



SPECIAL RECOGNITION AWARD



Achieving the Dream is pleased to present Special Recognition Awards to three colleges that have shown remarkable growth in institutional capacity and significant progress in increasing student success as part of their work with Achieving the Dream.





BAY DE NOC COMMUNITY COLLEGE

Community and student success are at the heart of Bay de Noc Community College's focus and are embedded in its mission statement, Student Success, Community Success, and Culture of Success.

Bay de Noc Community College (Bay College) points to its entry into Achieving the Dream in 2007 as the beginning of its success journey. In the years since, the college in rural Escanaba, MI, has changed its institutional mindset and achieved consistent increases in student outcomes, including in rates of completion, persistence, and course success. According to Fall 2018 IPEDS, the college enrolled 1,935 students, and the largest groups by race/ethnicity were 88 percent White, 4 percent multiracial, and 3 percent Native American. In the 2017-18 academic year, 31 percent of students received Pell grants.

Bay College has used intentional interventions to focus on closing opportunity gaps for first-generation and low-income students, who make up a large portion of its enrollment. The college has launched initiatives such as expanded tutoring and supplemental instruction programs, a co-advising model, clothing and food banks, and holistic student advising. To help students with finances, the college has moved to a multiple-disbursement financial aid model, and it has increased advancement efforts to provide completion grants for students who are close to graduation.

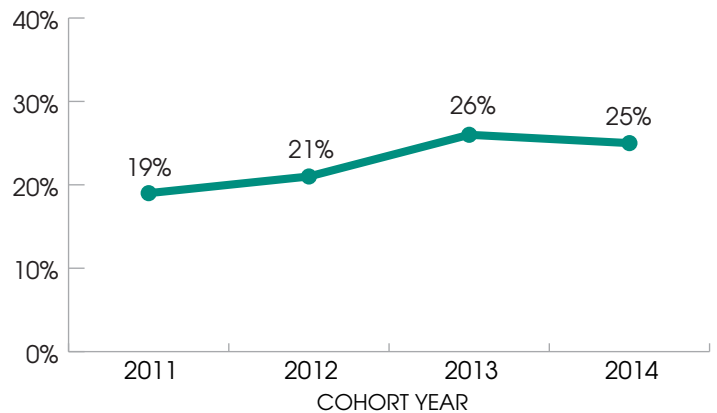
Two specific strategies closely align with recent work of Achieving the Dream. Bay College has increased its dual enrollment numbers steadily over the past several years to reach and prepare low-income and first-generation students. Many of these students matriculate at Bay after high school graduation. To reduce costs and increase access, Bay has improved its delivery of online courses and uses open educational resource (OER) textbooks for its students.

Results

Bay College was designated as an ATD Leader College in 2012 and a Leader College of Distinction in 2018 for its achievements.

Much of the college's efforts have been on improving outcomes for low-income and first-generation students. Between the Fall 2009 cohort and the Fall 2015 cohort, Bay College increased its graduation rate for first-generation college students from 21 percent to 34 percent. It eliminated the gap between non-first-generation and first-generation students, who now graduate at a higher rate than non-first-generation students. The college's four-year graduation rate has increased overall as well.

4-Year Graduation Rates



For first-time-ever-in-college fall cohorts





GRAYSON COLLEGE

Grayson College is increasing completion and equity outcomes in early momentum metrics.

Since becoming an ATD Network college in 2014, Grayson College, in Denison, TX, has developed a culture of asking what is best for students as it carefully considers each institutional decision. As Grayson began its work with ATD leadership and data coaches, the college quickly began having honest conversations to identify barriers to success that exist within the college and within students' lives. At every level, the institution has put into place a coordinated strategic plan, priorities, policies, and practices with an eye toward dismantling these barriers with a focus on student success. The college's enrollment is 4,372 students and its largest student groups by race/ethnicity are 69 percent White, 10 percent Hispanic/Latinx, and 8 percent Black/African American (Fall 2018 IPEDS). In the 2017-18 academic year, one third of students received Pell grants.

Using the ATD Benchmarking for Success Report, Grayson College learned that its students' rate of course completion with a grade of C- or better was trailing rates at other ATD Network colleges. To address this gap, the college implemented an annual data summit and continuous course improvement cycle, engaging all full-time and adjunct faculty.

The college also transformed developmental education. Faculty have revised curricula and implemented best practices by scaling a co-requisite model in math focusing on just-in-time support and an active learning environment. Instructors teaching developmental courses work alongside those teaching college-level courses in order to engage

students, align course outcomes, and incorporate the developmental material as needed. The college has now transitioned to the co-requisite model in English as well.

