantial scale requires colleges to engage in bold, holistic, sustainable institutional change.

ATD believes its mission is urgent and that the stakes for success have never been higher. The future of our country requires that we strengthen our communities by relentlessly addressing systemic inequities within higher education to increase social and economic mobility for all students and families.

Three Pillars Anchor ATD’s Work

INNOVATION  COACHING  CONNECTIONS
Lumina Foundation launched a multi-year, national initiative called “Achieving the Dream: Community Colleges Count.” The first cohort was 27 colleges in 5 states. *(CCRS 2009 ATD report)*

ATD expanded to 80 institutions in 15 states. *(CCRS 2009 ATD report)*

Roane State and Jackson State joined the ATD network with funding provided by the governor’s office.

Chattanooga State and Southwest TN joined ATD.

Columbia, Dyersburg, Nashville, Northeast, Motlow, Pellissippi, Volunteer, Walters State and the TBR System office joined ATD.

Roane State became the System’s first college to be designated as an ATD Leader College.

Samantha Parrish, Northeast State student, became the System’s first ATD - Dream Scholar.

Cleveland State joins ATD effective July 1, 2019.

By focusing on analyzing the effectiveness and efficiency of current practices, we will be better able to know how to help students identify their purpose and complete their goals. By improving students’ experience through their lifecycle at Walters State, we can facilitate student engagement with campus and community and actively address obstacles that limit student success.”

*Dr. Tony Miksa*  
President, Walters State Community College
Susan Mayer – ATD Chief Learning Officer

Susan Mayer is a Leadership Coach and Chief Learning Officer at Achieving the Dream. In this role, she leads ATD’s leadership and pathways coaching efforts within ATD and higher education; delivers a range of services which support colleges to improve student and institutional outcomes; supports the development of new strategies and services to meet college and student needs, and works collaboratively with the senior leadership team to integrate cross-program strategies and learning.

Prior to joining ATD, Susan was the Managing Partner Director of Student Achievement initiatives at Miami Dade College. She was a member of the Academic Leadership Council and co-led the award of $12 million from public and private funders to support student success initiatives. Miami Dade was the 2017 recipient of the ATD Leah Meyer Austin Award for institutionalizing student-focused culture.

David Hartleb – TBR Leadership Coach

David Hartleb served as President of Northern Essex Community College in Massachusetts for over 15 years before retiring in June 2011. During his tenure at Northern Essex, enrollment increased 43% especially among minorities, which represented 36% of total enrollment at the end of his presidency. Among other issues, he focused on improving the persistence and graduation rates of minority students in part by having the Lawrence Campus designated as a Hispanic Serving Institution. David was a strong advocate of the college becoming an active chapter of the National Coalition Building Institute, which is focused on developing a climate for greater diversity. In 2011 the college was awarded the Achieving the Dream Leader College designation.

Rene Garcia, Ph.D. – TBR Data Coach

Dr. Rene Garcia retired from Miami Dade College in 2015 after almost 38 years of service. He was the Director of Enrollment Management for the last 15 years of his tenure with primary responsibility for coordinating recruitment and retention efforts. He also served as professor of psychology and statistics at Miami Dade, was a mentor for Association for Institutional Research courses, and was resident faculty for several Community College Survey of Student Engagement institutes such as the Men of Color, Engaging Latino Students, and Entering Student Success Institutes. Rene was an integral contributor to the development of structured pathways at Miami Dade and the recipient of its Endowed Teaching Chair. Rene’s extensive experience also comprises test administration and development, research, grant writing and survey construction. He has served as a consultant for a variety of organizations including Educational Testing Service, the College Board, and Aspira. He has been an ATD data coach since 2006.

“Through work with ATD coaches and our employees, we are recommitted to the belief that every student who attends our college will develop a sense of belonging and confidence in their ability to succeed academically, to grow intellectually, and to make timely progress towards achieving their educational goals. The pursuit of student success and the closing of equity gaps have informed the next five years of the college’s strategic planning. We look forward to celebrating the success of Pellissippi State students at graduation and in our communities.”

