Achieving the Dream Leader College Guidelines and Application

Spring 2013

Application Deadline: May 15, 2013

Achieving the Dream 2013 Leader College Application

Applications Due: May 15, 2013

Institution Information

Institution Information	
Name:	Danville Area Community College
Years Active in ATD	4 years (since 2009)

Main Contact (To be notified of submission status)	
Name:	Dr. Alice Marie Jacobs
Title:	President
Phone:	217-443-8848
Email:	amjacobs@dacc.edu

Certification of Conversation with Leadership Coach and Data Coach

All institutions applying for Leader College status should have a conversation with their assigned Achieving the Dream Leadership Coach and Data Coach regarding this application. The discussion should address the institution's readiness to apply for Leader College status, keeping in mind the required criteria for both practice and performance, and the roles and responsibilities of Leader Colleges in the Achieving the Dream National Reform Network.

Coach Name	Date of Conversation re LC Application
Leadership Coach: Dr. Linda Watkins	April 4, 2013
Data Coach: Dr. Luzelma Canales	April 9, 2013

Name and Signature of Institution President/Chancellor

Name: Alice Marie Jacobs   Signature:

Part 1: Student Success Data

Complete the information requested below and provide data in the 2013 Leader College Data Template for ONE of the following Achieving the Dream student success measures:

- Successfully complete developmental instruction and advance to credit-bearing courses
- Enroll in and successfully complete the initial college-level or gatekeeper courses in subjects such as math and English
- Complete the courses with a grade of "C" or better
- Persistence from one term to the next
- Attain a credential

Colleges must present evidence of improvement in student achievement for three or more years as compared to one year of baseline data.
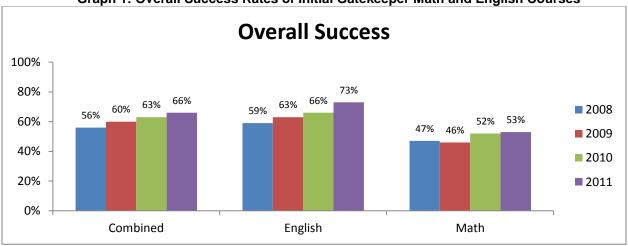

Student Success Data Specifications

- Although it is strongly preferred, evidence of improvement in one of the measures does not have to apply to the entire student population (e.g. all FTIC students, all developmental education students). Colleges may show an increase in outcomes for a disaggregated student group *as long as it represents a significant sample size in comparison to the overall student cohort.*
  - ➢ Example: Colleges may show an upward trend in an outcome measure for all minority students in developmental education, if the size of this population represents a large portion of students at an institution.
- The evidence must include one year of baseline data and three additional years of outcome data and reflect the institution's most current available data. ATD realizes that for the 2012-2013 year most colleges will not have a full academic year of student success outcome data by May 15, 2013. Therefore, institutions may submit 2011-12 academic year data as their most recent year of data for any measures that require a full year of academic data (e.g. attain a credential).
- The evidence presented should show an upward trend in the student success measures. Any decreases must be explained in the narrative sections.
- Data provided in the template <u>must</u> be disaggregated on at least three levels: Ethnicity/Race (two ethnicity/race categories are required and space is provided for up to four), gender, and income or socioeconomic status. Rows for four additional disaggregation levels are provided in the template for those institutions that wish to disaggregate data on another level.
- Any achievement gaps among subgroups of students must be addressed in the narrative.
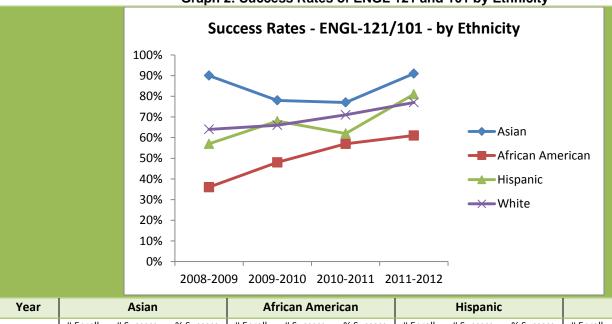

STUDENT SUCCESS MEASURE – Data

1. **Student Success Data:** Institutions are required to submit student success data related to ONE ATD student success outcome measure. This data will be submitted in the excel worksheets provided in the 2013 Leader College Data Templates, which can be downloaded on the Achieving the Dream Leader College page. The institution can also provide additional data on this measure below.

