Developmental Education in North Carolina Community Colleges

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Developmental Education In Community Colleges

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Developmental Education In Community Colleges:

Student Success in Community Colleges Deborah J. Boroch,Laura Hope,Bruce M. Smith,Robert S. Gabriner,Pamela M. Mery,Robert M. Johnstone,Rose Asera,2010-02-22 Student Success in Community Colleges As more and more underprepared students enroll in college basic skills education is an increasing concern for all higher education institutions Student Success in Community Colleges offers education leaders administrators faculty and staff an essential resource for helping these students succeed and advance in college By applying the book s self assessment instrument colleges can pinpoint how their current activities align with the most effective proven practices Once the gaps are identified community college leaders can determine the best strategic direction for improvement Drawing on a broad knowledge base and illustrative examples from the most current literature the authors cover organizational administrative and instructional practices program components student support services and strategies and professional learning and development Designed to help engage community college leadership and practitioners in addressing the practices structures and obstacles that enhance or impede the success of basic skills students the book s strategies can be tailored to various institutional levels showing how to unite faculty staff and administrators in a cooperative effort to effect institutional change Finally Student Success in Community Colleges reveals how investing in a comprehensive basic skills infrastructure can be a financially sustainable model for the institution as well as substantially beneficial to students and society This is a most unusual and valuable book it is packed with careful analysis and practical suggestions for improving basic skills programs in community colleges Compiled by a team of practicing professionals in teaching administration and research it is knowledgeable about what has been done and imaginative and practical about what can be done to improve the access and success of community college students K Patricia Cross professor of higher education emerita University of California Berkeley For its first hundred years the community college was committed primarily to access in its second hundred years the commitment has changed dramatically to success This book provides the best road map to date on how community colleges can reach that goal Terry O Banion president emeritus League for Innovation and director Community College Leadership Program Walden University This guide is the most comprehensive source of information about all facets of basic skills or developmental education It will be invaluable not just to community college educators across the nation but also to those in high schools and four year colleges who share similar problems W Norton Grubb David Gardner Chair in Higher Education University of California Berkeley

Responding to the Challenges of Developmental Education Carol A. Kozeracki,2005-04-20 Developmental education is a core mission of the community college and approximately 40 percent of entering community college students enroll in one ore more developmental math English or reading courses The existing literature recommends several instructional and organization practices for developmental educators to follow in addressing the needs of those students Despite the availability of these models however community colleges each facing its own unique combination of students needs and

available resources continue to struggle in their efforts to effectively educate underprepared students and help them move onto and succeed in college level courses This volume of New Directions for Community Colleges offers a realistic assessment of the difficulties community colleges face in attempting to assist students who share the common characteristic of being underprepared for college level work but whose backgrounds academic preparation motivational levels and goals are extraordinarily varied The authors discuss the dangers of isolating developmental students faculty and curriculum from the broader academic structure of the college They provide examples of successful programs and offer a range of recommendations that college administrators can adapt to their campuses and student populations They also call for additional research on developmental education especially systematic assessments of existing programs and qualitative research that captures the perceptions of the students for whom these programs are designed   Basic Skills Education in Community Colleges W Norton Grubb,2013-01-04 Nearly two thirds of students require some form of remediation before taking college level classes and community colleges have become increasingly important in providing this education Unfortunately relatively few students complete the developmental courses required to make a transition to college level work Based on a three year study of over twenty community colleges Basic Skills Education in Community Colleges analyzes developmental education practices exploring what goes wrong and what goes right and provides a series of recommendations for improved practice Including both classroom observations and interviews with administrators faculty and students this valuable book balances critique with examples of innovation Part One explores the instructional settings of basic skills the use of drill and practice and remedial pedagogy in math reading writing and ESL as well as innovations in colleges that show developmental education need not follow remedial pedagogy Part Two examines institutional factors shaping basic skills and provides recommendations for improving the quality of basic skills instruction The research grounded observations and recommendations in Basic Skills Education in Community Colleges make this an invaluable resource for scholars administrators and faculty aiming to help students progress through developmental education to college level work and beyond   **Challenge and Opportunity** Thomas Bailey,2008 In the paper I review evidence on the number of students who enter community colleges with weak academic skills and on the incidence of developmental education I then report on what happens to developmental students and review the research on the effectiveness of programs at community colleges designed to strengthen weak academic skills I briefly discuss the costs of these programs I conclude by arguing that on average developmental education as it is now practiced is not very effective in overcoming academic weaknesses partly because the majority of students referred to developmental education do not finish the sequences to which they are referred Yet there is reason for optimism In recent years a dramatic expansion in experimentation with new approaches to strengthen student skills has taken place There is now a growing commitment to better evaluation and quantitative analysis of student progression in community colleges that promises a more systematic and informed process of program and policy

