

Promising Practices

2011 Leader Colleges



Achieving
the Dream™

Community Colleges Count

Released: September 2011

September 2011

Overview

- **Every Achieving the Dream Institution develops and implements research-based practices and policies based on an analysis of its institutional strengths, problem areas, and achievement gaps.**
- **The colleges are committed to assessing the effectiveness of their practices and policies, institutionalizing approaches that prove successful, and sharing their findings widely.**

Overview

- **This deck is a working document, providing an overview of some promising practices and policies for improving student outcomes as reported by the 2011 Leader Colleges.**
- **The practices and policies range from college readiness programs, mandatory new student orientation, student success courses, developmental course redesign, curriculum redesign, to cooperative learning, learning communities, and intensive and individualized advising.**

Please Keep in Mind...

- **These promising practices are implemented as part of Achieving the Dream's larger Student-Centered Model of Institutional Improvement.**
- **These institutions have committed to Achieving the Dream's Four Principles of Institutional Improvement and Five-Step Process for Increasing student Success, and are creating a culture of evidence in which data and inquiry drive broad-based institutional efforts to improve student outcomes.**
- **Attempts to replicate any promising practice described in this deck should be done in the context of Achieving the Dream's integrated institutional improvement framework.**

Broad Engagement

Faculty, student services staff, and administrators share responsibility for student success, and collaborate on assessing the effectiveness of programs and services and improving them. Other stakeholders with influence on student success (K-12 systems, community groups, employers, etc.) are included in discussions about student performance, desired outcomes, and potential improvement strategies. The college also gains valuable insight about ways to improve student success from students themselves through surveys, focus groups, and/or advisory councils.



Broad Engagement: *Faculty & Staff*

- **Bunker Hill Community College**, Boston, MA
Professional Development Program

Coach: Jacquelyn Belcher

Data Coach: Ted Wright

- **College of the Mainland**, Texas City, TX
Professional Development Academy

Coach: George Baker

Data Coach: Ted Wright

- **El Paso Community College**, El Paso, TX
Teachership Academy

Coach: Augie Gallego

Data Coach: Jan Lyddon

- **Northampton Community College**, Bethlehem, PA
Instructional Groups

Coach: Wayne Giles

Data Coach: Rhonda Glover



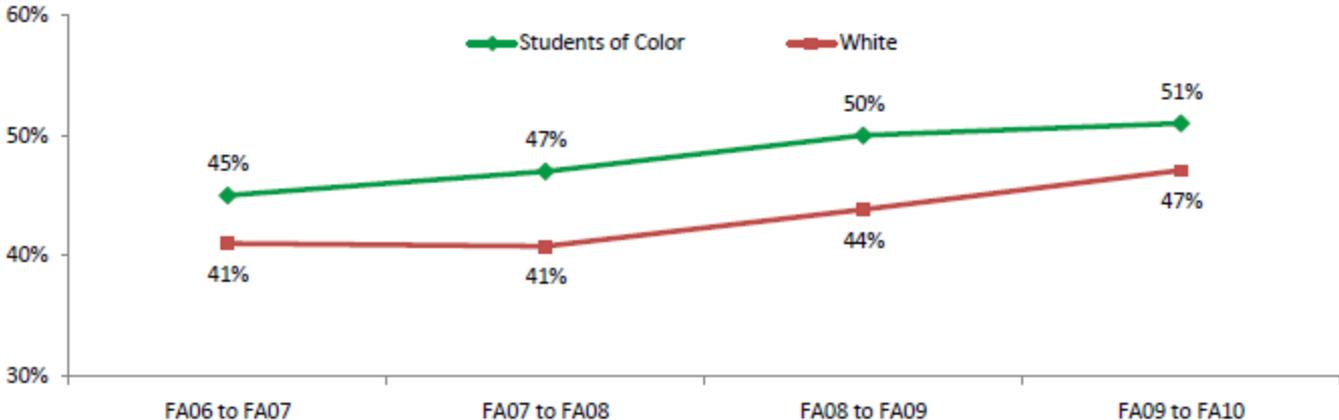
Bunker Hill Community College: *Professional Development Program*

Bunker Hill Community College set a goal to involve 60 faculty and staff in professional development programs in 2010-2011. In these programs, faculty learned and then implemented new pedagogies and practices focused on increasing student retention and success. The college offered a robust professional development program about learning communities, with learning community faculty leaders playing a primary role in program design and delivery. External consultants provided expertise on learning community pedagogy and practice. 109 faculty and staff participated in 2010-2011; external analysis from faculty and student surveys supported the conclusion that faculty learned and implemented new pedagogies and practices. The college has seen an increase in retention for students of color from 45% in the 2006 cohort to 51% for the 2009 cohort, even as enrollment of students of color increased by 30%. See results on the following slide.

