Promising Practices

2011 Leader Colleges

Released: 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.
Overview: Achieving the Dream has classified promising practices across nine categories:

- **Committed Leadership:**
  - Danville
  - El Paso
  - Phillips Community College at University of Arkansas

- **Use of Evidence to Improve Programs and Services:**
  - Bunker Hill
  - College of the Mainland
  - El Paso
  - Northampton
  - Galveston College
  - Delaware County
  - Eastern Gateway
  - San Jacinto

- **Broad Engagement:**
  - Bunker Hill
  - El Paso
  - Northampton
  - Delaware County
  - Eastern Gateway
  - San Jacinto

- **Broad Institutional Improvement:**
  - Community College of Allegheny County
  - Durham Technical
  - Guilford Technical
  - Hillsborough
  - Northern Virginia

- **Developmental Education:**
  - Aiken Technical
  - The Alamo
  - Houston
  - Lee
  - Martin
  - Montgomery County
  - North Central State
  - Roxbury
  - Westmoreland County

- **First-Year Experience:**
  - Cuyahoga
  - Phillips Community College at University of Arkansas
  - Pulaski Technical College
  - Southwest Texas Junior College
  - Tallahassee

- **Curriculum and Instruction:**
  - Bunker Hill
  - Highline
  - Orangeburg-Calhoun Technical
  - Patrick Henry
  - Renton
  - Valencia

- **Retention and Support Services:**
  - Coastal Bend
  - Highline
  - Mountain Empire
  - Northern Essex
  - Norwalk
  - South Texas
  - Wayne County

- **Equity:**
  - Capital
  - Tacoma

*Success is what counts.*
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.
Committed Leadership

Senior college leaders actively support efforts to improve student success and are committed to achieving equity in student outcomes across racial, ethnic, and income groups. Administrators, boards of trustees, and faculty and staff leaders demonstrate a willingness to make changes in policies, programs, and resource allocation to improve student success.

Success is what counts.
Committed Leadership

- **Danville Community College**, Danville, VA
  Accreditation and Achieving the Dream
  Coach: Charlotte Biggerstaff
  Data Coach: Linda Hagedorn

- **El Paso Community College**, El Paso, TX
  President’s Student Success Core Team
  Coach: Augie Gallego
  Data Coach: Jan Lyddon

- **Phillips Community College at the University of Arkansas**, Helena, AR
  Institutional Culture Change
  Coach: Kent Farnsworth
  Data Coach: John D. Cooper

*Success is what counts.*
Senior administration at DCC committed to developing Achieving the Dream strategies and the college’s Quality Enhancement Plan (QEP) for reaffirmation of accreditation simultaneously. Strategies included a college success skills course, developed by DCC faculty with focus groups input, training for faculty and staff to improve pedagogy and increase the effectiveness of interactions with students, and a nationally-certified tutoring program. Aligning these efforts allowed the college to demonstrate their progress toward QEP goals. As of 2010, DCC had exceeded their improvement targets for the 2005, 2006, and 2007 student cohorts:

<table>
<thead>
<tr>
<th>% Advancing from Developmental Math to College-Level Math</th>
<th>Baseline</th>
<th>Target</th>
<th>2005 Cohort</th>
<th>2006 Cohort</th>
<th>2007 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students of Color</td>
<td>2%</td>
<td>20%</td>
<td>39%</td>
<td>41%</td>
<td>31%</td>
</tr>
<tr>
<td>Low-Income Students</td>
<td>8%</td>
<td>20%</td>
<td>39%</td>
<td>48%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Success is what counts.
As EPCC was transitioning into the role of an ATD Leader College and beginning work on the Developmental Education Initiative and two Texas Higher Education Coordinating Board developmental education grants, the president formed the Student Success Core Team to reduce overlap and encourage integration. The team includes the President’s Cabinet, student services personnel, counselors, grant managers, and students. This organizational structure allows representatives from each major initiative to be at the table, share updates, and discuss their impact before final decisions are made. This structure also makes it easy to bring new initiatives to the table and integrate the work into existing efforts. See the organization and membership of the Student Success Core Team on the following slide.
El Paso Community College: President’s Student Success Core Team

Success is what counts.
Phillips Community College at the University of Arkansas (PCC): Institutional Culture Change

When PCC began Achieving the Dream, the college resolved to speak of ATD not as a project or a grant, but as an initiative, determined that ATD would have an impact beyond the five-year grant period. President Stephen Murray says “…PCCUA has received much larger grants than ATD. We have never received grant funding, however, that has had greater impact than has ATD.” The college revised its mission statement and replaced a list of nine institutional values, unchanged for more than decade, with three core values that grew out of ATD work: commitment to student success, belief in the power of education to transform people and communities, and diversity. The college is beginning to see the effect of this change in improved student outcomes, including increased retention.

