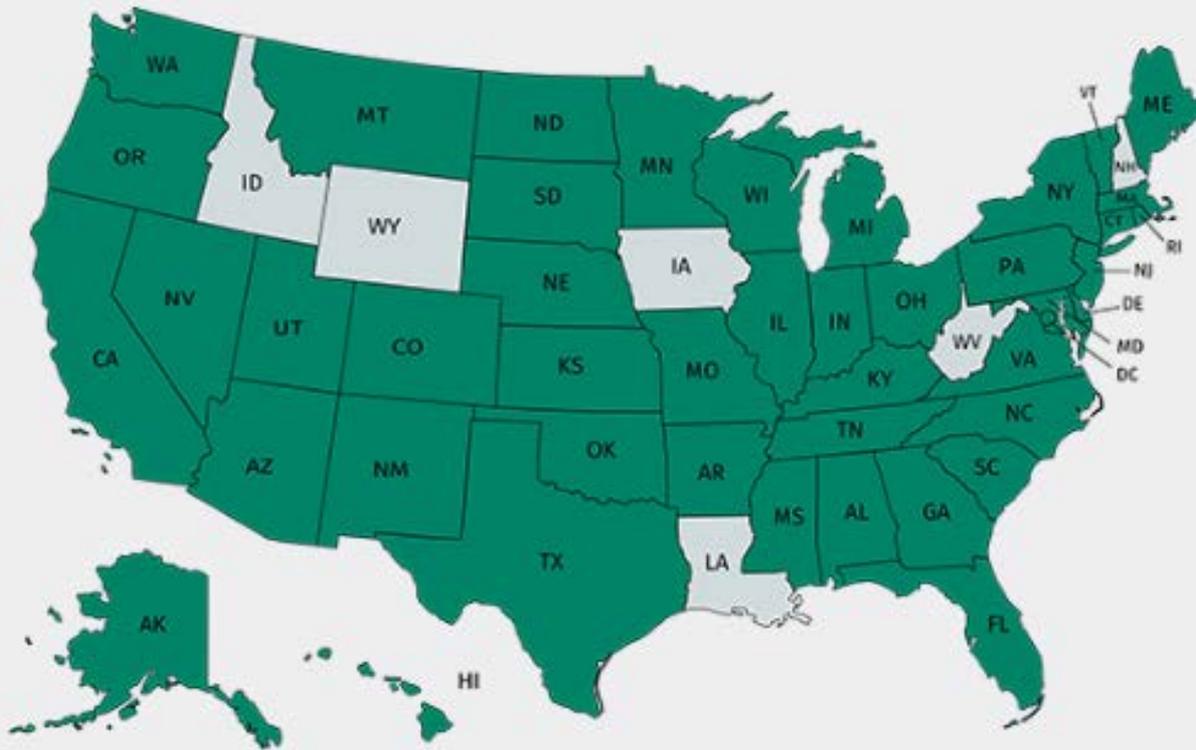# Helping All Students Succeed: Insights from the American Community College Experience

Dr. Karen A. Stout
President and CEO
Achieving the Dream, Inc.

@AchieveTheDream @DrKAStout #ATDcolleges

Achieving
the Dream™

OUR NATIONAL NETWORK AND SERVICE REACH

277 COLLEGES

44 STATES

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OBJECTIVES

---Share what brought me to this work and what keeps me here;

---Insights from ATD's more than 15 years in the reform movement about how successful colleges are improving student success outcomes for all students;

---Insights about ATD's own experience as a reform network and intermediary and how we are evolving our model to ensure our own sustainability;

---Better understand how we might work together to strengthen our collective learning and our future work together.

---Learn with you.

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"It means a lot to me that … there is a group of individuals nationally [in ATD] that care about me … and care about [my] success.
– Jenae Parker, 2018 DREAM Scholar, Columbus State Community College

15 YEARS
Achieving the Dream™

"Failure of the educational system to prepare
 for 21st century jobs contain
 seeds of a major political and social catastrophe."

---Francis Wilson, <u>Dinosaurs, Diamonds and Democracy</u>

Achieving
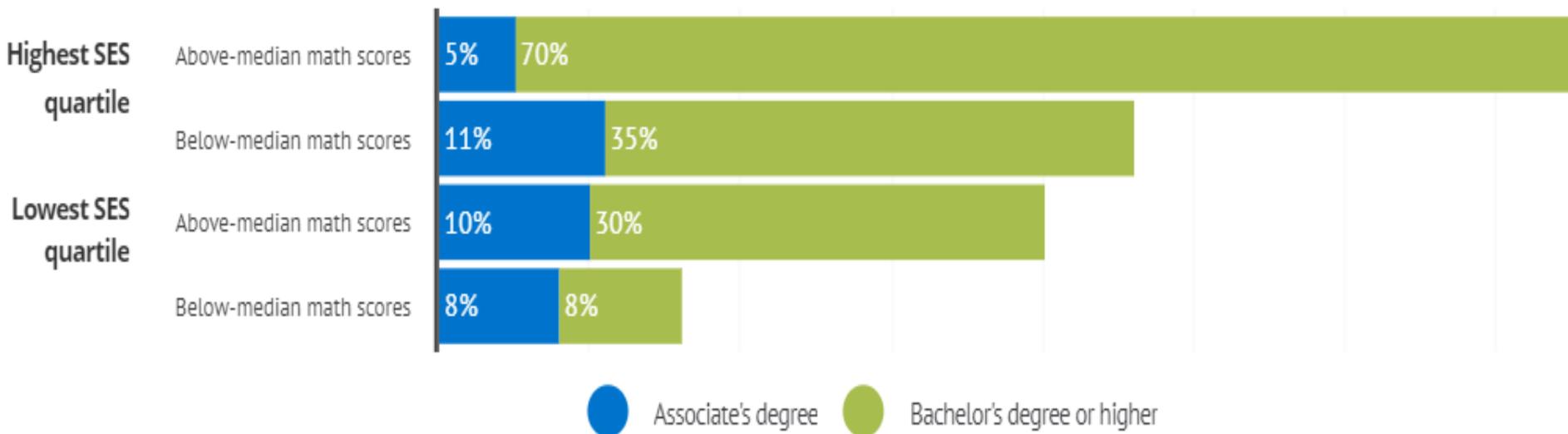the Dream™

OUR UNIQUE CHALLENGE

Community colleges are assigned a key and very difficult role. They are expected to provide higher education opportunity and social mobility for less advantaged students. But this is to occur in a society with great social class and race inequality, where higher education access and completion are subject to powerful sociopolitical forces mobilized to preserve that inequality.