Dr. Anthony Wise
President, Pellissippi State Community College
THE ATD PROCESS

Year 1: The Institutions Participate in an Institutional Change Assessment Tool
Institutions participate in discovery, learning and planning, using quantitative and qualitative data. Faculty, staff, administrators and students map out the student experience, identifying barriers to progression and completion and designing strategies to close gaps that exist between different populations of students.

ATD’s Institutional Capacity Framework is a comprehensive approach to addressing the emerging needs of the field to improve success results for all students, especially low-income students and students of color.

The framework has at its core seven essential capacities that must be in place for colleges to create the student-focused culture that promotes student success. Colleges must be strong in each capacity area in order to take on any large-scale interventions.

Years 2 & 3: Action Plan Implementation
At the end of the discovery and planning period that defines the first year of participation in the ATD network, colleges develop and submit an Action Plan. The Action Plan provides an opportunity to translate learning into an overarching vision and strategy for improving student and institutional outcomes. The Plan describes how the institution will seek to improve policies, processes, and systems; maximize impact through the college-wide scaling of strategies; and align and allocate resources to support implementation.

The Action Plans contain two to three Priority Goals that the campus will focus on over the next two years. The goals should be measurable and obtainable in the near-to-medium term, as compared to metrics such as graduation rates that serve as long-term, lagging indicators. The Action Plan is designed to help communicate what was learned, where the campus is focusing its student success work, and the role of the college community in achieving its goals. It is a living document that is meant to be adapted and evolved as campuses accumulate experience and assess the effectiveness of their strategies.

Year 4 and Beyond
Colleges that continue in the ATD network after their initial experience continue with the fundamental work of capacity building and also delve deeper into key challenges for ongoing improvement. For colleges that have already strengthened core competencies, ATD offers targeted coaching services that colleges can use at any time but are particularly valuable once the initial capacity building work is complete.
## TBR PLANNING IN ACTION

### 2019 Cohort Action Plan Goals

**Goal One:** Fully implement the Success Coach Model.
**Goal Two:** Hire an Assistant to the President for Equity and Inclusion.
**Goal Three:** Develop a college Equity Statement and Equity Plan.

### 2018 Cohort Action Plan Goals

**Goal One:** Increase student success through early connections.
**Goal Two:** Decrease the equity gaps to 5% or less over the next five years.

**Goal One:** Close success rate gaps in seven first-year courses to address equity issues.
**Goal Two:** Improve retention rates to address equity issues.

**Goal One:** Professional development - institution wide
**Goal Two:** Holistic student supports - institution wide

**Goal One:** Increase first-time, full-time retention rates by 2% each year for the next three years.
**Goal Two:** Reduce retention gap for African American students 5% each year - closing the 15% gap.
**Goal Three:** Reduce number of first-time, full-time students earning zero credits from 20% to 10% within three years.

**Goal One:** Increase fall-to-fall retention by 2% with targeted gains for underprepared students, Pell-eligible students, and students of color.
**Goal Two:** Increase engagement of part-time students.

**Goal One:** Increase retention rates of full-time students by 13%.
**Goal Two:** Increase retention rates of part-time students by 18%.
**Goal Three:** Increase completion rates in high-enrollment general education courses.
Goal One: Quality Enhancement Plan providing students with engagement opportunities and critical thinking tools.
Goal Two: Focus on equity providing all students with equitable access to the resources they need for success.

Goal One: Increase retention rates for students by analyzing current practices.
Goal Two: Improve students' experience through their lifecycle at Walters State.

Goal One: Meet the Drive to 55 award target.
Goal Two: Integrate high-impact practices across all divisions and academic disciplines.
Goal Three: Focus on equity and provide equity scorecard and equity training.