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Term-to-Term</td>
<td>67%</td>
<td>74%</td>
</tr>
<tr>
<td>Year-to-Year</td>
<td>33%</td>
<td>42%</td>
</tr>
</tbody>
</table>
Use of Evidence to Improve Programs and Services

The college establishes processes for using data about student progression and outcomes to identify achievement gaps among student groups, formulates strategies for addressing the gaps identified and improving student success overall, and evaluates the effectiveness of those strategies.
Use of Evidence to Improve Policies, Programs, and Services

- **Brazosport College**, Lake Jackson, TX
  Data Collection and Writing Center Implementation
  Coach: George Baker
  Data Coach: Ted Wright

- **Tacoma Community College**, Tacoma, WA
  Improved Research Functions
  Coach: Bernadine Fong
  Data Coach: Bill Piland

- **Yakima Valley Community College**, Yakima, WA
  Increased Institutional Research Capacity
  Coach: Frank Renz
  Data Coach: Mark Figueora
After reviewing success rates in developmental English courses, responses from the Community College Student Survey of Engagement (CCSSE), results from a recent faculty survey on current writing practices and noting an increase in writing tutoring sessions, Brazosport College created a drop-in writing center. First, the college completed a review of best practice research, interviewed other Achieving the Dream institutions, conducted a faculty survey, and invited a presentation from a local writing center director and state representative for the Southwest Writing Center Association. Thus far, the results are promising and indicate an increased use of writing services.
At the beginning of their Achieving the Dream participation, Tacoma Community College found that faculty needed more access to information, so they began providing additional data support. The college allocated resources to hire additional research personnel and implemented an institutional research request tracking system. Finally, the college secured a more sophisticated set of data analysis tools. Between 2008 and 2010, stakeholders increased their ratings of the institutional research department on all measures, including usefulness, clarity, and helpfulness.
Before participating in Achieving the Dream, Yakima Valley Community College had no centralized research function capable of gathering, analyzing, and reporting out on student success data. To address this need, YVCC created the Office of Institutional Effectiveness (OIE) and appointed a director, charged with organizing a data team. A Research Analyst was hired to oversee strategy research. Over four years of Achieving the Dream participation, OIE staff have developed data storage and research protocols, created numerous reports for frequently requested information, assisted with grant evaluation plans, contributed to accreditation efforts, and supported a variety of student success efforts by providing timely, accurate data.
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

*Success is what counts.*
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.
Success is what counts.

Bunker Hill Community College:
Professional Development Program

![Fall-to-Fall Retention Graph]

- **Students of Color**:
  - FA06 to FA07: 45%
  - FA07 to FA08: 47%
  - FA08 to FA09: 50%
  - FA09 to FA10: 51%

- **White**:
  - FA06 to FA07: 41%
  - FA07 to FA08: 41%
  - FA08 to FA09: 44%
  - FA09 to FA10: 47%

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

<table>
<thead>
<tr>
<th>Baseline: Average of 2003-2006 Cohorts</th>
<th>Fall 2010 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>65%</td>
<td>72%</td>
</tr>
</tbody>
</table>

Success is what counts.
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*. 

Success is what counts.
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.**
Success is what counts.