Kevin Dougherty
Reforming the American Community College:
Promising Changes and Their Challenges
Community College Research Center

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THE CHALLENGES BEFORE US

- Social inequality along the lines of class and race leading to gaps in educational attainment

Share of 10th graders who completed a degree within 10 years

		Associate's degree	Bachelor's degree or higher
Highest SES quartile	Above-median math scores	5%	70%
	Below-median math scores	11%	35%
Lowest SES quartile	Above-median math scores	10%	30%
	Below-median math scores	8%	8%

● Associate's degree   ● Bachelor's degree or higher

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THE CHALLENGES BEFORE US

- Social inequality along the lines of class and race leading to gaps in educational attainment

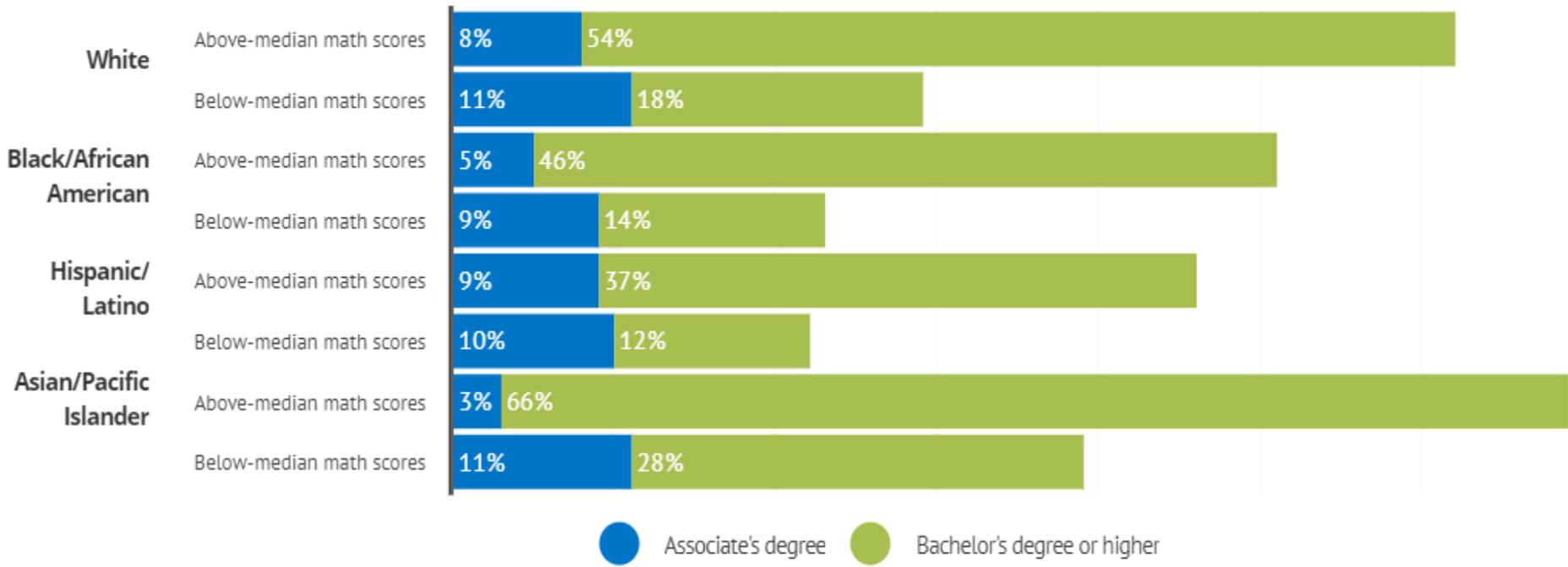Share of 10th graders who completed a degree within 10 years

		Associate's degree	Bachelor's degree or higher
White	Above-median math scores	8%	54%
	Below-median math scores	11%	18%
Black/African American	Above-median math scores	5%	46%
	Below-median math scores	9%	14%
Hispanic/Latino	Above-median math scores	9%	37%
	Below-median math scores	10%	12%
Asian/Pacific Islander	Above-median math scores	3%	66%
	Below-median math scores	11%	28%

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THE CHALLENGES BEFORE US

- More low-income students attending college

% of **dependent** undergraduates who are in poverty

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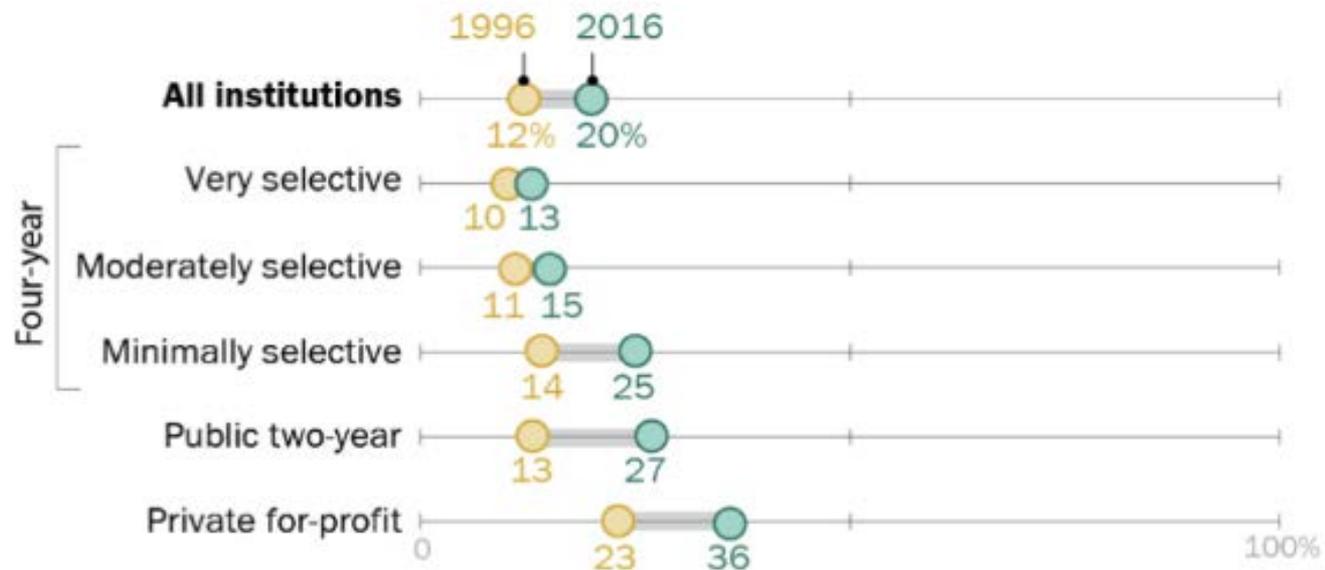
THE CHALLENGES BEFORE US

Rebuild local communities

Do more with less

Make bold changes with little support

Serve and graduate more middle-class students

Serve and graduate more students from underrepresented and underserved populations

Support the nation in developing a more versatile technical and scientific workforce

Ensure that an open door is not a revolving door

Recapture the nation's lead in education

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OUR "WHY"

Achieving the Dream 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.

We are leading America's largest **network** of community colleges working to become strong engines of student and community growth.