    ➔ *See Attachment 1 for an example of a completed student success data chart.*
    ➔ *The Data Template is a tool designed by ATD to organize the data collection component of the Leader College Application. Institutions are encouraged to download the templates and review them early on in the application process to assure software compatibility. Technical issues with the Data Templates or questions about the data submission can be directed to info@achievingthedream.org*

2. **Additional Charts/Graphs for Student Success Data (*Additional Charts are Optional*):**
   Institutions can submit up to two additional charts or graphs below for Achieving the Dream to consider in addition to the REQUIRED portions of the 2013 Leader College Data Template (excel spreadsheet).

Graph 1: Overall Success Rates of Initial Gatekeeper Math and English Courses

Overall Success

Graph 2: Success Rates of ENGL 121 and 101 by Ethnicity

Success Rates - ENGL-121/101 - by Ethnicity

Year	Asian			African American			Hispanic			White		
	# Enroll	# Success	% Success	# Enroll	# Success	% Success	# Enroll	# Success	% Success	# Enroll	# Success	% Success
2008-2009	10	9	90%	114	41	36%	21	12	57%	769	492	64%
2009-2010	9	7	78%	148	71	48%	34	23	68%	848	557	66%
2010-2011	13	10	77%	150	86	57%	52	32	62%	746	527	71%
2011-2012	11	10	91%	128	78	61%	47	38	81%	670	516	77%

3. **Explanation of Student Success Data**

    A. **Describe the increase in student outcome data that your college submitted.**
       To be considered for Leader College status, the institution must be able to show a general trend upward in student achievement. Because data can fluctuate, Achieving the Dream realizes that this may not be a constant increase in student achievement from year to year. However, any fluctuations or downward trends must be thoroughly explained. Also, provide any additional information about the data that may be relevant (i.e. external influences, trends in cohort sizes, definitions, etc.).

Part 1: Question 3. A

Danville Area Community College (DACC) realized consistent and steady overall success in its initial gatekeeper courses for both English and Math.   Beginning from the 2008-2009 baseline year, the three subsequent years showed increasing combined overall success rates of 60% (2009-2010), 63% (2010-2011), and 66% (2011-2012). There were no years of decline.   The most notable improvement in student progression and completion has been in DACC's initial gatekeeper English 121 and 101 classes. DACC experienced an increase in student success in English 121 and 101 across each disaggregated subgroup from the baseline year to the (2011-2012) year.

Two of the disaggregated areas for English 121 and 101 - specifically in the Asian population and Hispanic population - had episodic fluctuations in successes over the three year sample period; however on further examination of those fluctuations, DACC concluded that they were either insignificant given the small category size or resulted from surges in adult students and class sizes, a trend seen institution wide. The Asian student success rates fell from 90% to 78% from 2008-2009 compared to 2009-2010; from 78% to 77% from 2009-2010 compared to 2010-2011 and rose to its highest level of 91% in 2011-2012. However, the very low numbers of students 10, 9, 13, and 11 respectively constitute too small a category size, making the changes in success rate statistically insignificant. The rate of success for Hispanics in the initial English gatekeeper courses increased from a baseline 57% (2008/2009) to success rates of 68% (2009/2010), 62% (2010/2011), and 81% (2011/2012). The second year decline coincided with an increase in adult learners who were away from school for extended periods and were frequently unprepared for college. This increase resulted from the economic recession which inversely increased community college enrollment. Also, a contributing factor as has been established by numerous studies including the 2006 study "The Effects of Class Size on Student Grades at a Public University" by Edward C. Kokkelenberg, Cornell Higher Education Research Institute (CHERI); Department of Economics, Binghamton University, Michael Dillon Binghamton University, and Sean M. Christy Binghamton University, concluded that "class size negatively affects grades." DACC experienced an increase in class size that negatively affected success rates for Hispanics. Recognizing the need to streamline its staffing resources, DACC reviewed its admittance course polices and simplified the requirements of registering and course completions which ultimately led to the marked increase in Hispanic success outcomes – from the baseline 57% completion to 81% at the end of the target period – a difference of 24%. This was similar to the 25% difference realized by the African American disaggregate

group which rose from a baseline 36% completion to 61% completion at the end of the target period. In the professional judgment of DACC's ATD Leadership team, the reasons for consistent African American achievement were a result of ATD support programs put in place specifically for this population including the support groups African American Males Addressing Life Effectively (A-MALE) and Women Inspiring Success Effectively (WISE) for African American women which offer support, mentoring, and success strategies that are designed to close achievement gaps and address equity issues at the college. In addition, DACC's student success courses were specifically taught by the advisors for A-MALE and WISE.