development I suggest a broad developmental education reform agenda based on a comprehensive approach to assessment more rigorous research that explicitly tracks students with weak academic skills through their early experiences at community colleges a blurring of the distinction between developmental and college level students that could improve pedagogy for both groups of students and strategies to streamline developmental programs and accelerate students progress toward engagement in college level work Contains 9 footnotes and 1 figure **Student Progression Through Developmental Sequences in Community Colleges. CCRC Brief. Number 45** Thomas Bailey,Dong Wook Jeong,Sung-Woo Cho,2010 Developmental education is designed to provide students with weak academic skills the opportunity to strengthen those skills enough to prepare them for college level coursework The concept is simple enough students who arrive unprepared for college are provided instruction to bring them up to an adequate level In practice developmental education or remedial education the authors use these terms interchangeably is complex and confusing Experts do not agree on the meaning of being college ready and policies governing assessment placement pedagogy staffing completion and eligibility for enrollment in college level credit bearing courses vary from state to state college to college and program to program The developmental education process is confusing enough simply to describe yet from the point of view of the student especially one with very weak academic skills and little previous success in school it may appear as a bewildering set of unanticipated obstacles involving several assessments classes in more than one subject area and sequences of courses requiring three or more semesters of study before the student often a high school graduate is judged prepared for college level work The policy deliberation and especially the research about developmental education give scant attention to this confusion and complexity Discussion typically assumes that the state of being college ready is well defined and it often elides the distinction between students who need remediation and those who actually enroll in developmental courses In this Brief which summarizes a study by the Community College Research Center on patterns of student progression through developmental education the authors broaden the discussion by moving beyond consideration of the developmental course and focus attention instead on the developmental sequence Contains 3 tables This Brief is based on CCRC Working Paper No 15 Referral Enrollment and Completion in Developmental Education Sequences in Community Colleges ED503962 *Overcoming Learning Problems* John Edward Roueche,Jerry J. Snow,1977 **Referral, Enrollment, and Completion in Developmental Education Sequences in Community Colleges. CCRC Working Paper** Thomas Bailey,Dong Wook Jeong,Sung-Woo Cho,2008 After being assessed many students entering community colleges are referred to one or more levels of developmental education While the need to assist students with weak academic skills is well known little research has examined student progression through multiple levels of developmental education and into entry level college courses The purpose of this paper is to analyze the patterns and determinants of student progression through sequences of developmental education starting from initial referral We rely primarily on a micro level longitudinal