15 YEARS

Achieving the Dream™

OUR COLLECTIVE IMPACT

ATD and our Network colleges will help all students—particularly the most underserved—**realize substantial value from their postsecondary experience and their earned credentials**, thereby strengthening their communities.

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"Without Achieving the Dream, there would be no Amarillo College success story to tell."

– Dr. Russell Lowery-Hart, President, Amarillo College

Insights about Reform from the Field

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@DrKAStout

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SUCCESSFUL COLLEGES…

Build strong **fundamentals** and know that this commitment is enduring.

Adopt an **organizing framework** (culture and context matters) to bring alignment to all the work necessary to advance accelerated improvements.

Advance their **own unique theory of change** (culture and context matters) around the lever that will drive scaled gains at their institution.

Move with patience **and** a sense of urgency.

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OUR FUNDAMENTALS FRAMEWORK

Our **Institutional Capacity Framework** helps us integrate and align 7 essential capacities at all colleges to support a student-centered culture that promotes student success.

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Clarify paths to student end goals

Help students choose and enter a pathway

Ensure that students are learning

Help students stay on a path

TEACHING & LEARNING

ENGAGEMENT & COMMUNICATION

EQUITY

STRATEGY & PLANNING

Student-Focused Culture

DATA & TECHNOLOGY

POLICIES & PRACTICES

LEADERSHIP & VISION

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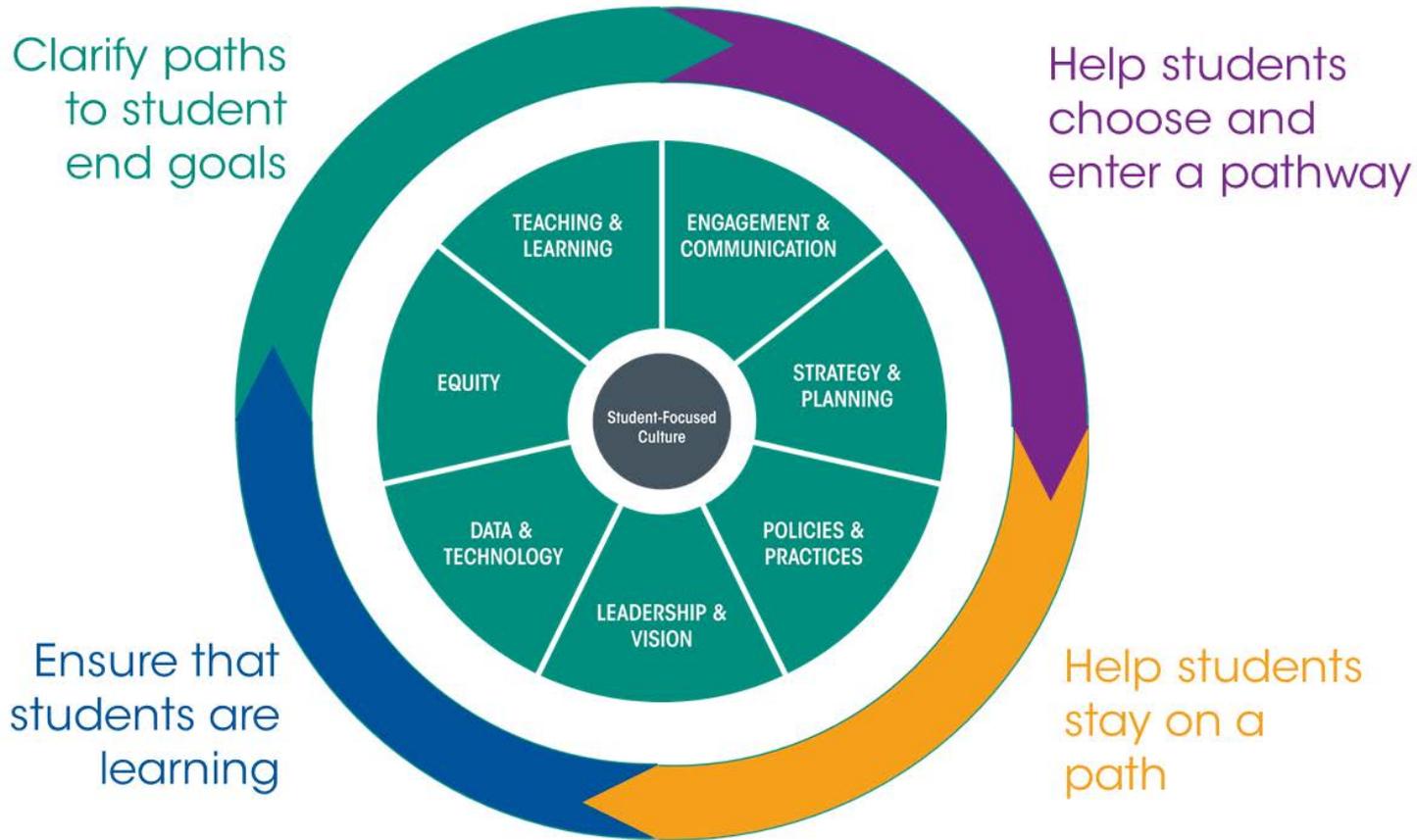
2019 | LEAH MEYER AUSTIN AWARD

AMARILLO COLLEGE

Three-Year Graduation Rates, First-Time in College Cohort

Total graduation rates by cohort year (Fall 2011 – Fall 2015):

- Total: 13%, 13%, 15%, 20%, 22%
- White: 11%, 15%, 16%, 19%, 23%
- Hispanic: 15%, 14%, 16%, 22%, 22%
- Black: 4%, 8%, 5%, 6%, 20%
- First-Gen: 12%, 13%, 14%, 20%, 21%
- Pell: 14%, 14%, 15%, 20%, 20%
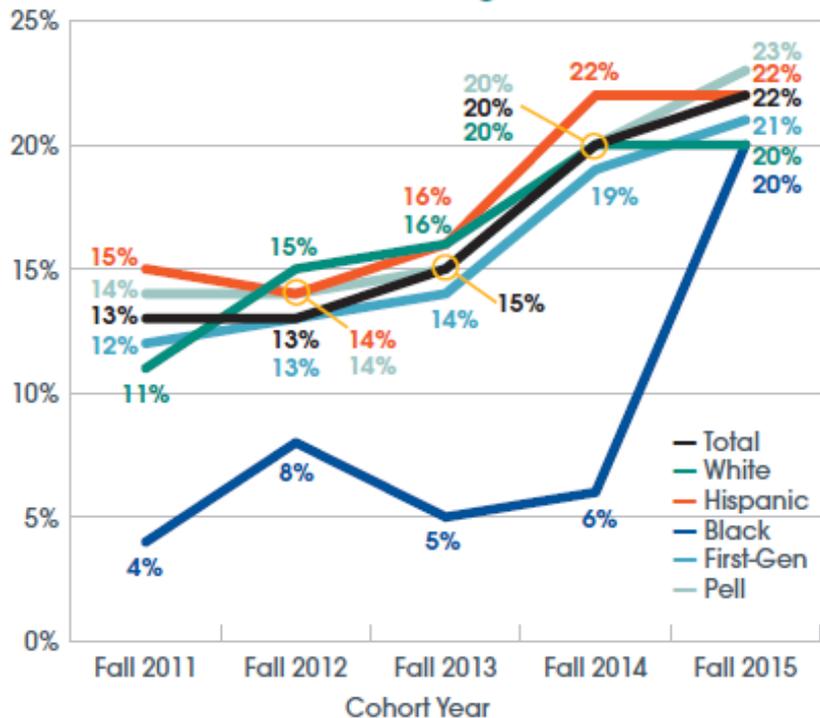
Advocacy & Resource Center Total Student Visits