B. Describe any achievement gaps shown in the data and how the college has addressed these and/or plans to address these.

Part 1: Question 3. B

While achievement gaps remained compared to white students, the combined minority success rates for initial gatekeeper Math and English courses realized consistently declining achievement gaps. For combined minority students the success rates were raised from a baseline 45% (2008-2009) to 50% (2009-2010), 58% (2010-2011), and 67% (2011-2012). Compared to white students, which also saw a steady increase from a baseline 59% (2008-2009) to 62% (2009-2010), 67% (2010-2011), and 70% (2011-2012), the achievement gap decreased for each year. Starting from the baseline year, each year saw persistent declines in the performance comparisons of minorities and white students from
14% (2008-2009) to 12% (2009-2010), 9% (2010-2011), and 3% (2011-2012). As with the student outcomes data, the difference in the achievement gaps showed significant improvement specifically in the gatekeeper English 121 and 101 courses. The difference in success of African American and white students declined from a baseline difference 28% in 2008-2009 to 18% in 2009-2010, 14% (2010-2011) and it climbed slightly to 16% (2011-2012). For Hispanic students, the difference was 7% in 2008-2009 to -2% in 2009-2010, 9% (2010-2011) and -4% (2011-2012).

The achievement gap for African Americans in the final year of the target period is being addressed with plans to strengthen African American Males Addressing Life Effectively (A-MALE) and Women Inspiring Success Effectively (WISE) support groups which target this population. While DACC's ATD Leadership team recognizes the significant strides made to closing the achievement gap – reducing it by 12% from the baseline year - the goal continues to be to eliminate the gaps altogether. For Hispanic students, the 2010-2011 declines coincide with the class size surge brought about by the nationwide economic recession that steered new students to enroll in DACC. As indicated above, it is believed that this was an outlier event that was driven by socio-economic factors. As indicated, in every other year, achievement gaps were effectively eliminated for Hispanic students compared with white students for gatekeeper English 121 and 101 courses.

Part 2: Interventions/Initiatives

In this section provide information about ONE of the intervention(s)/initiative(s) your college entered in the Interventions Showcase part of the 2013 Annual Reflection that your college attributes to the improved outcomes documented in Part 1: Student Success Data. This information will allow Achieving the Dream to assess your institution's scaling efforts.

You will be asked to provide the following (please note- much of the below can be copied from the information submitted via the Interventions Showcase as part of your institution's 2013 Annual Reflection):

- A name and a brief description
- The years the intervention(s)/initiatives(s) have been implemented (this does not include planning years – "implementation" means the years that the intervention has actively served students)
- The target student population that the intervention(s)/initiatives(s) serve
- An explanation of why this target population is a significant population to focus on and how the college has successfully served a significant portion of this population over the years
- Data regarding the number of students served for at least three years (this should be the most recent three years of data available, ideally with the 2012-13 academic year being included)
- A description of any efforts the college has taken to scale the intervention(s)/initiative(s)

Interventions/Initiatives Specifications
- "Intervention" in this case may also include policy changes
- The intervention(s)/initiative(s) must have been in effect during the years presented in the Student Success Data Section

Target Population Specifications
- A "target population" should be a general population of students, such as: ALL developmental math students, ALL minority male students, ALL FTIC students, ALL part-time students. *A "target population" cannot be defined as a group of students that has received the benefit of a specific intervention.*
  - The total number of these students will make up the denominator of your calculation for the reach of an intervention/initiative (e.g. total number of students referred to developmental math). The numerator will consist of the number of students actually served or "touched" by the intervention (e.g. total number of students served by an accelerated math developmental education intervention).
- The intervention(s)/initiative(s) must have targeted a student population that is integral the institution's student success and completion work and must have served a significant portion of the identified target student population

Definition of Scale
An integral part of the Achieving the Dream Student-Centered Model of Institutional Improvement is to effectively scale successful interventions. Thus, Achieving the Dream Leader Colleges are those colleges that can demonstrate that they have increased student achievement and successfully scaled effective interventions to serve more, and ultimately, most of a target student population.