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 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.
Through its College Bound program, Eastern Gateway Community College provides age- and grade-specific programming from kindergarten to 12\textsuperscript{th} 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 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.
Systemic Institutional Improvement

The college establishes planning processes that rely on data to set goals for student success and then uses the data to measure goal attainment. The college regularly evaluates its academic programs and services to determine how well they promote student success and how they can be improved. Decisions about budget allocations are based on evidence of program effectiveness and are linked to plans to increase student success. Faculty and staff are afforded professional development opportunities that reinforce efforts that help to close achievement gaps and improve overall student success.
Systemic Institutional Improvement

- **Community College of Allegheny County**, Pittsburgh, PA
  Revised Institutional Policies
  Coach: Charlene Nunley
  Data Coach: Rhonda Glover

- **Durham Technical Community College**, Durham, NC
  New Student Orientation & Student Success Course
  Coach: Eileen Baccus
  Data Coach: Glenn Gabbard

- **Guilford Technical Community College**, Greensboro, NC
  The Front Door Experience
  Coach: George Baker
  Data Coach: Linda Hagedorn

*Success is what counts.*
Systemic Institutional Improvement

- **Northern Virginia Community College**, Annandale, VA
  Developmental Math Redesign
  - Coach: John Pickelman
  - Data Coach: Dan McConochie

- **Other Noteworthy Example**
  - Hillsborough Community College, Tampa, FL
  Coordinated Retention and Completion Efforts
  - Coach: Christine McPhail
  - Data Coach: Davis Jenkins
CCAC has increased the percentage of students completing all developmental coursework in two years from 31% in 2006 to 35% in 2009. CCAC associates this improvement with a variety of Achieving the Dream interventions and policy changes, including an online early intervention program that allows faculty members to refer struggling students for assistance via a secure website after which student support staff members contact the students in order to connect them to college resources. The college has also eliminated “D” as a passing grade, established a “no late registration” policy, and instituted a requirement that all students in the lowest level of developmental studies must enroll in a student success course.
After piloting many interventions early on in their Achieving the Dream participation, Durham Technical Community College has institutionalized two programs that have proven effective in increasing student retention and goal completion:

- **ConnectSessions**, a required student orientation program, provides specific assistance with orientation to the online systems for registration, program choices, plans of study, time management, and other critical information needed prior to enrollment.

- A college success course is required for all new students who have completed fewer than 12 credit hours; the course provides instruction and support for college study skills, college practices and procedures, and academic planning. See results from the student success course on the following slide.
### Durham Technical Community College: New Student Orientation & Student Success Course

<table>
<thead>
<tr>
<th>College Success Course Students</th>
<th>Fall 2007 - Spring 2008 Persistence</th>
<th>Fall 2008 - Spring 2009 Persistence</th>
<th>Fall 2009 - Spring 2010 Persistence</th>
<th>Fall 2010 - Spring 2011 Persistence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successfully Completed the Course</td>
<td>73%</td>
<td>89%</td>
<td>87%</td>
<td>89%</td>
</tr>
<tr>
<td>Took the Course, Regardless of Final Grade</td>
<td>66%</td>
<td>79%</td>
<td>79%</td>
<td>82%</td>
</tr>
<tr>
<td>In Target Group but Did Not Take the Course</td>
<td>57%</td>
<td>58%</td>
<td>56%</td>
<td>59%</td>
</tr>
</tbody>
</table>

For more information about these two programs, check out this link on SuccessNC, a NC Community College System website:

Success is what counts.
Guilford Technical Community College creates a one-stop shop for the student intake process. Establishing a single reception area for admissions, records, and financial aid and cross-training the three departments. The college instituted a new orientation sessions (Student Orientation Advising & Registration--SOAR), facilitated by faculty and staff. As of Fall 2011, participation will be mandatory, with an online version that will increase student access. Retention rates are higher among students who participate in SOAR across all demographics. Retention extends into additional semesters, though differences between attendees and non-attendees decline over time.

Graph on following page…
Guilford Technical Community College:  
The Front Door Experience