Total Student Visits (Food Pantry, Clothing Closet, Scholarship Assistance/Emergency Aid)

- 2015-16: 746
- 2016-17: 2,274
- 2017-18: 5,666

Academic Year (Fall, Spring, and Summer Terms)
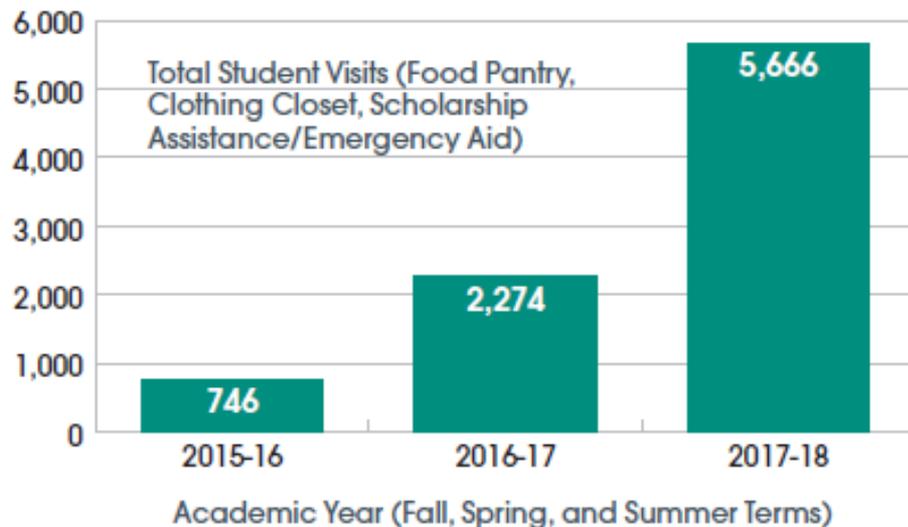
2019 | LEAH MEYER AUSTIN AWARD

COLUMBUS STATE COMMUNITY COLLEGE

3-Year Graduation and Graduation + Transfer Out Rates (First-Time, Full-Time Only)

Graduation + Transfer Out: 21% (2007), 26% (2008), 30% (2009), 33% (2010), 32% (2011), 32% (2012), 36% (2013), 40% (2014)

Graduation Only: 8% (2007), 7% (2008), 8% (2009), 9% (2010), 8% (2011), 11% (2012), 15% (2013), 21% (2014)
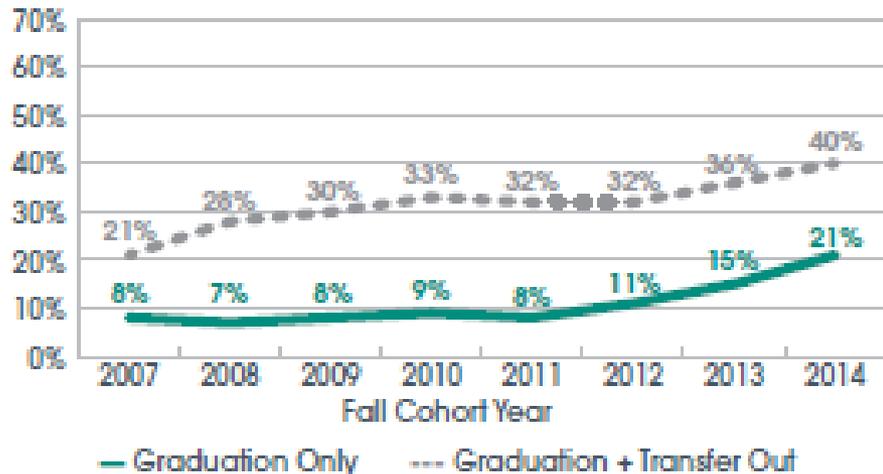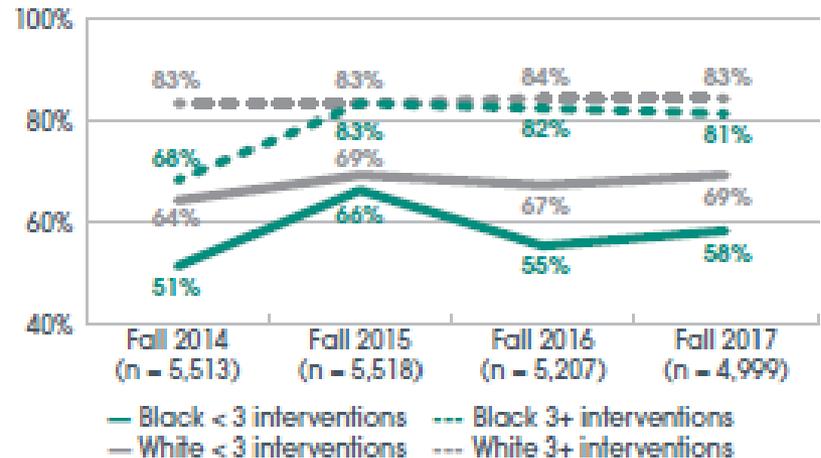
Fall Cohort Year

— Graduation Only   ---- Graduation + Transfer Out

Retention Rate by Race/Ethnicity and Number of Interventions

Black 3+ interventions: 68% (Fall 2014), 83% (Fall 2015), 82% (Fall 2016), 81% (Fall 2017)

White 3+ interventions: 83% (Fall 2014), 83% (Fall 2015), 84% (Fall 2016), 83% (Fall 2017)

White < 3 interventions: 64% (Fall 2014), 69% (Fall 2015), 67% (Fall 2016), 69% (Fall 2017)

Black < 3 interventions: 51% (Fall 2014), 66% (Fall 2015), 55% (Fall 2016), 58% (Fall 2017)

Fall 2014 (n = 5,513)   Fall 2015 (n = 5,518)   Fall 2016 (n = 5,207)   Fall 2017 (n = 4,999)