Over the past few years, institutions participating in the Developmental Education Initiative (an initiative managed by MDC, Inc. to expand groundbreaking remedial education programs at 15 Achieving the Dream Institutions) have provided valuable feedback to Achieving the Dream and MDC regarding scaling initiatives on community college campuses. This input, combined with other research from scaling experts across the country, resulted in a guide to scaling from MDC, Inc., "More to Most: Scaling Up Effective Community College Practices" ("More to Most").

"More to Most" presents a framework to determine the level of scale a student intervention has reached and provides tools for institutions to plan for expansion. The framework articulates that an intervention can serve "some," "more," or "most," of the specific student population to whom the intervention is targeted. Scaling an intervention occurs when an institution moves from serving "some" students to "more" students and, finally, to "most" students.

Achieving the Dream has adopted the "More to Most" framework of scale as a useful way of evaluating the progress of an institution in scaling an intervention. Currently, no percentages have been assigned to each of the levels in the "More to Most" framework (some, more, most). However, for the purposes of this application, the following percentages will apply:

- **Some**: Intervention(s) will be considered to be serving "Some" students when serving 25% or less of the target student population
- **More:** Intervention(s) will be considered to be serving "More" students when serving 25.1% to 60% of the target student population
- **Most:** Intervention(s) will be considered to be serving "Most" students when serving more than 60% of the target student population

Ideally, an Achieving the Dream Institution applying for Leader College status should be able to show how it has successfully increased the reach of successful intervention(s)/initiatives(s) to serve at least "more" or "most" of a target population, according to the definitions above. If an institution has not been successful in reaching at least the "more" category in its scaling efforts, it must provide sufficient justification to be awarded Leader College status.

➔ **Note:** *Institutions may also consider how they have successfully implemented and scaled policies related to the intervention(s) when answering the scaling questions.*

.

INTERVENTION/INITIATIVE – General Information

1. **Intervention/Initiative**
   Space is provided below for information on ONE intervention/initiative. Please be brief and to the point in your answers and descriptions. Clear, concise information is better understood and processed by our reviewers.

Intervention Name and Brief Description

One intervention pursued by DACC was a "Review of Policies and Procedures Related To Student Success." The DACC ATD Core and Data team reviewed a series of policies and procedures that were in place and that were noted by faculty, staff, and students as potential barriers to student success. In alignment with a goal of improving the first year experience of students, orientation was revised and became mandatory. With this change, the number of orientation participants almost doubled from the 2011-2012 to the 2012-2013 academic year. Late registration was abolished for new students who must now register at least 10 days before classes start. The student success course, Success in College, was also re-designed and scaled to include all sections. In alignment with the changes in initial gatekeeper English courses, the English department faculty assessed the need for a change in the ENGL 101 Rhetoric I composition course. As an initial gatekeeper course, ENGL 101 was of particular interest because it is required for many programs, and one aspect of the course specifically, the Exit Exam, was identified by students, faculty, and administrators as causing several students to fail the course even though they had earned

a passing grade in the class before the exam was taken. After meticulous research of other colleges and their policies and procedures surrounding their college composition courses, the DACC Writing Faculty Committee determined that the Exit Exam should not be the only deciding factor for course competency which led to its elimination as a standalone requirement for passing the class. Students in ENGL 101 now complete a writing sample similar to the Exit Exam in their classes as part of their course requirements. Completion data from this course has shown a higher upward trend in success rates since this policy change has taken effect.

Years of Implementation
(Please refer to academic years – e.g. 2011-12. If an intervention was started in the Fall or Spring term of a particular academic year, please indicate so – e.g. "Fall 2011-12 or Spring 2011-12")

The Implementation of DACC's ATD Review of Policies and Procedures intervention began in 2008-2009.

Target Student Population

NOTE: Target populations should be defined as a general cohort (e.g. all first-time in college students, all developmental math students, etc.) vs. a group of students that has received the benefit of a specific intervention.

Combined gatekeeper English and math students.

Briefly explain why this target population is a significant population to focus on and how the college has successfully served a significant portion of this population over the years.