<table>
<thead>
<tr>
<th></th>
<th>1st Term Retained</th>
<th>1st Fall Retained</th>
<th>2nd Fall Retained</th>
<th>3rd Fall Retained</th>
<th>4th Fall Retained</th>
<th>5th Fall Retained</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SOAR</td>
<td>Non-SOAR</td>
<td>SOAR</td>
<td>Non-SOAR</td>
<td>SOAR</td>
<td>Non-SOAR</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>79.30%</td>
<td>59.80%</td>
<td>56.10%</td>
<td>40.10%</td>
<td>37.50%</td>
<td>25.10%</td>
</tr>
<tr>
<td>Number of students (n)</td>
<td>694</td>
<td>1267</td>
<td>485</td>
<td>839</td>
<td>295</td>
<td>507</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>79.70%</td>
<td>61.60%</td>
<td>57.50%</td>
<td>42.00%</td>
<td>34.20%</td>
<td>25.00%</td>
</tr>
<tr>
<td>n</td>
<td>1115</td>
<td>1065</td>
<td>791</td>
<td>720</td>
<td>439</td>
<td>406</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>76.90%</td>
<td>58.70%</td>
<td>56.00%</td>
<td>40.10%</td>
<td>36.40%</td>
<td>25.20%</td>
</tr>
<tr>
<td>n</td>
<td>1464</td>
<td>838</td>
<td>1052</td>
<td>560</td>
<td>638</td>
<td>336</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>79.00%</td>
<td>64.00%</td>
<td>59.60%</td>
<td>42.40%</td>
<td>40.30%</td>
<td>25.50%</td>
</tr>
<tr>
<td>n</td>
<td>1284</td>
<td>1252</td>
<td>971</td>
<td>838</td>
<td>645</td>
<td>492</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>80.60%</td>
<td>67.70%</td>
<td>55.50%</td>
<td>46.40%</td>
<td></td>
<td></td>
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<tr>
<td>n</td>
<td>1675</td>
<td>1416</td>
<td>1151</td>
<td>971</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2010</td>
<td>84.30%</td>
<td>70.90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>1633</td>
<td>1485</td>
<td></td>
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</tr>
</tbody>
</table>

1 Retention numbers reflect students’ continuing enrollment and do not account for those who complete a program and graduate.

2 Cohort Total Enrollments: FA05: 9,793; FA06: 9,851; FA07: 10,608; FA08: 11,258; FA09: 13,477; FA10: 14,817.
Working with the National Center for Academic Transformation (NCAT), Northern Virginia Community College (NOVA) has redesigned all developmental math courses into one course, MASTER MATH: Motivating Academic Success Through Effective Redesign of Math. Faculty chose this model and then customized the system for the college. Using an emporium model, students will progress through modules using interactive computer software. The new course launched full-scale Fall 2011. An NCAT Task Force has trained faculty to teach the new course and aligned the course material with the Virginia Community College System developmental math redesign.

### Spring 2011: Average % of Correct Responses on End of Semester Assessment of Student Learning Outcomes

<table>
<thead>
<tr>
<th>Traditional Dev Math Sections</th>
<th>NCAT Redesign Dev Math Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>61%</td>
<td>85%</td>
</tr>
</tbody>
</table>

Success is what counts.
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 McClennen
  Data Coach: Brad Phillips

- **Houston Community College**, Houston, TX
  Math Bridge Course
  Coach: Byron McClennen
  Data Coach: Brad Phillips

- **Lee College**, Baytown, TX
  Developmental Curriculum Revision
  Coach: Alice Villadsen
  Data Coach: Joanne Bashford
Success is what counts.

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 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.
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 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.

<table>
<thead>
<tr>
<th>Spring 2011 Pass Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Courses</td>
</tr>
<tr>
<td>68%</td>
</tr>
</tbody>
</table>
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.
### 2010-2011 Developmental Math Student Success Rates

<table>
<thead>
<tr>
<th></th>
<th>Traditional</th>
<th>Redesigned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2010</strong></td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td><strong>Fall 2010</strong></td>
<td>40%</td>
<td>58%</td>
</tr>
<tr>
<td><strong>Spring 2011</strong></td>
<td>38%</td>
<td>57%</td>
</tr>
</tbody>
</table>
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 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.
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

<table>
<thead>
<tr>
<th></th>
<th>Fall to Spring</th>
<th>Fall to Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Fall 06 (baseline)</td>
<td>3432</td>
<td>72.3%</td>
</tr>
<tr>
<td>Fall 07</td>
<td>3640</td>
<td>73.1%</td>
</tr>
<tr>
<td>Fall 08</td>
<td>3717</td>
<td>72.6%</td>
</tr>
<tr>
<td>Fall 09</td>
<td>4196</td>
<td>75.4%</td>
</tr>
</tbody>
</table>