— Black < 3 interventions   ---- Black 3+ interventions
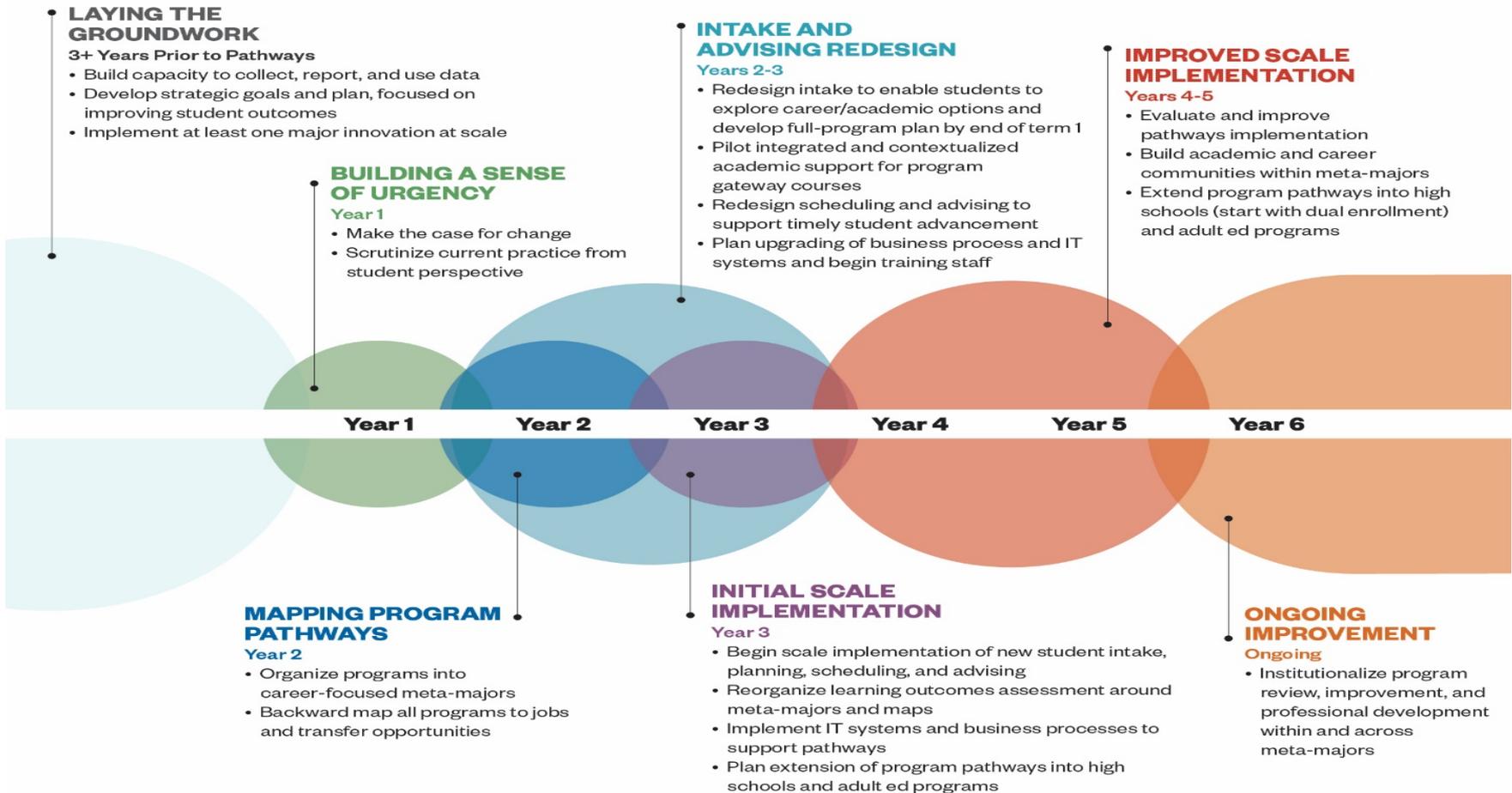— White < 3 interventions   ---- White 3+ interventions

IMPACT ON EXCELLENCE

Eight of the Ten Finalists for the 2019 Aspen Prize for Community College Excellence are ATD colleges. Both winners are ATD colleges

- ✓ Alamo College District – Palo Alto College (TX)

- ✓ Broward College (FL)

- ✓ CUNY Kingsborough Community College (NY)

- ✓ **Indian River State College** (FL)

- ✓ **Miami Dade College** (FL) *LMA Winner*

- ✓ Odessa College (TX) *LMA Winner*

- ✓ Pierce College at Fort Steilacoom (WA) *LMA Winner*

- ✓ San Jacinto College (TX)

THE ASPEN INSTITUTE
ASPEN PRIZE
FOR COMMUNITY
COLLEGE EXCELLENCE
TOP 10
2019

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Idealized Timeline for Implementing Guided Pathways at Scale

LAYING THE GROUNDWORK
3+ Years Prior to Pathways
- Build capacity to collect, report, and use data
- Develop strategic goals and plan, focused on improving student outcomes
- Implement at least one major innovation at scale

BUILDING A SENSE OF URGENCY
Year 1
- Make the case for change
- Scrutinize current practice from student perspective

INTAKE AND ADVISING REDESIGN
Years 2-3
- Redesign intake to enable students to explore career/academic options and develop full-program plan by end of term 1
- Pilot integrated and contextualized academic support for program gateway courses
- Redesign scheduling and advising to support timely student advancement
- Plan upgrading of business process and IT systems and begin training staff

IMPROVED SCALE IMPLEMENTATION
Years 4-5
- Evaluate and improve pathways implementation
- Build academic and career communities within meta-majors
- Extend program pathways into high schools (start with dual enrollment) and adult ed programs

Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6

MAPPING PROGRAM PATHWAYS
Year 2
- Organize programs into career-focused meta-majors
- Backward map all programs to jobs and transfer opportunities

INITIAL SCALE IMPLEMENTATION
Year 3
- Begin scale implementation of new student intake, planning, scheduling, and advising
- Reorganize learning outcomes assessment around meta-majors and maps
- Implement IT systems and business processes to support pathways
- Plan extension of program pathways into high schools and adult ed programs

ONGOING IMPROVEMENT
Ongoing
- Institutionalize program review, improvement, and professional development within and across meta-majors

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OUR FUNDAMENTALS FRAMEWORK

Our **Institutional Capacity Framework** helps us integrate and align 7 essential capacities at all colleges to support a student-centered culture that promotes student success.

