

# Promising Practices

*2011 Leader Colleges*



Achieving  
the Dream™

Community Colleges Count

*Released: September 2011*

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# 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.**

# Developmental Education

Developmental education courses are designed for enrollees who are underprepared for college-level work. These courses are also referred to as college-prep, transitional, and foundational education on some campuses. Colleges generally offer courses in math, reading, and writing. Colleges may offer up to three levels of remediation before students are eligible for college-level coursework.

# Development Education

## ■ **Aiken Technical College**, Aiken, SC

### Developmental Math Lecture & Lab

Coach: John Brockman

Data Coach: Rhonda Glover

## ■ **The Alamo Colleges**, San Antonio, TX

### Placement Test Preparation

Coach: Kay McClenney

Data Coach: Brad Phillips

## ■ **Houston Community College**, Houston, TX

### Math Bridge Course

Coach: Byron McClenney

Data Coach: Brad Phillips

## ■ **Lee College**, Baytown, TX

### Developmental Curriculum Revision

Coach: Alice Villadsen

Data Coach: Joanne Bashford



# Development Education

- **Montgomery County Community College**, Blue Bell, PA  
Developmental Math Curriculum Redesign

Coach: Alice Villadsen  
Data Coach: Jacki Stirn

- **North Central State College**, Mansfield, OH  
Math Boot Camp

Coach: Linda Watkins  
Data Coach: Bruce McComb

- **Roxbury Community College**, Roxbury, MA  
Developmental Curriculum Revision

Coach: Christine McPhail  
Data Coach: Ted Wright

# Development Education

- **Westmoreland County Community College**, Youngwood, PA  
Case Management for Developmental Education Students

Coach: Alice Villadsen

Data Coach: Terri Manning

- **Zane State College**, Zanesville, OH  
Mandatory Advising for Developmental Education Students

Coach: Alice Villadsen

Data Coach: Ken Gonzalez

- **Other Noteworthy Example**

- **Martin Community College**, Williamston, NC  
Accelerated Courses

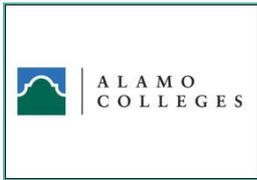
Coach: Charlene Nunely

Data Coach: Trudy Bers



## **Aiken Technical College:** *Developmental Math Lecture & Lab*

Aiken Technical college combined a developmental math lecture course with a three-hour weekly lab, placing tutors in the classroom for additional help. This facilitated students' acceleration through material as they mastered it. Now, almost 40% of developmental students are taught in this format. The college has increased success rates in the lowest level of developmental math) from 54% in 2007 to 69% in 2010.



## The Alamo Colleges: *Placement Test Preparation*

Alamo has successfully implemented Prep for Accuplacer Student Success (PASS), a 15-hour math refresher course, at each of its five campuses. An August 2011 analysis revealed the following:

- 63% of students completing a PASS session advanced at least one course; 29% advanced two or more courses
- 76% of students were successful in their first attempt of the following math course
- The retention rate for students enrolling in the follow-up course is 91%

In the 2011-2012 academic year, Alamo plans to expand PASS to reading and English.



## Houston Community College: *Math Bridge Course*

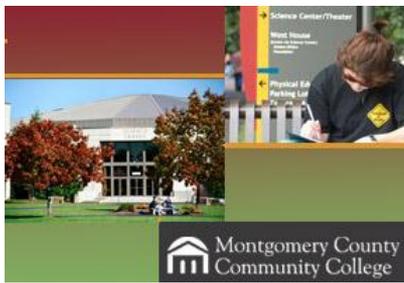
Houston Community College introduced bridge courses (an accelerated pathway to college-level, credit bearing courses) to increase the rate of student progress through developmental math. The bridge allows students to complete more than one course during an eight-week session. Any student with borderline placement scores or those who have received a “D” in a developmental math course can enroll in a bridge course. HCC first offered the courses in 2006 and has gradually increased student participation in bridge courses from less than 50 students a semester to currently more than 200 per semester. Students in bridge courses have lower rates of attrition and higher rates of achievement and persistence.

