Promising Practices

2011 Leader Colleges

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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.

Success is what counts.
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.
Equity

Achieving the Dream urges colleges to make a commitment to eliminating achievement gaps while improving outcomes for all students. Institutions examine their policies, practices, and institutional culture with the goal of reducing inequities that create barriers to success. To achieve high rates of success for all students, especially students who traditionally have faced the most significant barriers to achievement, institutions must have a student-centered vision, a culture of evidence and accountability, and a commitment to equity and excellence.
Equity

- **Capital Community College, Hartford, CT**  
  Black & Latino Male Resource Center  
  Coach: Jacquelyn Belcher  
  Data Coach: Ted Wright

- **Tacoma Community College, Tacoma, WA**  
  Reduced Math Achievement Gap  
  Coach: Bernadine Fong  
  Data Coach: Bill Piland
The Black and Latino Male Resource Center (BLMRC) provides mentoring, academic support, and counseling services for male students of color to support their successful transition to college. Center staff have extensive experience in mentoring young males. The Center provides student orientations and workshops to introduce students to their services and responds to referrals of students having academic difficulties. All incoming students are invited to participate in summer bridge program that consists of accelerated developmental courses, intrusive advising, and mentoring. The director of student activities founded a chapter of Men Achieving Leadership, Excellence, and Success (Males) this year at Capital. The chapter collaborated with other chapters in Connecticut and New York to sponsor themed programming that was especially relevant to men of color.

The BLMRC has reached out via email or telephone to nearly 500 male students, and has provided case management for approximately 400. Since its in inception in Fall 2006, fall-to-fall retention of male students of color has increased by 100%, from 25% to 50%.
A 2008 analysis of successful course completion and placement rates in developmental and college-level math courses by race/ethnicity revealed a significant achievement gap between Caucasian and African American students, showing an approximate 25% difference in math success and a 11% difference in English success at Tacoma Community College. The college formed a task force to address these issues and create strategies to increase successful course completions for African American students. One strategy was a summer bridge program for African American men, the Men of Distinction Summer Academy. Using a coordinated studies model, students engaged in developmental English, reading, and college success courses using culturally relevant curriculum, and partnered with the Tacoma Rainiers Baseball Team for mentorship and role modeling. As of Fall 2010 an increase in successful course completion rates in math and English for both African American and Caucasian students, and a decreased achievement gap was achieved.

Please see chart on following page...
Tacoma Community College: Reduced Math Achievement Gap

Math Course Completion by Race/Ethnicity

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For questions or comments, contact:

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