

## Logic Model

## Achieving the Dream: Community Colleges Count

**Goal: Help more community college students succeed, particularly student groups - such as low-income and students of color - that traditionally have faced the most significant barriers to success.**

The Context	Challenges in Achieving the Initiative's Goal	Strategic Approach (letters show challenges addressed by each approach)	Outcomes for Five Stands of Work	Student Outcomes
<p>The U.S. economy needs more people with postsecondary education; in particular, it needs to raise educational attainment among low-income groups and people of color.</p> <p>Community colleges are the point of entry into higher education for many Americans, and they serve high proportions of first-generation college students and students of color.</p> <p>Many community college students achieve their goals, but a substantial number face challenges that impede their progress, including financial difficulties, work or family responsibilities, lack of child care or transportation or weak academic preparation.</p> <p>Some community colleges achieve high rates of success. Others have much room for improvement.</p> <p>The time is right to address these issues. Accreditation agencies, state and federal governments, funders and others are committed to assessing &amp; enhancing the success of community college students.</p>	<p>a. Colleges need</p> <ul style="list-style-type: none"> <li>An effective process to establish priorities and target resources</li> <li>Capacity to monitor student progress and outcomes.</li> <li>Capacity to critically assess, adapt and implement promising practices.</li> <li>Institutional structures that promote student success.</li> <li>Adequate resources for services crucial to student success.</li> <li>Avenues for hearing student perspectives.</li> <li>Capacity to accommodate the growing number of students who need developmental courses.</li> </ul> <p>b. <u>State and national policies</u> do not adequately support educational success of community college students. Areas of concern include:</p> <ul style="list-style-type: none"> <li>Public policy commitment to student success.</li> <li>Accountability systems.</li> <li>Alignment &amp; articulation - high school to college and two-year to four-year institutions groups.</li> <li>Incentives for serving disadvantaged groups.</li> <li>Financial aid policies.</li> </ul> <p>c. <u>The public lacks awareness</u> of the marginal attainment rates of low-income students and students of color in higher education.</p> <ul style="list-style-type: none"> <li>Employers, civic leaders, public agencies and community organizations seldom press colleges to improve student success rates, nor do they provide aggressive community support or lobby for supportive policies.</li> </ul> <p>d. Colleges, policy-makers, funders, researchers and others need more <u>knowledge about student outcomes and ways to increase student success</u>, including:</p> <ul style="list-style-type: none"> <li>Benchmarking methodologies.</li> <li>Better indicators for community college performance.</li> <li>Promising institutional practices.</li> </ul>	<p><u>Promote and sustain institutional change.</u> Over a multi-year period, engage up to 75 colleges in a process of institutional change that involves self-assessment, leadership development, planning, engagement of students and the community, and adaptation of promising practices. Provide learning opportunities, technical assistance, coaching and grant funding, (a)</p> <p><u>Develop policy.</u> In up to 10 states, work with a lead organization to develop policies that can increase success rates for students at community colleges. Research and disseminate information about promising state policies. Build capacity of state community college systems to collect and report data on institutional performance in ways that enhance student outcomes. Seek opportunities to influence federal decisions. Work with regional accreditation agencies to develop incentives for access and success, (a, b)</p> <p><u>Engage the public.</u> Mobilize support from key stakeholders in demonstration communities, states, and nationally to increase student success at community colleges. Create partnerships with organizations and agencies that can provide enhanced support for student success. Disseminate data and lessons from Achieving the Dream to community colleges and other audiences nationally, (a, b, c)</p> <p><u>Build knowledge.</u> Generate and disseminate knowledge about promising practices, institutional change, and institutional policies that promote student success. Refine the initiative's framework for institutional change; develop other frameworks and tools for colleges. Compile and analyze data on student outcomes and college characteristics to enhance data-driven decision making by colleges and states. Work with other national organizations to elevate the institutional research function within community colleges, (a, b, c, d)</p> <p><u>Enhance partners' capacity.</u> Develop capacity and commitment of partners and other funders to sustain the Achieving the Dream agenda long term. Foster collaborative plans to continue spreading Achieving the Dream policies and practices to more colleges and states after the initiative's initial funding period ends (a, b, c, d)</p>	<p><u>Institutional change.</u> Demonstration colleges will pursue student success with deep commitment. They will become 'learning organizations' and will use data to identify problems, set goals, establish institutional priorities, allocate resources and measure progress. They will make lasting changes in policies, structures, programs and services to improve student outcomes.</p> <p><u>Policy.</u> In demonstration states, leadership structures will be in place to provide long-term advocacy on issues affecting student success. These states will make success of community college students an explicit public policy goal. They will identify and implement policy changes in data and accountability, financing, system alignment, and support for institutional improvement that promote improved student outcomes. Achieving the Dream states will move toward a policy culture that uses rich student data systems in decision making and places high priority on improving student outcomes. Community college leaders and policy makers nationally, will have new knowledge about policies to improve student success.</p> <p><u>Public engagement.</u> Critical audiences, who can advance the initiative's agenda, will recognize community colleges' potential and society's need to raise postsecondary attainment levels. Employers, community leaders, students and others will exert pressure on institutions and policy-makers to improve student outcomes, and they will actively support colleges' efforts. More colleges, beyond the demonstration sites, will adopt practices to improve student success.</p> <p><u>New knowledge.</u> Community colleges, policymakers, funders and others will have access to solid research on institutional practices that enhance student success. Community college leaders will recognize the value of data-driven decision-making; they will have access to appropriate analysis tools; and they will work to build their institutions' capacity to conduct effective institutional research. Community colleges and policymakers will have access to methodologies for benchmarking that take into account institutions' diverse characteristics and circumstances. Community colleges, policymakers, funders and others will have growing knowledge about the impact of Achieving the Dream's institutional change process and its applicability to other colleges.</p> <p><u>Partners' capacity.</u> Partner organizations will have enhanced capacity to work toward the initiative's goals long term. More funders will support efforts to expand postsecondary access and attainment.</p>	<p><u>After 4 years of implementation</u> demonstration colleges will show measurable improvement in success rates for low-income students and students of color, with no reduction in enrollment levels for these populations. An increased percentage of the targeted student populations will:</p> <ul style="list-style-type: none"> <li>Successfully complete developmental courses and progress to credit-bearing courses.</li> <li>Enroll in and successfully complete gatekeeper courses.</li> <li>Complete the courses they take, with a grade of C or higher.</li> <li>Reenroll from one semester to the next.</li> <li>Earn certificates and/or degrees.</li> </ul> <p><u>After 8 years</u>, demonstration colleges will have achieved the long-term targets for student success set in year 1, and they will be poised to sustain or further improve success rates.</p> <p><u>After 12 years</u>, the initiative will influence other community colleges nationally, as evidenced by increased student success rates at colleges that did not participate in Achieving the Dream.</p>