Success is what counts.
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

<table>
<thead>
<tr>
<th>Year</th>
<th>Rdg 1</th>
<th>Rdg 2</th>
<th>Eng 1</th>
<th>Eng 2</th>
<th>Mth 1</th>
<th>Mth 2</th>
<th>Mth 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004 Baseline</td>
<td>93%</td>
<td>86%</td>
<td>94%</td>
<td>88%</td>
<td>91%</td>
<td>92%</td>
<td>87%</td>
</tr>
<tr>
<td>2008-09</td>
<td>92%</td>
<td>90%</td>
<td>87%</td>
<td>91%</td>
<td>88%</td>
<td>88%</td>
<td>91%</td>
</tr>
<tr>
<td>2009-10</td>
<td>93%</td>
<td>89%</td>
<td>95%</td>
<td>90%</td>
<td>88%</td>
<td>88%</td>
<td>88%</td>
</tr>
</tbody>
</table>

### Successful Completion Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Rdg 1</th>
<th>Rdg 2</th>
<th>Eng 1</th>
<th>Eng 2</th>
<th>Mth 1</th>
<th>Mth 2</th>
<th>Mth 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004 Baseline</td>
<td>86%</td>
<td>78%</td>
<td>75%</td>
<td>78%</td>
<td>76%</td>
<td>81%</td>
<td>89%</td>
</tr>
<tr>
<td>2008-09</td>
<td>70%</td>
<td>75%</td>
<td>75%</td>
<td>73%</td>
<td>71%</td>
<td>84%</td>
<td>80%</td>
</tr>
<tr>
<td>2009-10</td>
<td>78%</td>
<td>74%</td>
<td>75%</td>
<td>72%</td>
<td>78%</td>
<td>74%</td>
<td>79%</td>
</tr>
</tbody>
</table>
First-Year Experience efforts are comprehensive approaches designed to improve success rates and increase retention of first-year students. FYE programs may include interventions focused on the streamlining admissions processes, increasing financial aid uptake, community outreach, student success courses, and targeted orientation and advisement.
First-Year Experience

- **Brazosport College**, Lake Jackson, Texas
  Learning Frameworks
  
  Coach: George Baker  
  Data Coach: Ted Wright

- **Cuyahoga Community College**, Cleveland, OH
  New Student Orientation
  
  Coach: Christine McPhail  
  Data Coach: Davis Jenkins

- **Phillips Community College at University of Arkansas**, Helena, AR
  Student Success Course
  
  Coach: Kent Farnsworth  
  Data Coach: John D. Cooper
First-Year Experience

- **Southwest Texas Junior College**, Uvalde, TX
  College Success Skills Course
  Coach: John Brockman
  Data Coach: Ed Morante

- **Other Noteworthy Examples**
  - Tallahassee College, Tallahassee, FL
    Parent Orientation
    Coach: Christine McPhail
    Data Coach: Davis Jenkins
  - Pulaski Technical College, North Little Rock, AR
    New Student Orientation
    Coach: Christine McPhail
    Data Coach: John D. Cooper

Success is what counts.
Learning Frameworks—Brazosport College’s on-the-job training for college students to succeed—won the 2011 Texas Higher Education Coordinating Board STAR Award for exceptional contributions toward closing achievement gaps by 2015. Data from 2007-2008 and 2008-2009 informed the policy that all first-time-in-college students take Learning Frameworks (LF), a study skills course.

- 71% of black LF students and 74% of Hispanic LF students succeeded in developmental math, outperforming white LF students and non-LF cohorts.

- 84% of LF students succeeded in developmental English compared with 70% of non-LF students.

- 80% of black LF students, and 85% of Hispanic LF students succeeded in developmental English, outperforming white LF students and non-LF cohorts.
Cuyahoga Community College (Tri-C) implemented an enhanced in-person new student orientation program that includes:

- a required counseling session
- an introduction to Tri-C and its policies and practices
- engagement activities

