



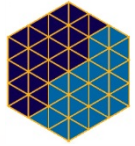
National Center for Postsecondary Research

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# PROJECT DREAM EL PASO COMMUNITY COLLEGE

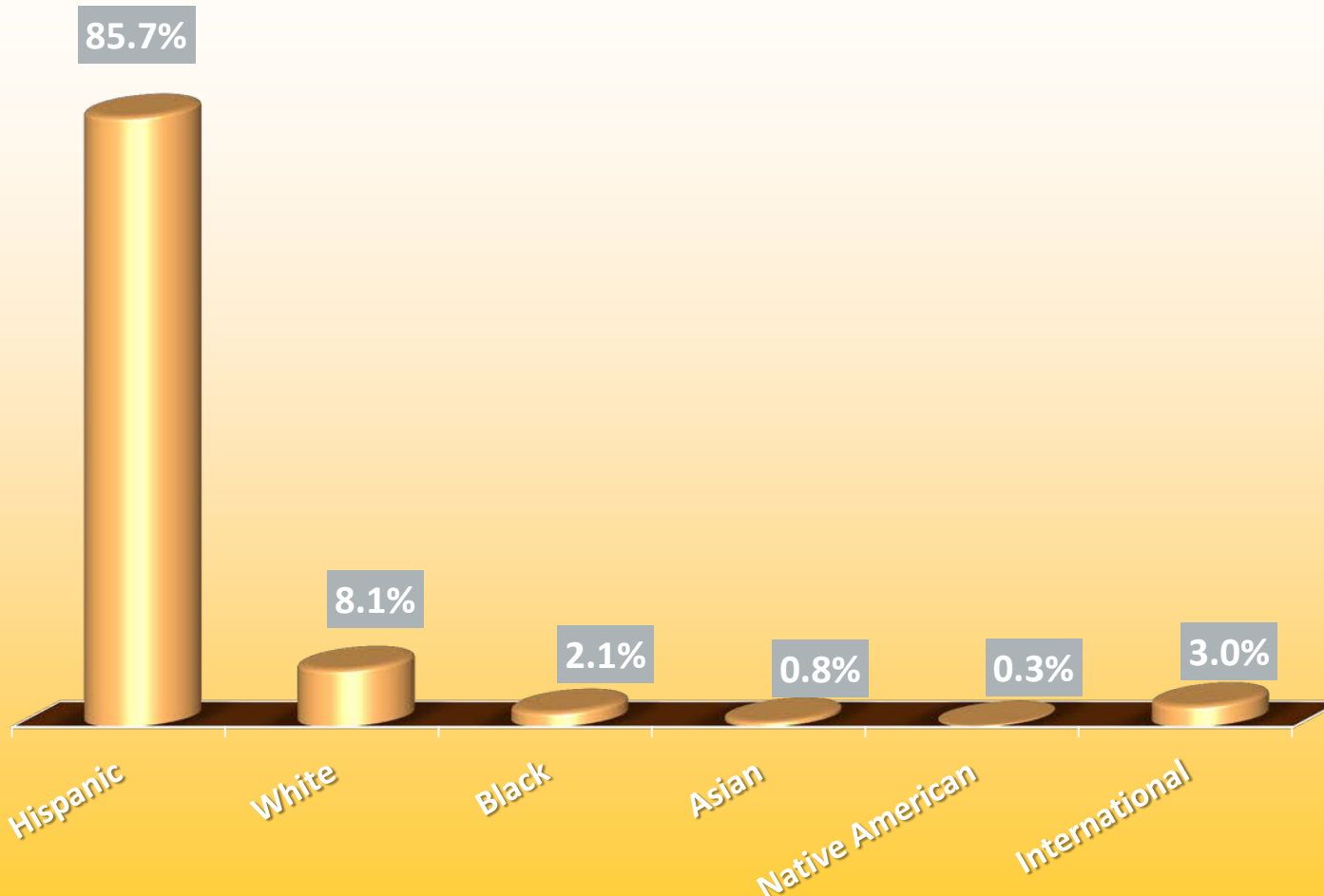
## A Holistic Approach to College Readiness