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NETWORK RESULTS

All Institutions	Capacity Area	LMA Winners
3.1	**Leadership & Vision**	**3.4**
3.1	**Policies & Practices**	**3.3**
3.0	Strategy & Planning	3.3
3.0	Engagement & Communication	3.2
3.0	Teaching & Learning	3.2
2.9	Equity	3.1
2.7	**Data & Technology**	**3.0**
0.4	**Range Difference (High-Low)**	**0.4**

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ICAT TEACHING & LEARNING QUESTIONS

Item	Valid N	% L1	% L2	% L3	% L4	% L3 + L4
Are program-level learning outcomes designed to prepare students to transition to the workplace and to transfer to a four-year institution?	22,314	3%	13%	34%	50%	85%
Does the college offer a comprehensive array of learning supports for students?	24,833	2%	15%	36%	46%	83%
Does the college provide accelerated options to traditional developmental education?	18,348	9%	12%	37%	43%	80%
Does the college provide the resources to maximize the use of technology in educational practice?	23,922	5%	18%	38%	38%	76%

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ICAT TEACHING & LEARNING QUESTIONS

Item	Valid N	% L1	% L2	% L3	% L4	% L3 + L4
Are learning outcomes used to improve curriculum and instruction?	19,210	4%	20%	38%	38%	76%
Does the college regularly monitor student progress and provide focused support?	22,416	5%	24%	36%	35%	71%
Do faculty apply research-based instructional practices?	17,356	6%	31%	34%	29%	63%
Are faculty engaged as change agents in improving student success?	20,553	6%	31%	29%	34%	63%

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ICAT TEACHING & LEARNING QUESTIONS

Item	Valid N	% L1	% L2	% L3	% L4	% L3 + L4
Does the college have an effective professional development program for instruction?	20,598	10%	28%	33%	28%	62%
Do faculty update their instructional practice based on acquired professional development?	16,523	6%	32%	35%	27%	62%
Are data regularly used to improve educational practice in the classroom?	17,545	11%	32%	32%	25%	57%
Do professional development activities support adjunct faculty participation?	18,676	22%	38%	19%	21%	41%

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ICAT EQUITY QUESTIONS

Item	Valid N	% L1	% L2	% L3	% L4	% L3 + L4
Does the strategic plan include goals to advance equity?	16,921	8%	17%	38%	37%	75%
Does the college have a clear and compelling definition of equity?	19,921	14%	11%	35%	39%	75%
Are hiring and retention practices in place that address equity and diversity?	18,973	8%	19%	32%	40%	73%
Is equity a primary consideration in the college's student success efforts?	19,088	6%	22%	35%	37%	72%
Does the college consider equity when proposing and evaluating policies and practices?	16,788	9%	23%	38%	30%	67%

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ICAT EQUITY QUESTIONS

Item	Valid N	% L1	% L2	% L3	% L4	% L3 + L4
Does the college have a formal entity to coordinate equity efforts?	16,096	16%	19%	30%	35%	65%
Does the college routinely disaggregate student data into sub-populations to identify achievement gaps?	13,225	10%	26%	25%	39%	64%
When teaching, do faculty take into consideration the various ways that students learn due to different cultural values?	17,335	7%	31%	27%	35%	62%
Are equity considerations embedded in college unit plans and practices?	15,541	15%	23%	29%	33%	62%
Are faculty and staff prepared to work with a diverse student population?	22,752	13%	26%	28%	33%	62%

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ICAT EQUITY QUESTIONS

Item	Valid N	% L1	% L2	% L3	% L4	% L3 + L4
Are equity concepts embedded in co-curricular and academic supports?	16,356	13%	26%	27%	34%	61%
Has the college defined metrics to promote and enhance equity?	12,627	22%	18%	29%	32%	60%
Are equity concepts, such as inclusion and social justice, embedded within the curriculum?	15,117	21%	21%	28%	30%	58%
Is the college community broadly engaged in conversations about equity?	19,419	11%	34%	30%	25%	55%
Is disaggregated student data used to address achievement gaps?	12,488	20%	32%	21%	26%	48%

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ICAT DATA & TECHNOLOGY QUESTIONS

Item	Valid N	% L1	% L2	% L3	% L4	% L3 + L4
Do the Information Technology (IT) and Institutional Research (IR) staff collaborate to optimize processes for data use?	13,417	11%	26%	34%	30%	63%
Are measures of student success defined, documented and used?	18,646	16%	24%	37%	24%	60%
Does the college use data to examine and improve student outcomes?	20,460	14%	26%	34%	26%	60%
Have student success technologies been adopted to improve student outcomes?	20,514	5%	37%	37%	22%	59%

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ICAT DATA & TECHNOLOGY QUESTIONS

Item	Valid N	% L1	% L2	% L3	% L4	% L3 + L4
Are data collected along the student experience continuum?	18,673	11%	34%	32%	23%	55%
Do data analyses yield insights about the past and future?	18,202	21%	26%	28%	25%	53%
Are data readily accessible to those who need it?	20,200	22%	27%	30%	21%	51%
Are student success data translated into meaningful information?	19,883	14%	37%	29%	20%	49%

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No bird soars in a calm.
- Wilbur Wright

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EARLY MOMENTUM METRICS

Create clear curricular pathways to employment and further education

Help students choose and enter their pathway

Help students stay on their pathway

Ensure that learning is happening with intentional outcomes

Early momentum metrics:

➢ Number of **college credits completed** in first semester and first year

Persistence and completion metrics:

➢ **Completion of college-level math and English** in the first year
➢ **Courses completed**/attempted
➢ **Persistence,** fall to spring

Equity Lens: Disaggregate by (at least) gender, ethnicity, Pell

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ADDITIONAL METRICS

Lens on Equity: Disaggregate data (gender, race/ethnicity, Pell, etc.)

Access → **Early Momentum** → **Persistence and Completion** → **Cost** → **Post-College Outcomes**

Enrollment

- Credits earned 1st term and 1st year

- Credit completion ratio
- Gateway course completion yr 1
- Persistence
- Graduation rate (cert/assoc)
- Transfer and earn bachelor's

- Net price
- Cumulative debt
- Unmet need

- Employment
- Wages
- Gallup well-being
- Job satisfaction/ engagement

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ADDITIONAL LESSONS

Fundamentals are enduring **and** cyclical

Leadership matters

Whole college **and** whole community change

State context matters

Targeted **and** universal approaches

Faculty and staff experience is as fragmented as the student experience

Holistic supports

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Insights about ATD's Relevance and Viability in Leading Reform

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THE EVOLVING STUDENT SUCCESS AGENDA

