**Priority Area #2: Improve student outcomes by increasing the use of effective educational practices: Faculty Professional Development**

The College identified two Achieving the Dream (AtD) priority initiatives in the Achieving the Dream Implementation Proposal written in spring 2007. Fact Sheet #11 (http://www.ccp.edu/VPFIN-PL/ir/ir_reports/fact_sheet_11.pdf) contains information related to Priority Area #1: Improve student outcomes through strengthened student support systems: Comprehensive Orientation Program and Early Alert System. The present Fact Sheet is a parallel report that focuses on benchmarks and baseline information associated with the second AtD priority area: Improve student outcomes by increasing the use of effective educational practices through faculty professional development.

Improve Faculty Knowledge and Use of Promising Educational Practices Through Professional Development Activities: 50% of full-time faculty will indicate the use of promising practices by the end of 2009 and 60% of full-time faculty will indicate the use of promising practices by the end of 2011.

The Office of Academic Affairs identified the following promising educational practices in the AtD proposal: frequent feedback to students; classroom-based assessment; problem-based learning; portfolios; and/or group projects. The Academic Affairs Office set institutional benchmarks related to the use of promising educational practices...50% of full-time faculty will use the identified educational practices by the end of 2009 and 60% will use the practices by the end of 2011. Self-reported faculty feedback is being used to assess the effectiveness of professional development activities in promoting the use of promising practices among full-time faculty. Baseline information was gathered during Spring 2008 Professional Development Week and appears in Figure 1. The information in Figure 1 is based on feedback from 106 full-time faculty. Many of these faculty participated in multiple sessions during Professional Development Week that were designed to support this AtD priority.

Figure 1: Percent of Full-Time Faculty Indicating Intentions to Adopt Promising Educational Practices During Spring 2008 Semester
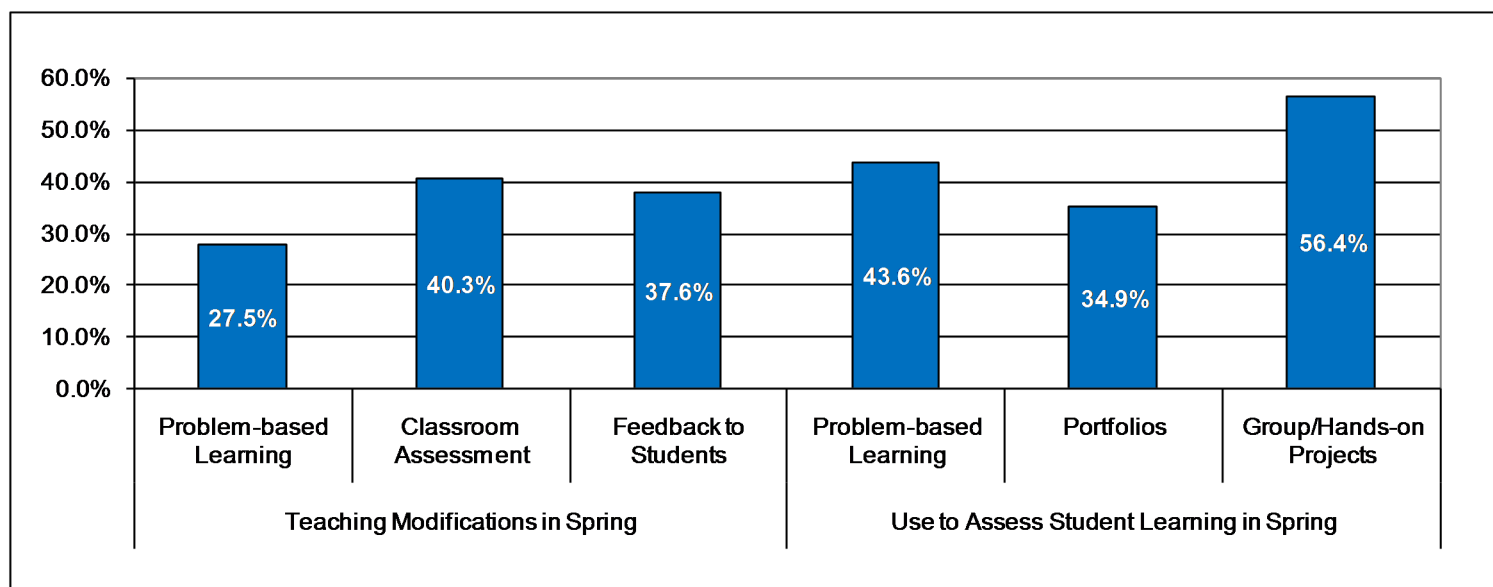
> **Improve persistence and success rates in gatekeeper courses: The withdrawal rate of students from gatekeeper courses will be reduced by 10% by spring 2009 and by 20% by spring 2011. Success rates in gatekeeper courses will improve by more than 10% by spring 2011.**

Since pass rates in gatekeeper courses are key measures of students' success, the Academic Affairs Office set institutional benchmarks related to student outcomes in gatekeeper courses. The Achieving the Dream initiative defines gatekeeper courses as *first level curricular courses that students must pass before enrolling in more advanced courses in their major field.* The information in Figure 2 combines four Fall Cohorts, 2003, 2004, 2005, and 2006. This baseline information will be used to assess progress in achieving institutional benchmarks set by the Academic Affairs Office: Withdrawal rates for gatekeeper courses will be reduced by 10% by spring 2009 and by 20% by spring 2011. Success rates in these courses will improve by more than 10% by spring 2011. Passing was defined as completing the course with a grade of A, B, C, or P. Overall the gatekeeper courses had a 60% pass rate and a 12% withdraw rate. By spring 2011 the target for success is an average success rate of 66% and an average withdrawal rate of 9.3%.

Figure 2: Gatekeeper Course Outcomes for First-Time Student Cohorts in Fall 2003 Through Fall 2006

Course	Enrolled	Percent of Total	Percent Passing W/Success	Percent W
Math 017	3416	19.3%	57.8%	10.8%
Math 118	3450	19.4%	56.1%	14.1%
English 098	6896	38.9%	55.5%	11.9%
English 101	3132	17.7%	69.2%	10.6%
Biology 106	376	2.1%	74.7%	8.8%
CIS* 103	1858	10.5%	69.2%	10.7%
		Total	59.9%	11.7%
	Two Year Goal (2009)		**62.9%**	**10.5%**
	Four Year Goal (2011)		**65.9%**	**9.3%**