Spring 2011 Pass Rates	
Traditional Courses	Bridge Courses
68%	79%



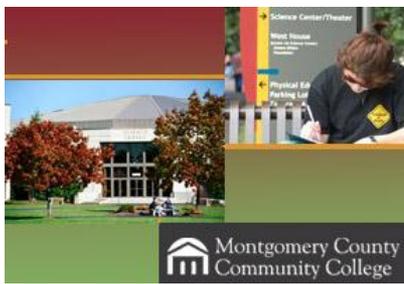
## Lee College: *Developmental Curriculum Revision*

Lee College has increased the success rate (grade of C or better) and course-completion rate for developmental education courses from less than 40% in 2007 to almost 60% in 2010. The college attributes this improvement to changes to the development course curriculum and delivery. Lee College initiatives aimed at increasing developmental coursework success and completion include the implementation of 8-week, fast-track courses, assigning a counselor to developmental students and locating that counselor in close proximity to developmental classrooms; creating a separate developmental ed department, and increased course contact hours in math, reading, and writing, along with the inclusion of additional class time. At least one of these affects every developmental students at the college.



## Montgomery County Community College: *Developmental Math Curriculum Redesign*

Montgomery redesigned the traditional developmental arithmetic course, adopting a conceptual approach. All of the objectives of a traditional course are covered, but they are taught in a different sequence, with a conceptual—not topical--approach. Pre-intervention success rates in Fall 2004-Fall 2007 were consistent, ranging from 45%-47%. The college set a target to increase student success rates by 7 percent, and surpassed that by number by over 10 percentage points. For Fall 2011, *all* developmental arithmetic students will be learning using this approach. See improved success rates on the following slide.



# Montgomery County Community College: *Developmental Math Curriculum Redesign*

## 2010-2011 Developmental Math Student Success Rates

	Traditional	Redesigned
Spring 2010	40%	60%
Fall 2010	40%	58%
Spring 2011	38%	57%



## North Central State College: *Math Boot Camp*

North Central State College offers a free 8-hour math refresher course prior to the start of each quarter. The college targets students who fall within 11 points of the COMPASS college-level cutoff score, as well as the top two developmental math courses. Students are encouraged to attend the camp and retest on COMPASS immediately following the end of instruction.

- Of targeted students who retested, 40% increased at least one level. Of eligible students attending camps from summer-winter quarter, 39% successfully attempted a math course, compared to 23% of eligible students who did not attend.
- In Spring 2011, boot camps were offered to seniors at local high schools; courses were co-taught by college and high school instructors. These course advancements resulted in \$19,800 in potential savings to participating students.



## Roxbury Community College: *Developmental Curriculum Revision*

Roxbury Community College has increased the rate at which students who start in developmental math progress to college-level math by third semester from 11% for Fall 2006 new students to 25% for the Fall 2009 cohort. The college attributes this improvement in part to the changes made to developmental math coursework including: new support for placement procedures, addition of a lab component, technology-assisted instruction, and collapsing the developmental math sequence for most students. **All developmental math students at the college are affected by at least one of these interventions.**

## Westmoreland County Community College: *Case Management for Development Education Students*

When they began their ATD participation in 2006, Westmoreland County Community College set a goal to provide case management advising for all incoming developmental education students. There are now 7.5 full-time case managers for developmental students, with approximately 5,000 students receiving services since the program was implemented in 2005. The college has seen an upward trend in retention rates at a time of enrollment growth and increase in the number of academically underprepared students.

## Westmoreland County Community College: *Case Management for Development Education Students*

Development Student Retention Rate				
	Fall to Spring		Fall to Fall	
	#	%	#	%
<b>Fall 06 (baseline)</b>	3432	72.3%	2251	47.4%
<b>Fall 07</b>	3640	73.1%	2390	48.0%
<b>Fall 08</b>	3717	72.6%	2506	49.0%
<b>Fall 09</b>	4196	75.4%	2661	47.8%



## Zane State College:

### *Mandatory Advising for Development Education Students*

Zane State College students who test and place into a developmental education course receive individualized advising, including:

- Counseling on course registration
- Close monitoring of prerequisites
- Tracking attendance and completion

The college attributes the combination of quality classroom instruction and intensive advising as what has enabled the developmental education program to maintain high course retention rates (course completers) and successful completion rates (grade of C or better) despite a 48.5% growth in enrollment between 2003 and 2009 coupled with 9% growth in new students placing into developmental courses and other intensive support structures.

See course results on the following slide.

## Course Retention Rates

Year	Rdg 1	Rdg 2	Eng 1	Eng 2	Mth 1	Mth 2	Mth 3
2003-2004 Baseline	93%	86%	94%	88%	91%	92%	87%
2008-09	92%	90%	87%	91%	88%	88%	91%
2009-10	93%	89%	95%	90%	88%	88%	88%

## Successful Completion Rates

Year	Rdg 1	Rdg 2	Eng 1	Eng 2	Mth 1	Mth 2	Mth 3
2003-2004 Baseline	86%	78%	75%	78%	76%	81%	89%
2008-09	70%	75%	75%	73%	71%	84%	80%
2009-10	78%	74%	75%	72%	78%	74%	79%

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