Phase 1: Student completion

Phase 2: Student economic gains

Phase 3: Community economic wellbeing

% of colleges

Time

Leaders

Mainstream

Laggards
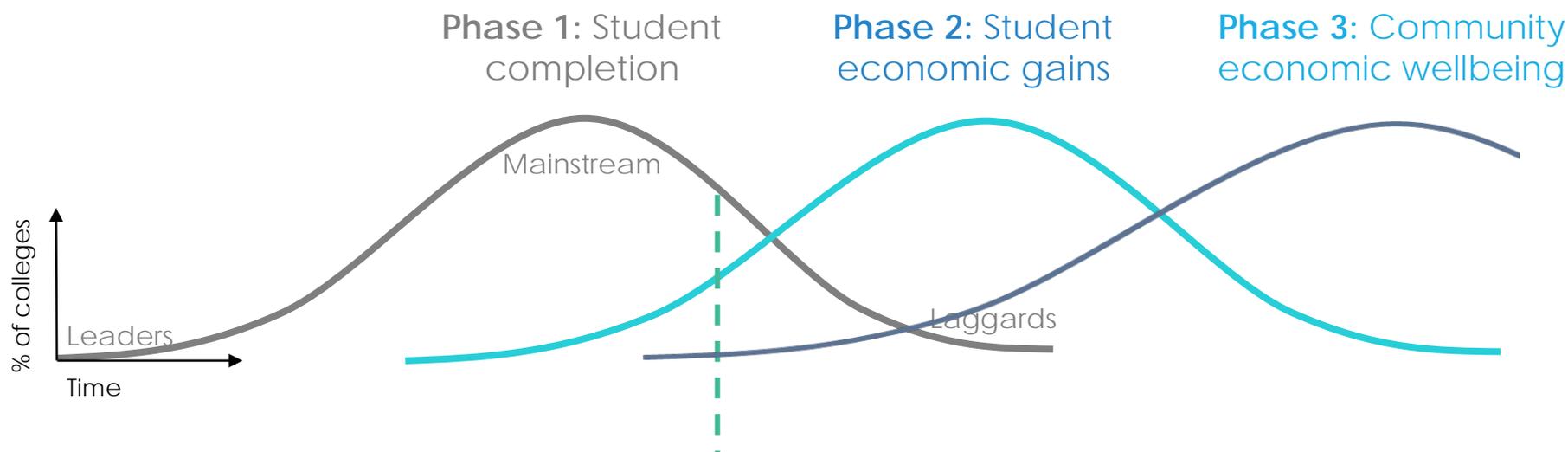
Today: Some Network colleges have already launched Phases 2 and 3. **ATD can help accelerate that work.**

Organizations Must Transform to Thrive

You arrive and enter a steady state, but then value begins to diminish

MATURE

You start out on a path, a new process, product, or paradigm

(re)DREAM

GROW

DECLINE

INNOVATION

START

You need a new dream and reinvention to thrive in the future
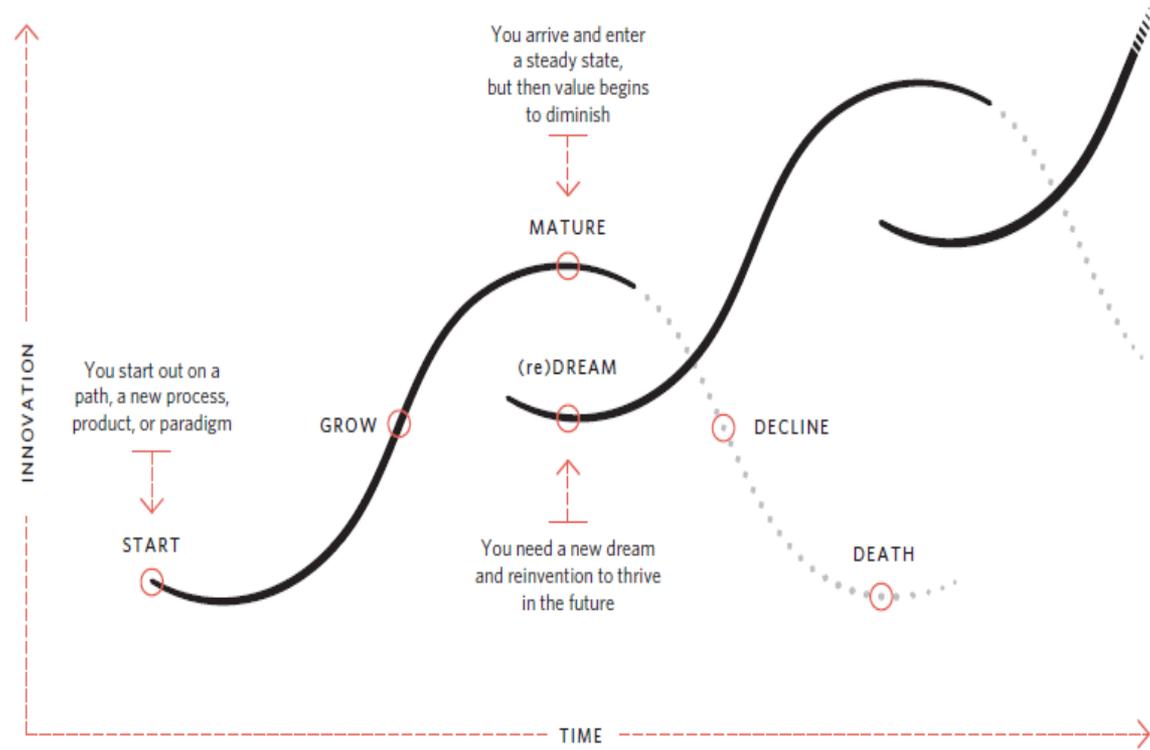
DEATH

avoid decline, or even death, a new S-curve venture must be launched.

TIME

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WE ARE CULTIVATING ORGANIZATIONAL SKILLS

- **A college-centered focus:** We are redesigning around colleges' needs and goals

- **Competitor insights:** Through Transformation Initiatives and service lines, we are being more proactive about assessing and adapting to the reform landscape

- **Effective partnerships:** We are systematically cultivating partnerships and negotiating favorable outcomes

- **Financial management:** We have a new model for financial sustainability and have key indicators to track progress

- **Recruiting, developing, and retaining talent:** We continue to bring in new talent and are implementing core performance competencies and ongoing professional development practices for all staff.

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CORE PRINCIPLES

The Power of Fundamentals

Advancement through Relationships

The Ecosystem of Reform

Equity

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ATD EQUITY STATEMENT

Student access and success in higher education continues to be **IMPACTED BY THE EFFECTS OF STRUCTURAL RACISM AND SYSTEMIC POVERTY**. Achievement gaps among student groups reflect **STRUCTURAL INEQUITIES** that are often the result of historic and systemic social injustices.