Goal One: Increase student success rates. Utilize College to Career navigation course.
Goal Two: Equity in access and support - Close gaps; focus on veterans' services.

Goal One: Improve student-centered scheduling using Infosilem software.
Goal Two: Enhance teaching and learning through high-impact practices embedded in Quality Enhancement Plan.
Goal Three: Increase completion rates in key first-year courses.

Goal One: Focus on the early student experience.
Goal Two: Holistic student support to increase retention and graduation rates.
Goal Three: Strengthen data and assessment capacity with professional development.

We needed to fundamentally change how we do business in order to better serve our students. ATD provided the necessary framework for us to do so.”

Dr. Tracy D. Hall
President, Southwest Tennessee Community College
We have integrated ATD into our strategic plan with a primary focus on the seven core essential capacities - Leadership and Vision; Data and Technology; Equity; Teaching and Learning; Engagement and Communication; Strategy and Planning; Policies and Procedures. ATD is not just another project but an integral part of Jackson State’s student-focused culture as we continue to provide equitable access to a learning environment that supports diverse populations and promotes student success.”

**Dr. Allana Hamilton**
President, Jackson State Community College

“Joining the ATD network will provide coaching support for areas such as equity and engaging part-time students, among others. Another benefit would be professional development for our folks while continuing our Pathways agenda work that we started with the Pathways Project.”

**Dr. Bill Seymour**
President, Cleveland State Community College

“ATD has provided a format for us to unite and enhance initiatives in a focused approach for student success from onboarding through completion with an emphasis on disadvantaged and special populations.”

**Dr. Janet Smith**
President, Columbia State Community College

“ATD has helped all faculty and staff focus on the learning gaps of student sub-populations, such as Pell-grant eligible, academically underprepared, adults, underrepresented minorities and males, and to find ways to address the problems.”

**Dr. Karen Bowyer**
President, Dyersburg State Community College
TBR DATA ASSISTS ATD CAMPUS DECISION MAKING

TBR provides data tools and resources – such as the college profiles and data dashboards – that assist our colleges with their ATD work. For example, the Access and Success Equity Profile provides data about graduation and retention rates and highlights the achievement gap between white students and students of color. These tools are available online at tbr.edu/data.

ACCESS AND SUCCESS EQUITY PROFILE

First-time Freshmen Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>URM</th>
<th>White</th>
<th>Other</th>
</tr>
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<tbody>
<tr>
<td>2012</td>
<td>3,134</td>
<td>9,863</td>
<td>570</td>
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<td>2013</td>
<td>3,096</td>
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<td>2014</td>
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<tr>
<td>2015</td>
<td>5,040</td>
<td>14,643</td>
<td>421</td>
</tr>
<tr>
<td>2016</td>
<td>4,823</td>
<td>13,617</td>
<td>412</td>
</tr>
<tr>
<td>2017</td>
<td>5,255</td>
<td>13,781</td>
<td>388</td>
</tr>
</tbody>
</table>

Underrepresented Minority (URM) groups include Alaskan Native, American Indian, Black, Hawaiian/Pacific Islander, Hispanic, and Multiracial students. Other includes Asian and unclassified students. Cohorts are first time, full time students who start in the fall semester.

Graduation

<table>
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<tr>
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<th>White</th>
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<tbody>
<tr>
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<td>6.3%</td>
<td>18.7%</td>
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<tr>
<td>2012</td>
<td>8.8%</td>
<td>20.1%</td>
</tr>
<tr>
<td>2013</td>
<td>10.0%</td>
<td>23.5%</td>
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<tr>
<td>2014</td>
<td>12.3%</td>
<td>24.8%</td>
</tr>
<tr>
<td>2015</td>
<td>14.1%</td>
<td>26.9%</td>
</tr>
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</table>

Three-Year Graduation Rate – 2015 Cohort

Graduating 642 additional URM students would close the gap for the 2015 cohort.