dataset that includes detailed information about student progression through developmental education This dataset was collected as part of the national community college initiative Achieving the Dream Community Colleges Count The dataset has many advantages but it is not nationally representative therefore we check our results against a national dataset the National Education Longitudinal Study of 1988 Our results indicate that only 3 to 4 out of 10 students who are referred to remediation actually complete the entire sequence to which they are referred Most students exit in the beginning of their developmental sequence almost half fail to complete the first course in their sequence The results also show that more students exit their developmental sequences because they did not enroll in the first or a subsequent course than because they failed a course in which they were enrolled We also show that men older students Black students part time students and students in vocational programs are less likely to progress through their full remedial sequences Finally we provide weaker evidence that some institutional characteristics are related to a lower probability of completion of developmental education Contains 7 tables and 7 figures **Developmental Education at the College Level** Karen J. Miller,1996 Presents an overview of developmental education at the college level what the concept means and how most developmental education programs work **Rethinking Developmental Education in Community College. CCRC Brief** Thomas Bailey,2009 This Brief reviews evidence on students who enter community college with weak academic skills and it summarizes study findings on the effectiveness of developmental education It suggests that on average developmental education is not very effective in overcoming student weaknesses The report concludes with recommendations for a reform agenda based on a comprehensive approach to assessment more research that tracks students through their early experiences at college a blurring of the distinction between developmental and college level students that could improve pedagogy for both groups of students and strategies to streamline developmental programs and accelerate student enrollment in college level courses This Brief is based on Challenge And Opportunity Rethinking the Role and Function of Developmental Education in Community College CCRC Working Paper No 14 **Understanding Community Colleges** John S. Levin,Susan T. Kater,2018-03-21 Understanding Community Colleges provides a critical examination of contemporary issues and practices and policy of community colleges This contributed volume brings together highly respected scholars as well as new scholars for a comprehensive analysis of the community college landscape including management and governance finance student demographics and development teaching and learning policy faculty and workforce development At the end of each chapter the Questions for Discussion section helps to bridge the gap between research and practice Written for students enrolled in higher education and community college graduate programs as well as social sciences scholars this provocative new edition covers the latest developments in the field including trends in enrollment developmental education student services funding and shared governance Learning Communities for Developmental Education Students Michael J. Weiss,Mary Visher,Evan Weissman,2011 This paper presents results from a rigorous random assignment study of Learning Communities programs

operated at three of six community colleges participating in the National Center for Postsecondary Research s NCPR Learning Communities Demonstration The demonstration s focus is on determining whether Learning Communities are an effective strategy for helping students who have been referred to developmental education The setting of this research is Hillsborough Community College Queensborough Community College and Houston Community College Findings from these three Learning Communities Demonstration sites are as follows 1 Hillsborough s fairly basic Learning Communities model did not have a meaningful impact on students academic success in terms of likelihood of completing developmental reading average total credits attempted earned and rates of persistence 2 Both Houston s and Queensborough s Learning Communities programs showed evidence of helping students progress through the developmental math sequence more quickly and 3 Houston s and Queensborough s Learning Communities programs both did not show evidence of lasting impacts on credit accumulation or retention Contains 2 tables   **The Massachusetts Community Colleges Developmental Education Best Policy and Practice Audit** Charmian Sperling,2009 The purpose of this study funded by Jobs for the Future through a grant to the Massachusetts Community Colleges Executive Office was to 1 provide an update on the status of developmental education within Massachusetts community colleges 2 shed light on the alignment between research based best practices to advance success among developmental learners and the practices and policies currently in use with Massachusetts community colleges and 3 provide relevant recommendations as well as a repository of Massachusetts community colleges practices and policies that advance the persistence and attainment of underprepared learners Based upon a current best practice literature review questionnaires were developed and then completed by individuals in the following roles at each of the 15 colleges Chief Academic Officer Developmental Math department chair Developmental English department chair Reading department chair and a maximum of two coordinators for Special Programs serving developmental learners Follow up campus interviews were conducted each included 10 20 individuals with responsibility for supporting underprepared learners at each college The findings indicated that while college personnel feel deeply committed to developmental education and have in place a broad array of relevant courses and services most institutions have a fragmented approach to fostering achievement among developmental learners Programs and services that evidence the greatest impact on student success are by and large grant funded initiatives in which clear outcomes and ongoing assessment guide practitioners in developing and refining strategies that increase student attainment and success Successful strategies include ongoing mentoring close coordination between instruction and support labs tutoring supplemental instruction advising counseling acceleration options diagnostic assessment linked to opportunities for students to close specific gaps in learning and learning communities that integrate instruction aggressive reinforcement of learning student success skills and proactive advisement Fifteen recommendations are offered They include linking commitment inquiry intentionality and accountability connecting students to a coherent and interconnected set of offerings and services

