Achieving the Dream uses a student-centered model of institutional improvement focused on creating a culture of evidence in which data and inquiry drive broad-based institutional efforts to close achievement gaps and improve student outcomes overall.

**Activities**

- Semester Kickoff
- Discipline Advising
- Discipline Advising Training
- Faculty-Student Dialogues
- Faculty/Staff Inquiry Groups
- 3CSN-Funded Activities
- Faculty/Tutor Training
- Communities of Practice
- Five-Day Experiential Learning Institute (FELI)
- English & math Faculty collaborate with LRC on tutor training
- In-class Tutor Coordinating and Training
- Faculty/Tutor Training for In-class Tutor Effectiveness
- Tutor-Supported Study Groups
- Develop Math Lab

**Intervention Strategies**

- NAVIGATING WEST
- PROFESSIONAL DEVELOPMENT
- ENHANCED TUTORING

**College Priorities**

- Successful achievement of degrees and certificates (Increasing by 1.5 (low) - 3 (high)% from 40.5% to 42-43.5% the number of West students obtaining degrees and certificates)
- Successful completion of the English sequence from English 21 through English 101 (Increasing by 3% (low) - 6% (high) from 18% to 21%-24%) the number of West students who, within three years, successfully complete the English sequence from English 21 through English 101
- Successful completion of Elementary Algebra through Intermediate Algebra (Increasing by 1.5% (low) - 6% (high) from 12% to 13.5%-18%) the number of West students entering Elementary Algebra who, within 2.5 years, successfully complete Intermediate Algebra.