This population is significant to ATD leadership as the success of the initial gatekeeper courses, which are required by all gatekeeper students, is viewed as one of the more important factors in determining future success in a student reaching his or her educational goals. In addition, gatekeeper courses offer opportunities to help establish fundamental educational competencies that will create a foundation for future learning. DACC has been attentive to the needs of students taking gatekeeper English and math courses and has attempted to serve those needs. The specific improvement goals and strategies implemented by DACC are predicated on findings that accrued from student success data mining within the institution. Over the past several years, DACC pursued unique efforts to improve institution-specific outcomes. To get an even more accurate assessment of where improvements were needed, the ATD Core and Data team felt it would be best to get the information directly from students. The team utilized student focus groups to assist in gathering information on the first day of class and during student registration. Students were a valuable resource to convey how DACC's practices and procedures were being received. Recognizing that each student's experience is unique to

the process, the information gathered informed the team where there were obstacles in providing the most effective student services. Incorporating data from the general focus groups and Noel-Levitz and CCSSE student satisfaction surveys, DACC established a First Year Experience sub-team focused on student comments concerning obstacles faced while registering and attending college for the first time.

This information became the catalyst for two front-line staff meetings involving all Student Services departments. These meetings were designed to be information sharing sessions so that all front-line staff members became informed about each of the departments, what these departments provide, and the process to access these services. Additionally, a student survey was developed and distributed to first time students inquiring about their overall experience of their first semester. As a result of this information, DACC has sought to serve its students, faculty and staff by: redesigning DACC's overall developmental programs; instituting college-wide professional development for cooperative learning, contextual teaching and learning, and equity training for serving and engaging under-resourced students, as well as establishing a commitment to sending as many faculty and staff to ATD conferences as possible; extensive use of ATD resources; transforming curricula to reflect more effective teaching and learning pedagogy; focusing and revising particular course content; infusing systems that better track and monitor students and inform which intervention systems may be appropriate; expanding advising services to reduce attrition and increase student success; embedding core student success skills into developmental and college-level gateway courses; and designing a comprehensive and integrated system that includes identification of academic and career goals, educational planning and continuous tracking for targeted intervention. DACC ATD leader Carla Boyd is being sponsored by DACC to be certified as a trainer for a Framework for Poverty in an effort to address student achievement gaps by creating a more informed and empowered faculty and staff in terms of understanding and engaging under-resourced students. All new employees will receive training in these concepts.

INTERVENTION/INITIATIVE – Scale

2. **Intervention – Student Reach/Scale Information: Provide at least three years of data in the following chart.** If you do not have data for the most recent academic year, be sure to explain why in the comment box below.
   ➔ *See [Attachment 1](#) for an example of a completed chart.*

A. Students Served by Intervention

NOTE: When calculating percentages for this chart the college should use the following formula as guidance:

> Students Served ("Touched") by Intervention / Total number of students in the total college enrollment AND Total number of students in the target population

A Target Population is defined as a general cohort (e.g. all first-time in college students, all developmental math students, etc.) and NOT AS a group of students that has received the benefit of a specific intervention.

Target Population:

Year (e.g. 2011-2012)	Number of Students in Intervention	Students in Intervention as % of Total Enrollment	Students in Intervention as % of Target Population
2009-2010	1,653	100%	100%
2010-2011	1,508	100%	100%
2011-2012	1,466	100%	100%
Enter Academic Year (Optional)			
Enter Academic Year (Optional)			
Comments			

B. Intervention – Scale Information: According to the definition of scale provided below (including the assigned percentages), enter which level of the target population your college is currently serving with this intervention.
   - **Some** (25% or less of the target student population)
   - **More** (25.1 – 60% of the target student population)
   - **Most** (more than 60% of the target student population)

Part 2: Question 2.b

Most (more than 60% of the target student population)

C. **If your intervention is not currently reaching at least MORE (25.1-60%) of the target student population, please explain why and describe how your college is working to remedy any barriers or challenges it faces to scaling.** If you are currently reaching MORE of your target student population, enter "NA."

Part 2: Question 2.C

N/A

D. **Describe how your institution has worked to scale the intervention over the years to effectively increase the number of students being served.** Be sure to include why your college decided to scale the intervention, what resources and commitments your institution dedicated to the scaling, and how your institution has addressed any barriers to scaling.

