



Welcome to the second installment of the newsletter for the Achieving the Dream (AtD) initiative. This week we're taking a page from the "Framework for Assessing Institutional Implementation of the AtD Model for Institutional Performance Improvement."

What follows is literally all of page four of the document. "The institutions participating in Achieving the Dream are required to submit to a common database longitudinal unit record data on cohorts of students that will be used to measure progress on five indicators over at least five years. The five indicators are the rates at which an institution's students:

1. Complete college "developmental" courses;
2. Complete "gatekeeper" courses, particularly the first college-level or degree-credit courses in math and English;
3. Successfully complete the course they attempt;
4. Persist from term to term and year to year; and
5. Complete credentials.

Achieving the Dream expects that by following its model of institutional improvement, participating colleges and universities will be able to increase the rates at which their students succeed on the five indicators and close any substantial gaps in performance on the indicators among different groups of students by race and ethnicity, income or other characteristics.

The following table presents specific measures for each indicator. All of these measures are based on outcomes over a given time period (for example, three years) for cohorts of first-time, degree-seeking students who enter a given institution at the same time (for example, the fall term of a given year).

Measures for Achieving the Dream Institutional Performance Indicators

<u>Performance Indicator</u>	<u>Measure</u>
1. Developmental Course Completion ^a	a. Math: % of cohort referred to developmental math that successfully completed highest level developmental math course. b. Reading: % of cohort referred to developmental reading that successfully completed highest level developmental reading course. c. English: % of cohort referred to developmental English that successfully completed highest level developmental English course.
2. Gatekeeper ^b	a. Math: % of cohort that successfully completed "gatekeeper math" course. b. English: % of cohort that successfully completed "gatekeeper English" course.
3. Course completion	a. Ratio of successfully completed credits to attempted credits.
4. Persistence	a. Term-to-term: % of cohort that enrolled in the term following initial term of enrollment. b. Year-to-year A: % of cohort that enrolled in at least one term in the second year. c. Year-to-year B: % of cohort that enrolled in at least one term per year for a given number of years.
5. Credential completion	a. Associate degree: % of cohort that earned an associate degree. b. Certificate or diploma: % of cohort that earned a certificate or diploma. c. Still enrolled: % of cohort that enrolled in at least one term in the final year of the time period being examined.

^a A student must earn a grade of C or better to successfully complete a course.

^b A "gatekeeper course" is the first college-level or degree-credit (non-developmental) course in a given subject area at an institution.