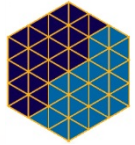
# El Paso Community College

## ENROLLMENT BY ETHNICITY - FALL 2010



**70% First Generation**

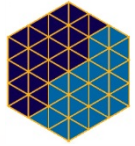
**75% Low Income**



# FTIC Course Placements for Math Testing Fall 2003 – Spring 2004

	<b>No Remediation Required</b>	<b>Developmental Math</b>
<b>HS &lt; 1 Yr</b>	<b>6%</b>	<b>94%</b>
<b>HS &gt; 1 Yr</b>	<b>4%</b>	<b>96%</b>
<b>GED</b>	<b>2%</b>	<b>98%</b>
<b>No HS or GED</b>	<b>1%</b>	<b>99%</b>

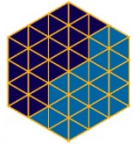




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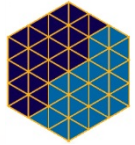




# FTIC Course Placements for English Testing Fall 2003 – Spring 2004

	No Remediation Required	Developmental English
HS < 1 Yr	54%	46%
HS > 1 Yr	48%	52%
GED	31%	69%
No HS or GED	26%	74%

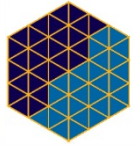




# FTIC Course Placements for Reading Testing Fall 2003 – Spring 2004

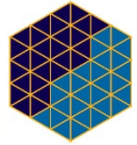
	<b>No Remediation Required</b>	<b>Developmental Reading</b>
<b>HS &lt; 1 Yr</b>	<b>29%</b>	<b>71%</b>
<b>HS &gt; 1 Yr</b>	<b>30%</b>	<b>70%</b>
<b>GED</b>	<b>33%</b>	<b>67%</b>
<b>No HS or GED</b>	<b>16%</b>	<b>84%</b>





# OUR STUDENTS



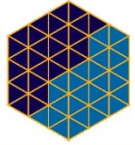


# MORE ABOUT OUR STUDENTS

- Recent high school graduates
- Developmental course need in at least one area
- 86% Hispanic
- 62% Female, 38 % Male
- Generally more well motivated
- Continued to identify themselves to counselors and advisors as Project Dream students several semesters beyond the program summer



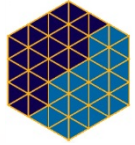




# OUR CHALLENGE

- How do we work with first generation, primarily low income students so that they see themselves as belonging in college which will lead them to enroll in the fall and successfully complete their first semester?

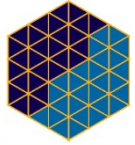




# PROJECT DREAM OBJECTIVES

- To increase College Readiness by
  - Improving basic skills
  - Using college resources
  - Developing college going attitude
  - Developing success strategies
  - Enrolling in college in fall
  - Completing the fall semester in good standing

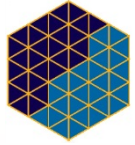




# PROFESSIONAL DEVELOPMENT

- Developmental institutional data
- Project Dream Model
- Texas Career and College Readiness Standards
- Contextualization Professional Development 2009-- Dr. Dolores Perrin
- Math, Language arts, and Mentors





# OUR PROGRAM

- 100 hours—5 days a week, 4 hours a day for 5 weeks
- 2 hours daily of math using a math emporium approach
- 2 hours of language arts
  - 1 hour of structured reading activities
  - 1 hour of writing with topics dealing with motivation, success, purpose....first essay was a group essay and the second was an individual essay

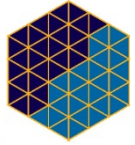




# OUR PROGRAM CONTINUED

- 2 instructors-math and language arts 1 mentor/tutor for each class
- Presentations in each class by Counseling, Career Services, Financial Aid, community presenters
- All students required to submit an application to the college, attend NSO, begin the financial aid process, seek help for an assignment at the library and at tutoring





# CURRICULUM

## Reading

Structured Reading  
Activities

Reading a Novel

## Writing

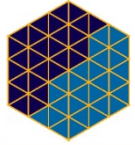
“Dream” Class

Contextualized Integrated  
Assignments

## Math

MyMathTest

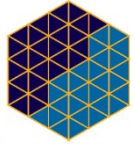




# DREAM CLASS OBJECTIVES

- Promote self-awareness
- Promote discovery of strengths
- Promote student engagement in school activities and in community issues
- Acknowledge weaknesses
- Facilitate discovery of strategies to address weaknesses
- Guide students to discover strategies to transfer knowledge