Part 2: Question 2.D

DACC's initial data indicated that Hispanic and African American students were not achieving as well as their counterparts. This population averaged only a 42% success rate in gatekeeper courses and a 50% success rate in developmental courses. In comparison, the white student population averaged a 59% success rate in gatekeeper courses and a 62% success rate in developmental courses, and the Hispanic student population averaged a 59% success rate in gatekeeper courses and an 85% success rate in developmental courses based on data from the original sets used in planning DACC's ATD interventions. Following the review and responses to data, much of DACC's recent successes in initial gateway math and English courses could be ascribed to policy changes and other strategies initiated through the college's ATD participation. These efforts include changes spearheaded by Phillip Langley, Lead Instructor of Developmental Education, and internal leaders trained on principles of ATD evidence-based methodology. Upon review of the data, a comprehensive strategy was developed to address performance gaps. Internal teams looked at performance data and informed by internal surveys, student faculty and staff feedback, and a review of high impact practices, the team was successful in: revising the assessment of student learning for the initial gatekeeper course English 101; utilizing intelligent application of technology in innovative ways to support engagement; restructuring the Developmental Education Department; aligning and making strategic changes to the initial gateway English and math curriculum; and accelerating students through developmental courses and into and through gatekeeper courses.

DACC has found that the process for implementing changes that better address the needs of minority and under-resourced students is both complex and unique to each situation. While at times there was a great deal of consistency in many of the principles and clusters of ideas that emerged through information and recommendations, one strategy might take additional or different elements into consideration, while another might not even suggest the effectiveness of a specific practice. As a result, DACC has maintained a pragmatic approach towards student success and completion and, as evidenced by the successes in its initial gatekeeper English and math courses, has benefitted from addressing achievement and completion in an integrated way – both from the level and sources of information to inform strategies to the variety of support services and programs that are introduced that work together to achieve the desired outcome.

E. Describe any plans your institution may have to further scale the intervention

Central to its successful outcomes has been DACC's commitment to changing the culture of the college and integrating principles of the ATD culture of evidence. The influence of DACC's ATD experience has been integrated into DACC's campus-wide Continuous Quality Improvement (CQI) teams that utilize data to review and modify college policies and procedures to engage the entire campus community in increasing positive outcomes and student success. DACC's initial gatekeeper English and math curriculum, for example, were enriched because of a more focused effort for continuous improvement, and, as a result, every student category experienced success. The focus on gatekeeper courses helped to insure that both faculty and students were given the appropriate tools and support to succeed. DACC's ATD Leadership Team recognized that different disaggregate groups required various interventions. Over the next year, DACC will: 1) work to discover the extent to which developmental education programs advance student success in gatekeeper courses and to determine commonalities and differences in design, implementation, and assessment of the more successful practices and policies; and 2) gauge and expand the extent to which DACC collects and makes use of outcomes information to improve student success in developmental and gatekeeper programs and courses as well as keep up-to-date on what other institutions and programs that utilize such information may be learning.

Therefore, DACC will scale its interventions and establish a number of new efforts that collectively respond to various needs and contribute to future successes. These future goals include strengthening existing ATD systems by: implementing an automated early warning system for students needing immediate assistance; continuing to review and revise DACC's Success in College course to better meet students' needs; expanding professional development to include more front-line staff; continuing the Teaching Excellence Academy and Part-Time Faculty Academy professional development opportunities; creating a survey to identify tutoring needs as a strategy to close achievement gaps; expanding and relocating the colleges Writing Center which will offer a significant resource for students seeking assistance with writing; expanding a tutoring program for underachieving students; and convening a task force to review the college's advising system which was identified by internal surveys as the most significant barrier to student success.

Part 3: Ability to Lead

In this section, you will be asked to explain how your institution plans to be a leader within the Achieving the Dream community of learners.

A key responsibility of being an Achieving the Dream Leader College is to support other Achieving the Dream Institutions and advocate for the Achieving the Dream principles and practices. Leader Colleges are expected to disseminate lessons from their Achieving the Dream work (this could range from presentations at national conferences to authoring local or national op-eds about student success and equity) and to support efforts to build a policy environment in their state and nationally that promotes student success. Therefore, institutions applying for Leader College status must demonstrate how they plan to:

- Provide support to other community colleges within the Achieving the Dream National Reform Network
- Advocate for the core principles and values of Achieving the Dream both within their state and nationally
- Disseminate lessons learned to other community colleges and related stakeholders

1. **Describe how, as a Leader College, your institution will contribute to the larger Achieving the Dream effort in terms of sharing and supporting replication of successful, scalable, and sustainable innovations from your campus.**