4280 students participated in 2010; 72 percent were retained to Spring 2011, compared with a 42% retention rate among students who did not participate in the mandatory counseling. Tri-C’s Student Ambassadors support the orientation program by helping new students navigate the enrollment process and connecting them to the campus through peer-to-peer relationships. Eighty-five percent of all new students participated in Fall 2010, up from 57% in Fall 2006. Tri-C will ramp the program up to 100% participation to capture these gains for all new students.
PCC has two mandatory student success courses: both are linked to English courses (Basic Writing I & II and Freshmen English) and provide a student learning community. The courses are led by achievement coaches and provide academic skill, life skill, and financial literacy training. Elements include information about college services, time management, interpersonal and intrapersonal communication, conflict resolution, employability skills, financial management, leadership, and a service learning project. Coaches refer students to appropriate services on the campus, such as tutoring, Student Support Services, and career services. Students enrolled in Basic Writing II and those enrolled in Freshman English showed improved course success rates; the college has also increase the rate with which students move from the Basic Writing II into the Freshman English course. See results on the following slide.
<table>
<thead>
<tr>
<th>Course</th>
<th>2004-2006 Baseline</th>
<th>2008-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Writing II</td>
<td>69%</td>
<td>74%</td>
</tr>
<tr>
<td>Freshman English</td>
<td>71%</td>
<td>75%</td>
</tr>
<tr>
<td>Moving from Basic Writing II into Freshman English</td>
<td>58%</td>
<td>78%</td>
</tr>
</tbody>
</table>
Southwest Texas Junior College’s College Success Skills course (COLS) began as one-semester-credit-hour course in Fall 2008 and was later expanded to three hours. The course includes an orientation. First-time-in-college students placing into developmental education in at least two subject areas are required to take the COLS course, but any student may enroll. Study skills, time management, textbook strategies, student engagement strategies, research skills, and other topics are covered. Successful completers of COLS persisted at higher rates and accumulated more credit hours than comparison groups. See results on the following slide.
Success is what counts.
Student success begins in the classroom, so Achieving the Dream institutions also implement strategies to improve pedagogical practices. Strategies aimed at improving the quality of the learning experience may include interventions targeted to gateway courses, employing active and cooperating learning practices, technology-supported, experiential and service learning activities.
Curriculum & Instruction

- **Bunker Hill Community College**, Boston, MA
  Learning Community Seminar
  
  Coach: Jacquelin Belcher
  Data Coach: Ted Wright

- **Highline Community College**, Des Moines, Washington
  ABE/ESL-to-Credit Initiative
  
  Coach: Brenda Beckman
  Data Coach: Miguel Ceja

- **Orangeburg-Calhoun Technical College**, Orangeburg, SC
  Supplemental Instruction
  
  Coach: Mary Ellen Duncan
  Data Coach: Charles Van Middlesworth
Curriculum & Instruction

- **Patrick Henry Community College**, Martinsville, VA
  Cooperative Learning
  Coach: Kent Farnsworth
  Data Coach: Jacki Stirn

- **Renton Technical College**, Renton, WA
  Reading Apprenticeship Approach
  Coach: Brenda Beckman
  Data Coach: Miguel Ceja

- **Valencia College**, Orlando, FL
  Supplemental Learning
  Coach: Byron McClennen
  Data Coach: Rhonda Glover

*Success is what counts.*
Bunker Hill Community College’s Learning Community Seminar helps incoming students make a successful transition to college. Seminars are taught by faculty across disciplines, with each seminar section exploring a different academic theme. Support services, including success coaching and peer mentoring, are integrated into the curriculum. For students in the learning community seminar, fall-to-fall and fall-to-spring retention of first-time, full-time degree-seeking students increased. See results on the next slide.
### Bunker Hill Community College: Learning Community Seminar

<table>
<thead>
<tr>
<th>Term-to-Term Retention</th>
<th>First-time, Full-time Students</th>
<th>LC Seminar Students</th>
<th>Not Enrolled in LC Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004 Baseline Fall to Spring</td>
<td>77%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2003-2004 Baseline Fall to Fall</td>
<td>48%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2009 – 2010 Fall to Spring</td>
<td>N/A</td>
<td>86%</td>
<td>83%</td>
</tr>
<tr>
<td>2009 – 2010 Fall to Fall</td>
<td>N/A</td>
<td>66%</td>
<td>55%</td>
</tr>
</tbody>
</table>
Highline Community College:
Adult Basic Education/English as a Second Language-to-Credit Initiative

Highline’s ABE/ESL-to-Credit initiative assists advanced-level non-credit ESL students in a successful transition to college-level degree and certificate programs. There are three program components:

• Career-pathway bridge classes provide students with an overview of employment options, available credentials, and workforce expectations
• One-to-one advising, linking students with faculty advisors
• A Transition Resource and Referral Center (TRRC) serves as the clearinghouse for a full range of services, with on-site staff advising, referrals to faculty advisors, financial aid information, educational pathway exploration courses, and information about transitioning to degree and certificate programs.