Bunker Hill Community College: *Professional Development Program*



**Bunker Hill Community College
Fall-to-Fall Retention**



Enrollment	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Change
Students of Color	4,538	4,591	5,002	5,918	+30.4%
White Students	3,027	3,345	3,477	3,764	+24.3%
Other	782	938	1,070	1,396	+78.5%
Total	8,347	8,874	9,549	11,078	+32.7%

COM pursued a variety of professional development activities to increase the effectiveness of faculty and staff in serving and connecting with students, as reflected in increased retention rates. COM has offered:

- Individual educational experiences, supported by the Professional Development Academy
- Skip Downing's *On Course* three-day student success workshop training on campus, with outside consultants
- A train-the-trainer model, wherein faculty and staff shared the expertise gained in targeted professional development experiences
- Faculty Brown Bag Luncheon Series and a Faculty Lecture

Fall-to-spring retention rates have improved.

Please see chart on following page...

Fall to Spring Retention Rate Increase

Baseline: Average of 2003-2006 Cohorts	Fall 2010 Cohort
65%	72%



El Paso Community College: *Teachership Academy*

El Paso's Teachership Academy is a ten-month faculty professional development program designed to provide faculty a cohort experience. Both full-time and adjunct faculty participate. In this program, faculty participate in activities aimed to enhance teaching skills, including learning new techniques to make their classes more interactive and thus make student success more likely in those courses. Academy graduates are equipped to become mentor teachers who then assist new faculty with their instructional and developmental needs. As of May 2011, three cohorts of 20 faculty had completed the Teachership Academy, with all participants completing an action research project. **Given the cohort of 20 faculty and assuming each graduate teaches 2-5 classes of 30 students per semester, an average of 12,600 students have already been exposed to the new techniques and training.** In 2012, faculty will have an opportunity to publish findings from action research projects in the *Teachership Academy Chronicle*.



Northampton Community College: *Instructional Groups*

Northampton Community College has made several important changes to developmental studies during their ATD participation including a new policy of mandatory enrollment in required developmental courses, and pairing reading and writing courses with a college success course. The decentralized nature of developmental education at NCC made communication among instructors difficult. The college responded by organizing large group meetings several times a year for all developmental instructors, facilitated by administrators; this effort has evolved into Instructional Groups. These groups are led by faculty members; a small NCC Foundation stipend is available for adjuncts that wish to participate. Faculty members become familiar with the learning outcomes and curriculum of **all** courses and find ways to reinforce key learning goals across courses so that students encounter a more cohesive learning experience in their first semester.

Broad Engagement: *Students*

■ **College of the Mainland, Texas City, TX** From SENSE to Student Engagement

Coach: George Baker
Data Coach: Ted Wright

■ **Honorable Mention:**

- Galveston College, Galveston, TX
Developmental English/Writing Engagement

Coach: Frank Renz
Data Coach: Mark Figueroa

In a review of the 2008 Survey on Entering Student Engagement (SENSE), College of the Mainland (COM) discovered that fewer COM students reported that faculty/staff knew their names than students at comparably-sized institution. Knowing that student engagement supports retention, the college implemented strategies to enhance student engagement, and realized increased retention and course completions, including faculty-student luncheons, student photos on class rosters, a faculty resource room, and name-learning strategies. **Fall-to-spring retention rates have improved from a baseline of 65% (average value of 2003-2006 cohorts) to 72% for the Fall 2010 Cohort.**

Broad Engagement: *Community*

- **Delaware County Community College**, Media, PA
High School Partnerships

Coach: Charlene Nunley

Data Coach: Tom Smith

- **Eastern Gateway Community College**, Steubenville, OH
College Bound Program

Coach: Charlotte Biggerstaff

Data Coach: Joanne Bashford

- **San Jacinto College**, Pasadena, TX
Shared Counselor Program

Coach: Bill Wenrich

Data Coach: Jacki Stirn



Delaware County Community College: High School Partnerships

Delaware County Community College began implementing its high school partnership in Fall 2008. The college shared its developmental math curriculum with local high schools, and college faculty worked with high school teachers to help them cover material so that students were college ready when they left high school. This program has expanded to four area high schools and served 407 high school students since Fall 2008. In the 2011-12 academic year, the partnership will expand to two additional high schools. Student participants initially tested up to two levels below college-level math. Overall, when retested at the end of the academic year, 38% of these students were prepared for college-level math.



Eastern Gateway Community College: *College Bound Program*

Through its College Bound program, Eastern Gateway Community College provides age- and grade-specific programming from kindergarten to 12th grade for area schools. The program involves students in elementary and secondary school, as well as their parents, with multiple campus visits, college and career exploration, and eventual admissions support, including FAFSA counseling. EGCC aims to create a college-going culture, to demystify the college preparation and enrollment process, and most importantly, to challenge students and their parents to prepare for and embrace the benefits of a higher education. College Bound grew from a community conversation the college conducted as part of its early Achieving the Dream activities.



San Jacinto College: *Shared Counselor Program*

San Jacinto College wants to increase the number of high school students who attend a college or university to further their education. Their Shared Counselor Program specifically targets underrepresented first-generation students at local feeder high schools. San Jacinto has signed agreements with 13 high schools, representing 7 independent school districts and placed a college counselor in each of these high schools. The shared counselor provides career testing and counseling, educational and academic planning and advising, workshops for student success, financial aid information, enrollment services workshops, and registration assistance. Over the past two years, San Jacinto saw an enrollment increase of 277 students from participating high schools. San Jacinto has received positive feedback on this program from high school students, administrators and counselors.

For questions or comments, contact:

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