that enhance student attainment and development requiring underprepared students to partake of strategies that are known to advance learning and promote success and aligning faculty and staff professional development programs and desired outcomes with student development and achievement goals and benchmarks Areas for further inquiry include further research into the effective linking of diagnostic assessments with coordinated instructional activities research into best practice models for bringing to scale practices and policies that effectively promote student success and discovery of professional development programs that have a demonstrable impact on increased student success Six appendices are included 1 Following Up on 100% Math Additional Mathematics Perspectives 2 Specific Topics for Further Inquiry Generated from Campus Interviews A Wish List from Massachusetts Community College Developmental Educators 3 Massachusetts Community Colleges Developmental Education Policy and Practice Audit Timeline Charmain Sperling ED D Principal Investigator 4 Instructions for Completion of Institutional Inventories 5 Institutional Inventories and 6 Campus Interview Protocol Contains 101 footnotes **Course-Taking Patterns, Policies, and Practices in Developmental Education in the California Community Colleges. A Report to the California Community Colleges Chancellor's Office** Mary Perry,Peter Riley Bahr,Matthew Rosin,Kathryn Morgan Woodward,2010 The visibility of developmental education or basic skills education as it is called most often in California has increased in recent years One major catalyst was a comprehensive community college strategic planning process completed in 2004 that listed basic skills as a critical area of focus Another was an increase in the system s minimum course taking requirements for the associate degree These helped pave the way for the state s Basic Skills Initiative BSI and greater public reporting of basic skills outcomes through the new Basic Skills Accountability Report CCCCO 2009 These policy actions underscore the place of developmental education as a cornerstone of the work and purpose of the California Community Colleges EdSource undertook this study under contract with the Chancellor s Office to further understanding of several issues related to this part of the system s mission This study has two parts The quantitative section describes remedial course taking patterns in the community colleges and examines the correspondence between those patterns and various student outcomes The qualitative sections examine research and opinion on related policies and practices both historically and looking forward Appended are 1 Stakeholders Consulted 2 Definitions of English Course Categories 3 The Difficulty of Tracking Student Progress through Remedial Reading Sequences 4 A Sampling of Actual Student Course taking 5 Descriptive Statistics on the Fall 2002 cohort 6 Variation among Students Who Enrolled in Remedial Writing and Mathematics Sequences Depending on Starting Level 7 Regression Tables and 8 Charts Summarizing the Quantitative Findings Contains 22 figures 14 tables and 8 footnotes **Responding to the Challenges of Developmental Education** Carol A. Kozeracki,2005-04-20 Developmental education is a core mission of the community college and approximately 40 percent of entering community college students enroll in one ore more developmental math English or reading courses The existing literature recommends several instructional and organization practices for