Thus far, progress has exceeded goals the college set:

<table>
<thead>
<tr>
<th></th>
<th>2004-2005 Baseline</th>
<th>2009-2010 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Transitioning to College-Level</td>
<td>4%</td>
<td>19%</td>
</tr>
<tr>
<td>Percent earning at least 15 college credits in 8 quarters</td>
<td>3%</td>
<td>6%</td>
</tr>
</tbody>
</table>
Orangeburg-Calhoun Technical College (OCtech) implemented supplemental instruction, an academic assistance program that uses peer-assisted study sessions to increase students’ exposure to and mastery of course content. The college has expanded the reach of supplemental instruction to 20% of OCtech students. The college has increased success rates for developmental and gateway courses in which students are receiving supplemental instruction from 53% in 2007-2008 to 59% in 2010-2011. See graph on the following slide.
Orangeburg-Calhoun Technical College:
Supplemental Instruction

Success is what counts.
PHCC attributes their improved institutional outcomes to a combined effect of numerous strategies, including advising and accelerated courses. However, one strategy that stands out at Patrick Henry is the use of cooperative learning to enhance student engagement inside the classroom. PHCC has exceeded their projected goal for infusion of cooperative learning in the classroom; cooperative learning is a standard teaching methodology for PHCC, including in their accelerated learning programs for both math and English. The college uses logistical modeling to assess the affect these techniques have on student outcomes. See results on the following slide.
2010 Institutional Outcomes for First Time Degree Seeking Students in the 2005-2008 Cohorts

Success is what counts.
Based on analysis of reading placement test scores, a planning team of Renton Technical College faculty and administrators concluded that there was a need for interventions that improve students’ reading comprehension. Implementation of the Reading Apprenticeship strategy began with the first faculty training in 2008. It has scaled up considerably over the course of Achieving the Dream participation. Renton Tech now has a total of 77 trained instructors (close to 30% of all faculty) implementing Reading Apprenticeship with their students. Renton Tech attributes an increase in student success to faculty adoption of Reading Apprenticeship.

See results on the following slide.
Success is what counts.

Renton Technical College (RTC): Reading Apprenticeship Approach

Renton Technical College Workforce Programs Performance:
Certificate/Degree Completion, Persistence, Attrition (% by Year)
Snapshot August 25, 2011

- %Attainment
- %Attrition
- %1st Qtr Attrition
- %Currently in Class

- 2008-2009: 61% completion, 37% attrition, 2% 1st Qtr attrition, 20% currently in class
- 2009-2010: 61% completion, 32% attrition, 7% 1st Qtr attrition, 17% currently in class
- 2010-2011: 43% completion, 26% attrition, 17% 1st Qtr attrition, 31% currently in class
Valencia College has exceeded their goal for increasing the number of supplemental learning leaders in classrooms and disciplines. In 2010-2011, there were 410 supplemental learning sections, serving 9,500 students, an increase from 320 sections in 2009-2010. Supplemental learning continues to have a positive impact on student success overall:

- Students in gateway courses who attend supplemental learning sessions show 12% to 19% greater success rates
- Success rate for all students in supplemental learning courses is 1% to 4% higher than non-SL courses, even if students don’t attend SL sessions.
Retention & Support Services

Keeping students in school—retention and persistence—is vital to student success. These retention and support services include wrap-around programs that are intended to address both academic and non-academic barriers to success. Strategies may include targeted advising practices, tutoring, counseling, mentoring, and early alert systems.
Retention & Support Services

- **Coastal Bend College**, Beeville, TX
  Early Alert and Retention
  Coach: Charlotte Biggerstaff
  Data Coach: Myron Pope

- **Mountain Empire Community College**, Big Stone Gap, VA
  FOX Orientation
  Coach: Kent Farnsworth
  Data Coach: Jacki Stirn

- **Northern Essex Community College**, Lawrence, MA
  Math Tutoring Center
  Coach: Jim Tschechtelin
  Data Coach: Terri Manning

- **Norwalk Community College**, Norwalk, CT
  Case Management for Students on Academic Suspension
  Coach: Jacquelyn Belcher
  Data Coach: Ted Wright
Success is what counts.