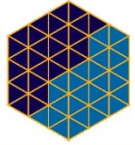


# EVALUATION PROCESS

- Pre and Post testing on placement test & LASSI
- End of Program surveys for students, faculty, and mentors
- Student Focus Groups

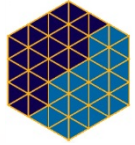






# PROGRAM DATA

	2006	2007-I	2007-II	2008	2009	2010	2011
<b>Enrolled</b>	<b>64</b>	<b>85</b>	<b>103</b>	<b>133</b>	<b>141</b>	<b>101</b>	<b>134</b>
<b>Completed</b>	<b>62</b>	<b>83</b>	<b>98</b>	<b>113</b>	<b>138</b>	<b>76</b>	<b>110</b>
<b>Enrolled in Fall</b>	<b>58</b>	<b>81</b>	<b>95</b>	<b>98</b>	<b>96</b>	<b>60</b>	<b>65</b>
<b>% Enrolled in fall</b>	<b>93%</b>	<b>97%</b>	<b>96%</b>	<b>87%</b>	<b>69%</b>	<b>78%</b>	<b>59%</b>



# POST TEST INCREASES OF AT LEAST ONE COURSE LEVEL

	2006	2007-I	2007-II	2008	2009	2010	2011
<b>Math</b>	<b>42%</b>	<b>42%</b>	<b>36%</b>	<b>54%</b>	<b>44%</b>	<b>58%</b>	<b>35%</b>
<b>Reading</b>	<b>51%</b>	<b>61%</b>	<b>53%</b>	<b>44%</b>	<b>54%</b>	<b>49%</b>	<b>37%</b>
<b>Writing</b>	<b>70%</b>	<b>n/a</b>	<b>50%</b>	<b>61%</b>	<b>26%</b>	<b>38%</b>	<b>22%</b>



# EXITED DEVELOPMENTAL COURSES

	2006	2007-I	2007-II	2008	2009	2010	2011
<b>Math</b>	<b>2%</b>	<b>0</b>	<b>0</b>	<b>5%</b>	<b>8%</b>	<b>1%</b>	<b>2%</b>
<b>Reading</b>	<b>34%</b>	<b>44%</b>	<b>21%</b>	<b>16%</b>	<b>32%</b>	<b>20%</b>	<b>21%</b>
<b>Writing</b>	<b>50%</b>	<b>-</b>	<b>37%</b>	<b>44%</b>	<b>20%</b>	<b>19%</b>	<b>17%</b>



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# GETTING STARTED: STUDY OF 8 TEXAS DEVELOPMENTAL SUMMER BRIDGE PROGRAMS

## Ideas to Ponder

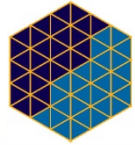




# IDEAS TO PONDER

- Program and control group students enrolled in similar numbers in the subsequent fall semester.
- Should we not have anticipated this result and does this really matter?

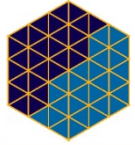




# IDEAS TO PONDER

- Summer Bridge students:
  - enter college with fewer developmental course needs
  - complete college level math and English courses and
  - attempt higher level reading, writing and math courses
  
- Are these results sufficient to suggest the wide spread implementation of summer bridge programs?

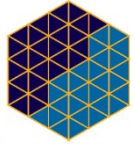




# IDEAS TO PONDER

- Program student success was not sustained beyond the first two semesters of college.
- What support systems can be included to extend success beyond the first year?



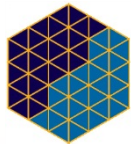


# IDEAS TO PONDER

- Are summer bridge programs cost effective?
- How can we implement similar programs for high school seniors?
- Would summer bridge type programs be effective for other groups of students, such as, returning adults?



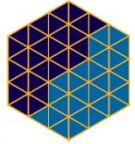




**Thank you for your  
participation**

**Irma Camacho**  
**Director, Student Success**  
**El Paso Community College**  
**[irmac@epcc.edu](mailto:irmac@epcc.edu)**





# MORE INFORMATION

Download event materials and learn more at  
[www.PostsecondaryResearch.org](http://www.PostsecondaryResearch.org)

NCPR IS FUNDED BY THE INSTITUTE OF EDUCATION SCIENCES OF THE U.S. DEPARTMENT OF EDUCATION and is a partnership of the Community College Research Center, Teachers College, Columbia University; MDRC; the Curry School of Education at the University of Virginia; and faculty at Harvard University.