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ATD EQUITY STATEMENT

Equity is grounded in the principle of fairness. In higher education, **EQUITY REFERS TO ENSURING THAT EACH STUDENT RECEIVES WHAT THEY NEED TO BE SUCCESSFUL THROUGH THE INTENTIONAL DESIGN OF THE COLLEGE EXPERIENCE.**

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ATD EQUITY STATEMENT

Achieving the Dream expects colleges to **DISMANTLE THE BARRIERS** facing underserved students. Colleges must routinely **SCRUTINIZE STRUCTURAL BARRIERS TO EQUITY AND INVEST IN EQUITY-MINDED POLICIES, PRACTICES, AND BEHAVIORS** that lead to success for all students.
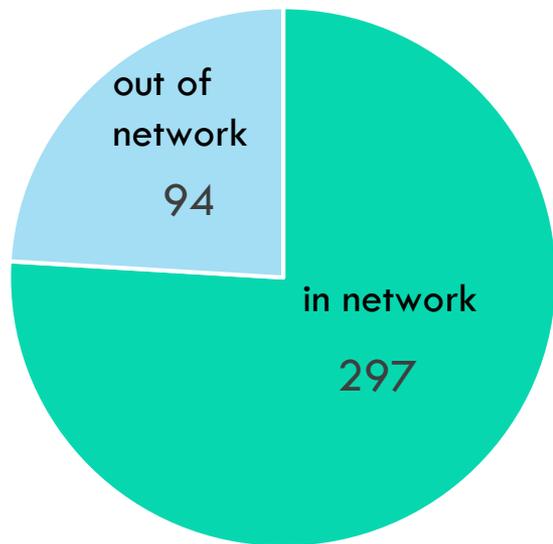
Achieving
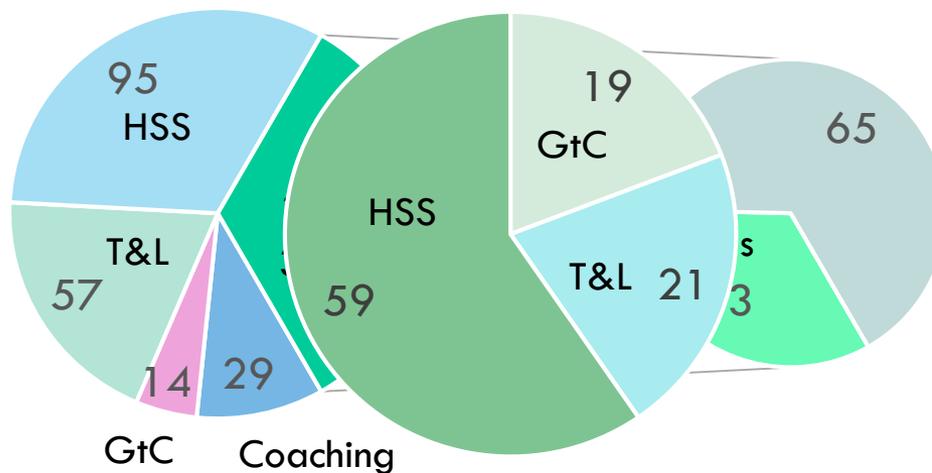the Dream™

COACH

innovate   connect
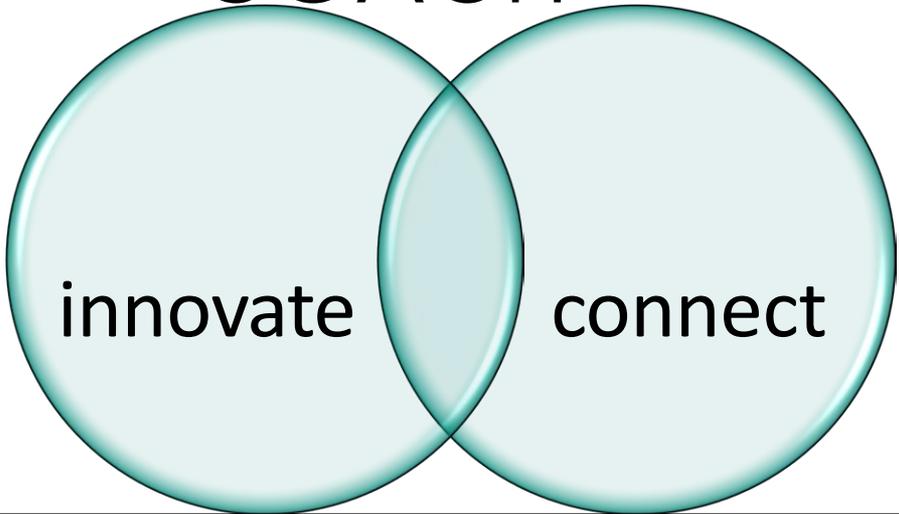
IT   FINANCE   HR   COMMUNICATIONS   DEVELOPMENT
DATA/RESEARCH/EVALUATION

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Total Colleges Served 2017-2019

out of network
94

in network
297

In Network Services / Out of Network Services

95 HSS
57 T&L
14 GtC
29 Coaching
59 HSS
19 GtC
21 T&L
3 s
65

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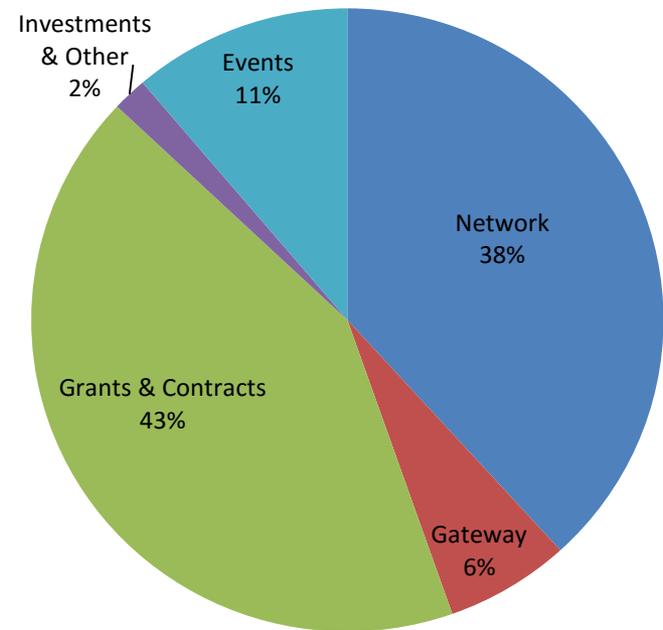# FY2020 Revenue

- Projected FY2020 Revenue totals $16.6M

  - Network $6.4M
  - Grants & Contracts $7.1M
  - Events $1.9M
  - Operations $0.3M
  - Gateway $1.1M

Investments & Other 2%
Events 11%
Network 38%
Grants & Contracts 43%
Gateway 6%

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IF ATD SUCCEEDS, THE FIELD WILL CHANGE

Community colleges will respond more quickly and effectively to emerging challenges, thanks to best-in-class technical assistance

Students will graduate faster and at lower cost, thanks to streamlined pathways to completion that integrate innovative practices

Community colleges will know – in many cases, for the first time – how many of their students earn family-sustaining wages

Colleges will be increasingly seen as major economic drivers in their communities, attracting industry and training talent

ATD colleges will continue to be leaders – widely recognized as the best not just in the community college field but in higher education

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"I am the person who once had no sense of direction,
But now I know where I am going and
What I want to be.

As the cartographer of my own life,
I am guided by the fact that
No obstacle is too big to overcome."

---Ahmat Adam Djouma
DREAM Scholar 2019

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