Retention & Support Services

- **South Texas College**, McAllen, TX
  Case Management
  
  Coach: Martha Romero
  Data Coach: Marisol Arredondo

- **Other Noteworthy Examples**
  - **Highline Community College**, Des Moines, WA
    Developmental Math Mentoring and Revision
    
    Coach: Brenda Beckman
    Data Coach: Miguel Ceja

  - **Wayne County Community College District**, Detroit MI
    Early Alert System
    
    Coach: Julian Alssid
    Data Coach: Dan McConochie
At Coastal Bend Community College, instructors use an Early Alert system to identify and refer students who are experiencing attendance, academic, or other life difficulties. Once the referral is made, students are contacted by an Early Alert Representative who offers solutions and referrals to college resources. After the initial contact is made and the instructor updated, an Early Alert representative and instructor determine the best course of action. Approximately 200 students per semester receive Early Alert services.
FOX (Freshman Orientation eXperience- named after the college’s mascot, the fox) is an orientation program for new students and family members at Mountain Empire Community College. FOX provides students and parents a strong connection to the college and a scheduled first meeting with an advisor. Students complete their placement testing and applications for admission prior to FOX. During meetings with advisors, students complete their course schedules. Since 2008, 5032 students have participated in FOX, qualitative evaluations of the program are positive; course enrollment is occurring earlier for students.
Northern Essex Community College established a college-level math lab which provides tutoring, computerized assistance, instructional technology resources, study groups, workshops, and other instructional support services. The tutoring center served nearly one-quarter of students taking a college-level math class. In the Fall 2010 semester, 66 percent of those student completed math courses with a grade of C or better.
Norwalk Community College created a case management program for students who are on suspension because of low course completion rate relative to the number of credits attempted and low GPA. These students must speak with a counselor before registering. The counselor continues to meet with the student throughout the semester for academic advising. One-third of case managed students are restored to good standing, compared with just 20% prior to the implementation of this program.
South Texas College (STC): Case Management

At STC all first-time-in-college (FTIC) students who go through the first-year-student orientation provided by the Student Support Services and Student Life Departments participate in case management advising. Student Success Specialists make four mandatory contacts with students each semester. Fall 2009 STC FTIC students who received case management intervention had higher term GPA than those FTIC students who didn’t receive the case management intervention (2.35 vs. 2.00). The intervention group also enrolled in Fall 2010 courses at a higher rate than the non-intervention group: 65% vs. 54%.

See results on following slide.
### Case Management Students' Performance Comparison

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Case Management FTIC's</td>
<td>Non Case Management FTIC's</td>
<td>Effect Size (ES)²</td>
</tr>
<tr>
<td>Term GPA</td>
<td>2.35 ***</td>
<td>2.00</td>
<td>0.29</td>
</tr>
<tr>
<td>Fall-to-Fall Retention Rate¹</td>
<td>65.0% ***</td>
<td>53.9%</td>
<td>0.23</td>
</tr>
<tr>
<td>Total N</td>
<td>1,797</td>
<td>2,081</td>
<td></td>
</tr>
<tr>
<td>Analysis N</td>
<td>1,797</td>
<td>1,797</td>
<td></td>
</tr>
</tbody>
</table>

¹ Fall-to-Fall Retention Rate is calculated after graduated students are excluded.
² ES refers to the magnitude of the effect and is a measure of the practical importance (.2 = small, .5 = medium, .8 = large).

*** The Case Management FTIC group's value is significantly greater than the Non Case Management group (p < .01)

Total N: Total number of students who received or did not receive Case Management, respectively.
Analysis N: Number of students who received and did not receive Case Management, respectively, used in the comparison analysis.

A number equal to the smaller group size was randomly selected from the larger group.
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.

Success is what counts.
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%.

Success is what counts.
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…
Success is what counts.
Success is what counts.

For questions or comments, contact:

Lauren Lewis
Assistant Director of Communications
Achieving the Dream
240-450-0075 x 317
llewis@AchievingtheDream.org