

Achieving the Dream

What's Working: Design Principles and High Impact Practices

Key Design Principles

Give students a strong start.

Create clear, coherent pathways.

Shorten time to completion.

Have high expectations but provide support.

Make engagement inescapable.

Design with scale in mind, and be prepared to shift resources.

Encourage faculty to re-conceptualize their role, and provide professional development to do that.

Encourage innovation and collaboration.

High Impact Practices

Early Engagement

Assessment and placement

- Multiple measures
 - Example: Davidson County (NC) <http://www.davidsonccc.edu/catalog/admissions-enrollment-financial-aid/multiple-measures-placement-policy>
- ISD partnerships
 - Example: Howard (MD) –Pre-assesses in 11th grade, followed by immersion in math/Eng in 12th grade (w/ college input on content)
- Preparation for assessment; retesting
- Mainstreaming “bubble” students
- Required enrollment in dev ed during 1st semester, followed by continuous enrollment

Orientation

- What students need to know before college
- Short in length, “just-in-time” information, often combined with advising/registration; should be mandatory
- Use of student peers or “ambassadors”
 - Examples:
 - Durham Tech (NC) – Requires both orientation and success course
 - Temple College (TX) – Continuous orientations (YouTube)

Academic planning

- Pathways to success
- Academic plans (signed commitments)
- Ongoing advising as more than just classes
 - Example: Century College (MN) – GPS Life Plan (Goals+Plans=Success). <http://www.gpslifeplan.org>

Eliminating late registration

- Correlates with better grades, completion rates, and persistence
 - Example: Chipola (FL)- abolished late registration and combined registration with academic planning, advising, and orientation
- Late-start classes and refreshers
 - Example: Example: Lone Star College System (TX) <http://www.lonestar.edu/late-start>

First Semester, First Year

Accelerating Developmental Education

- Time is the enemy
- Lots of models (course redesign, co-requisite, block scheduling, emporia, fast-track, contextualized)
- Examples:
 - Contextualized: Integrated Basic Education and Skills Training (I-BEST) WA

http://www.sbctc.ctc.edu/college/e_integratedbasiceducationandskillstraining.aspx

- Co-requisite: Accelerated Learning Program(ALP) Community College of Baltimore Co. <http://alp-deved.org>.
- Redesigned: Promise Academy (lowest level DE) Baltimore City
http://www.bccc.edu/cms/lib05/MD11000285/Centricity/Domain/59/Developmental%20Education%20Redesign%20Report_sdb_050911.pdf
- Cohort approach: Lee (TX) –Required experiences for those in 2 or more areas of dev ed (includes fast-track courses, dedicated counselor

First-Year Experience

- Engagement, community-building, intrusive advising, faculty interaction
- Resources, study skills, personal management skills
 - Example: Northern Virginia - <https://www.nvcc.edu/faculty-and-staff/teaching-support/achievingdream/firstyearexperience.html>

Success courses

- Build knowledge and skills for college success
- Increasingly required for all FTIC students, not just dev ed
- Three-credit courses becoming more common
 - Example: Brazosport (TX) – Required of all FTIC students; uses student mentors (<http://www.brazosport.edu/programs/Learning-Frameworks/Pages/default.aspx>)

Learning communities

- Several variations, but generally students in two or more courses together
- Common syllabi and assignments, often with common theme
- Faculty engagement and student academic/social communities
 - Example: Bunker Hill (MA) – Leah Meyer Austin Award
<http://achievingthedream.org/sites/default/files/BunkerHillLMAAwardBrochure.pdf>

Sustaining Success

Early alert

- Requires faculty commitment, adequate training, and consistent use
 - Example: Davidson County (NC) - Starfish

Experiential learning outside the classroom

- Internships, field experience, clinicals, service learning
- Builds faculty engagement and community alliances
 - Example: Danville (VA) – Supplemental activities for low income and students of color

Tutoring

- Multiple models (groups, one-on-one, tech-enhanced)
- Often requires faculty making assignments to be successful

Supplemental instruction

- Usually a scheduled class/lab for students who need it (e.g., those mainstreamed into credit courses).
- Can be taught by both instructor/s or students
- If offered, should be required
 - Examples

Scaling

- Various forms, but goal is to reach large numbers of students (as appropriate)
 - Examples:
 - Montgomery County CC (PA) - Introduced new instructional approach in math (scaled to include weaker students).
 - Patrick Henry (VA) – Cooperative learning
- CCRC Research: <http://www.scalinginnovation.org/strengthening-developmental-education-reform/>
- ATD: Scaling community college interventions
<http://www.achievingthedream.org/sites/default/files/resources/CuttingEdgeNo2Scaling.pdf>

Professional Development

- Allocate resources to faculty/staff development to improve student success
- Engage adjunct instructors
 - Example: Adjunct Faculty Certification, Sinclair Community College (OH)
<http://ctl.sinclair.edu/professional-development/adjunct-certification/>