Retention

<table>
<thead>
<tr>
<th>Year</th>
<th>URM</th>
<th>White</th>
</tr>
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<tbody>
<tr>
<td>2013</td>
<td>47.0%</td>
<td>58.6%</td>
</tr>
<tr>
<td>2014</td>
<td>47.4%</td>
<td>57.4%</td>
</tr>
<tr>
<td>2015</td>
<td>46.0%</td>
<td>56.3%</td>
</tr>
<tr>
<td>2016</td>
<td>50.4%</td>
<td>57.6%</td>
</tr>
<tr>
<td>2017</td>
<td>46.4%</td>
<td>55.1%</td>
</tr>
</tbody>
</table>

First-Year Retention Rate – 2017 Cohort

Retaining 457 additional URM Students would close the gap for 2017 cohort.

Graduation rate: Percent of cohort who earned an associate degree or certificate at any TBR community college within 3 years.

Retention rate: Percent of cohort who continued the next fall or graduated within a year.
BUILDING A CULTURE OF EVIDENCE

Over the past six years, graduation rates from TBR community colleges have almost doubled. Of the more than 20,000 first-time, full-time freshmen who began at community colleges in fall 2015, nearly 24% had graduated within three years.

Although graduation rates have risen across the system, gaps exist between graduation rates for white students compared to students of color. Among the 2015 cohort, the graduation rate for white students after three years was 27%, compared to 11% for Black or African American students. Community colleges would have needed to graduate an additional 550 Black students to close this gap.

Through our colleges’ work with ATD, we are looking more closely at early indicators of student success, especially for students of color and low-income students. These measures of student success include:

• Pass rates in high enrollment courses.
• Responses to student engagement surveys.
• Credits attempted and earned in a student’s first term and the first year.
• Persistence to the second term and the second year.
• Completion of key gateway courses that students typically take in their first year, like Math and English classes.

ATD has been a major catalyst for an enhanced focus on student success. Through organizational restructuring, academic services and student services are aligned into a single division and led by an institutional excellence champion with a focus on using data to elevate student success. We have identified a cadre of mid-career faculty and staff to serve as student success innovators charged with examining strategic enrollment management functions and offering creative innovations to meet student needs. All of this is just the beginning of ATD. I cannot wait to see what Year 2 has in store for us.”

Dr. Bethany H. Flora
President, Northeast State Community College
Data on course-level success provides an opportunity to examine student success earlier and more closely. For example, we know that students who complete key gateway courses in their first year are more likely to graduate.

Since 2011, the percent of community college students completing important gateway Math and English courses has risen significantly. Among the students who were new to college in 2017, 60% completed a gateway English course within their first year, compared to only 44% in 2011. The gains are even more significant in Math. In 2011, only 20% of first-time college students completed a gateway Math course at TBR community colleges. For students who started in 2017, that rate had more than doubled to 45%.

However, equity gaps persist in course completion. For students who began college in 2017, 45% of white and 45% Hispanic students completed a gateway Math course in the first year, compared to 28% of Black students and 37% of low-income students.

"Participation in ATD has given us a point of central focus in terms of priorities and direction. We are now more focused on using data to make decisions. Also, we have a renewed focus on equity which is becoming a central, guiding theme as we move forward. Chattanooga State is better positioned to continue focusing on ATD and our priorities are better aligned with the TBR System."

Dr. Rebecca Ashford
President, Chattanooga State Community College
Building a data-driven, equity-focused culture of caring takes time and consistent effort. ATD has provided the framework to unify us toward a shared commitment and ownership of student success.”

Dr. Shanna Jackson
President, Nashville State Community College

Consolidating our student success and completion efforts into a strategic implementation plan has served as a unifying roadmap for our work.”

Dr. Chris Whaley
President, Roane State Community College

ATD is being incorporated as a tool to help us achieve the goals of our Quality Enhancement Plan which is a critical part of our SACSCOC reaccreditation.”

Dr. Jerry Faulkner
President, Volunteer State Community College