Part 3: Question 1
Since becoming a participant in the national Achieving the Dream initiative, DACC has worked to share information about its successes and efforts to improve with its peer institutions. As a recognized leader in the ATD network, DACC would contribute to improving effective education of under-represented and under-resourced students which continues to be a significant challenge for community colleges nationwide. Since participating in the Achieving the Dream initiative, DACC's overall goal has been to address the needs of every student, and DACC is determined to find the best ways to advance these goals. DACC currently participates in the statewide meeting of ATD colleges and would continue to expand its system-wide collaboration through providing cross-campus professional development, providing open access to its website for sharing promising practices, and participating in annual conferences as well as increasing its involvement in ATD leadership groups to reinforce college peer support efforts. Several externally funded multi-year design and implementation projects are currently contributing to overall efforts at DACC to generate and make use of relevant research to improve the success and retention of students who have already benefited from its ATD successes. Plans are underway to develop a presentation for the annual ATD DREAM meeting to show what has been learned specifically in the area of equity.

.

2013 Leader College Application Checklist

Please make sure you have the following items included in your submission.

2013 Leader College Application Item	Completed?
1. **2012 Leader College Recertification Application Narrative** (Submitted as a PDF without pp. 1-7 of this document. Submitted via the Leader College page on Achieving the Dream's website)	
2. **2013 Leader College Data Template** (Submitted as an excel or PDF document via the Leader College page on Achieving the Dream's website)	
3. **2013 Annual Reflection (or 2013 Implementation Proposal)** (Submitted via a link emailed to the institution's Core Team Lead)	

***The file names of all documents should include the institution's name, an accurate description of what the document is, and the date: (e.g. SpringfieldCC_2013LeaderCollegeAp_5_15_13)**

Institution Name: Danville Area Community College

Successfully Complete Courses with a C or Better

Note: The measure is calculated as a ratio of all credit hours successfully completed to all credit hours attempted

Define the cohort**	ENGL-121, ENGL-101, and MATH-105 Students											
2011-2012	**2008-2009**			**2009-2010**			**2010-2011**			**2011-2012**		
	N	# [Successful]	% [Successful]	N	# [Successful]	% [Successful]	N	# [Successful]	% [Successful]	N	# [Successful]	% [Successful]
All	2,015	1,125	55.83%	1,653	984	59.53%	1,508	945	62.67%	1,466	972	66.30%
Asian	23	18	78.26%	10	8	80.00%	14	10	71.43%	18	16	88.89%
African American	227	90	39.65%	196	88	44.90%	190	106	55.79%	198	121	61.11%
Hispanic	53	28	52.83%	39	27	69.23%	63	36	57.14%	75	59	78.67%
Native American	2	0	0.00%	1	1	100.00%	11	8	72.73%	6	3	50.00%
White	1,589	943	59.35%	1,114	690	61.94%	969	650	67.08%	985	690	70.05%
Other	121	46	38.02%	292	170	58.22%	261	135	51.72%	168	60	35.71%
Male	793	401	50.57%	696	418	60.06%	685	412	60.15%	603	409	67.83%
Female	1,163	697	59.93%	946	563	59.51%	814	533	65.48%	852	563	66.08%
Other	59	27	45.76%	11	3	27.27%	9	0	0.00%	7	0	0.00%
Low-Income	1,090	567	52.02%	698	353	50.57%	717	398	55.51%	734	433	58.99%
Not Low-Income	925	558	60.32%	955	626	65.55%	791	547	69.15%	732	539	73.63%
Subgroup+ (Optional)			NA			NA			NA			NA
Subgroup+ (Optional)			NA			NA			NA			NA
Subgroup+ (Optional)			NA			NA			NA			NA
Subgroup+ (Optional)			NA			NA			NA			NA

** A cohort should be a general/large population of students, such as: ALL new or FTIC students or ALL credential-seeking new or FTIC students.

A cohort cannot be defined as a group of students that has received the benefit of a specific intervention.

+Additional subgroups are optional

Cell B8 Represents _100__% of target population All ENGL-121, ENGL-101, and MATH-105 Students and _32_% of total enrollment.

Cell E8 Represents _100__% of target population All ENGL-121, ENGL-101, and MATH-105 Students and _21_% of total enrollment.

Cell H8 Represents _100__% of target population All ENGL-121, ENGL-101, and MATH-105 Students and _18_% of total enrollment.

Cell K8 Represents _100__% of target population All ENGL-121, ENGL-101, and MATH-105 Students and _18_% of total enrollment.