developmental educators to follow in addressing the needs of those students Despite the availability of these models however community colleges each facing its own unique combination of students needs and available resources continue to struggle in their efforts to effectively educate underprepared students and help them move onto and succeed in college level courses This volume of New Directions for Community Colleges offers a realistic assessment of the difficulties community colleges face in attempting to assist students who share the common characteristic of being underprepared for college level work but whose backgrounds academic preparation motivational levels and goals are extraordinarily varied The authors discuss the dangers of isolating developmental students faculty and curriculum from the broader academic structure of the college They provide examples of successful programs and offer a range of recommendations that college administrators can adapt to their campuses and student populations They also call for additional research on developmental education especially systematic assessments of existing programs and qualitative research that captures the perceptions of the students for whom these programs are designed   *The Interpretive Process of North Carolina Community College System Developmental Education Policy at Select Community Colleges* John Paul Black,2008 The purpose of this study was to examine the interpretive processes of administrators and staff at individual community colleges in the North Carolina system The study examines how developmental education policy established at the state level is interpreted and applied at the local community college The study examines how administrators and staff in the North Carolina system interpret their role in serving growing numbers of new and returning college students many under prepared for college level work In particular the study looks at internal and external influences that shape the interpretive process for individual administrators and staff as they balance the influences of state legislators and state higher education authorities with local needs in serving under prepared students at the local community college The study used a qualitative case study methodology to examine local developmental education policy at three community colleges in the North Carolina system The study used current research on developmental education policies from a variety of states as a point of reference for the processes that take place at local community colleges in the North Carolina system In addition it used leadership theory to guide the study of internal organizational processes at local colleges and institutional policies at the state level From the research conducted I have concluded that community college administrators and staff are following a process of interpretation that considers local organizational influences local community influences and external institutional influences as part of a larger state system

High Flyers Lande Ajose,Ria Sengupta Bhatt,Gagandeep Kaur,2011 In 2010 Jobs for the Future JFF contracted BTW informing change BTW to conduct a study on developmental education DevEd practices and policies in the state of Florida This study was undertaken with two purposes First JFF wanted to see what common threads could be identified among the strategies and approaches of community colleges that outperformed their peers in advancing developmental mathematics students into college level courses In addition to an interest in the institutional stories themselves JFF had a second purpose

in commissioning this research JFF has served as the state policy lead for two ambitious multi institution and multi state community college improvement efforts in the past few years Achieving the Dream ATD and the Developmental Education Initiative DEI This study used focus groups interviews and supplementary data to explore the extent to which selected colleges exhibit characteristics of DevEd success and how statewide policies may contribute to strong DevEd performance in relation to these characteristics The first part of this report is a brief on Florida s DevEd policies as seen from the perspective of state administrators college leaders and college staff The second part is a set of case studies on the practices of three community colleges in Florida that were particularly successful in serving students in need of developmental math compared to other colleges in the state during the years 2002 to 2008 Methodology for Selecting High performing Colleges is appended Individual sections contain exhibits and footnotes **Implementing Effective Policies for Remedial and Developmental Education** Jan M. Ignash,1998-01-12 In 1894 forty percent of college freshmen enrolled in pre collegiate programs to prepare for regular college coursework In Fall 1995 twenty nine percent of entering freshmen enrolled in at least one remedial course The debate over the need for and appropriateness of remedial and developmental education at the postsecondary level has spanned a century The 1998 Reauthorization of the Higher Education Act has added fuel to the debate Legislators educators and the general public are asking questions and raising accountability issues Who needs remedial and developmental education Why does the need for it appear to be increasing How much does it cost Who should pay for it Are remedial and developmental programs effective Who should provide it Legislators and the public are upset over the perception that they are paying twice for the same education once in high school and once again in college Educators are concerned about the potential devaluation of higher education through the provision of large amounts of remedial and developmental education And students too are unhappy with the time and expense necessary to develop English and math skills that they should have learned in high school Each chapter of this volume addresses a specific policy question involved in the debate over remedial and developmental education and uses national and state data as well as information from case studies of individual institutions to provide insights into effective approaches to remedial and developmental education This is the one hundredth issue of the quarterly journal New Directions for Community Colleges **Promising Practices in Developmental Education** Bobbie E. Frye,Kelly D. Smith,2018 *Designng and Implementing Corequisite Models of Developmental Education* Lindsay Daugherty,2018 Faculty Perceptions of Developmental Education Delivery Changes in Nebraska Community Colleges David W. Hamilton,2014 It is essential to the success of Nebraska s future workforce that community colleges help students transition more effectively through developmental education and into credit bearing courses Based on the results of this research which shows how change is occurring in Nebraska s community colleges the author proposes a theory of staged change in community colleges

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