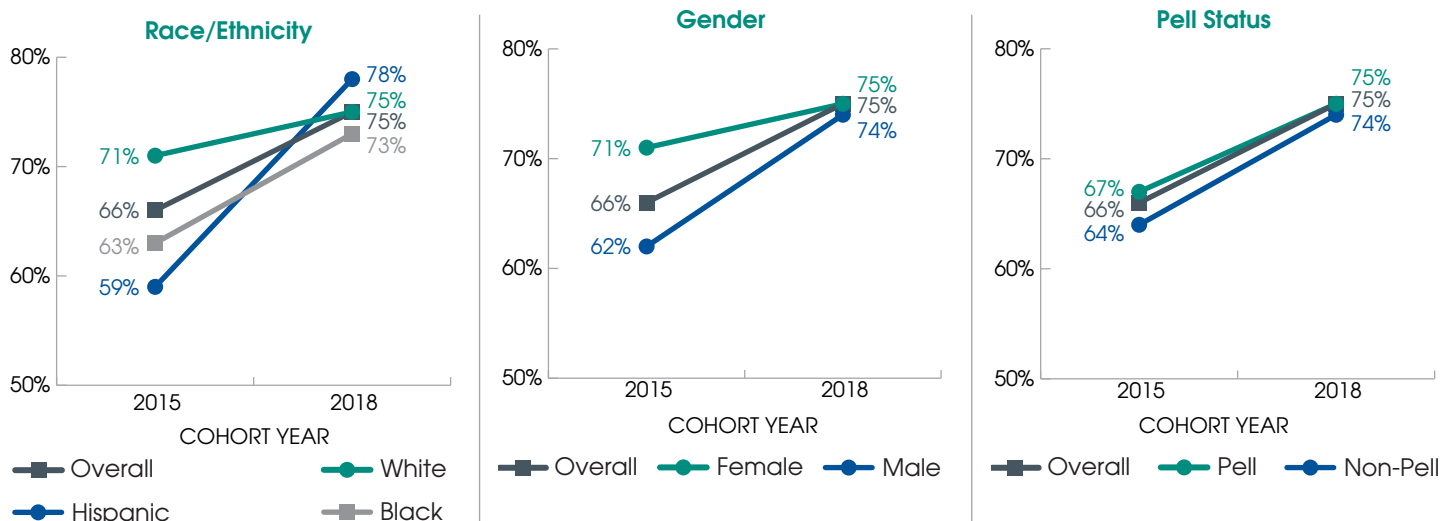
Additionally, the institution is developing clearer pathways by assigning each student a success coach and faculty advisor from day one, a yearlong course schedule, and two-year course offering information. Students share their career aspirations, life goals, and any transfer work with a success coach who helps guide their college journey.

Results

The college was designated as an ATD Leader College in 2018 and Leader College of Distinction in 2019 for its achievements.

For all students new to the institution, between the Fall 2015 cohort and Fall 2018 cohort, Grayson College saw increases in the percentage of students completing gateway math within one year of enrollment, students completing gateway English courses within one year of enrollment, and college-level credits completed with a grade of C- or higher. In each instance, the college narrowed equity gaps between White and Hispanic students and for students receiving Pell grants. For completion of college-level credits with a C- or higher, the college narrowed equity gaps between White, Hispanic, and Black students; female and male students; and students receiving Pell grants. The overall four-year completion rate is increasing as well.

College-Level Credits Completed with a C- or Higher within First Year of Enrollment





PASSAIC COUNTY COMMUNITY COLLEGE

Passaic County Community College is making student success a whole-college effort through methodical implementation of coherent and clear student pathways.

Passaic County Community College (PCCC), a metropolitan institution

located in Paterson, NJ, became part of the Achieving the Dream Network in 2011. The college's enrollment is 6,480 students. Its largest student groups by race/ethnicity are 55 percent Hispanic/Latinx, 19 percent White, and 12 percent Black/African American (IPEDS Fall 2018). In the 2017-18 academic year, the majority of students (57 percent) received Pell grants. The college has made student success a whole-college focus. It has worked intensively and methodically to implement pathways aligned with its strategic plan and its three specific student success goals. The college is improving teaching and learning for all students. In addition, by developing a comprehensive, year-long experience that guides new students from point of entry to attainment of postsecondary credentials, PCCC aims to improve college readiness. Finally, the college is creating a system of proactive academic, career, and financial advising for all students to improve college affordability.

The college's implementation of aligned student success efforts includes course redesign, use of open education resources, and holistic student supports. For example, PCCC redesigned 10 gateway college courses with high enrollment to improve student persistence and program completion. It redesigned a required college success course to feature a standard syllabus and a focus on careers, resulting in a higher proportion of students taking the course in their first semester. To reduce costs of attendance, 70 distinct courses now have dedicated OER sections, including all English courses. This represents 30 percent of the college's total course offerings. It has begun offering 12-week compressed semesters to reduce students' time to degree. In addition, the college has hired a team of pathways navigators to provide students more proactive advising, provided on-line tutoring for all

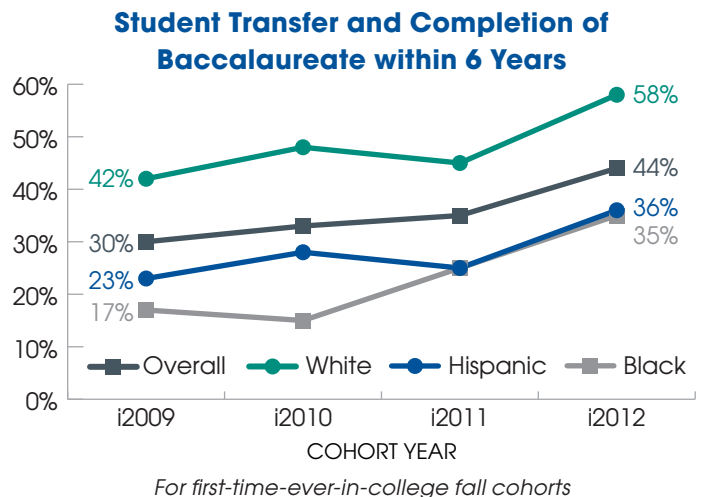
programs, and established a campus childcare center so student parents are able to attend evening classes.

Results

The college earned Achieving the Dream Leader College designation in 2014 and Leader College of Distinction designation in 2018 for its achievements.

Today, coordinated efforts have yielded increases in student success metrics including completion of gateway English and math within one year of enrollment, fall-to-fall persistence, and completion of college-level courses with a grade of C- or higher.

The percentage of students who earn a credential within four years of initial enrollment is increasing. The percentage of students earning a bachelor's degree within six years of initial enrollment in the college has increased by 14 percentage points, from 30 percent for the Fall 2009 cohort to 44 percent for the Fall 2012 cohort.



Achieving the Dream™

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