

Promising Practices: Developmental Education

2010 Leader Colleges



Achieving
the Dream™

Community Colleges Count

December, 2010

Overview

- **Every Achieving the Dream institution develops and implements research-based policies and practices based on an analysis of its institutional strengths, problem areas, and achievement gaps.**
- **The colleges are committed to assessing the effectiveness of their policies and practices, institutionalizing approaches that prove successful, and sharing their findings widely.**
- **This deck is a working document, providing an overview of some promising practices in “Developmental Education” for improving student outcomes as reported by the 2010 Leader Colleges.**



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 guiding principles and five-step process of institutional improvement, 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.**

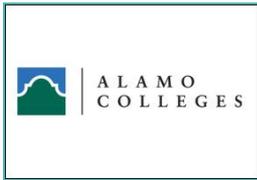
Developmental education courses are designed for enrollees who are underprepared for college-level work. These courses are also referred to as college-prep, transitional, and foundational education on some campuses. Colleges generally offer courses in math, reading, and writing. Colleges may offer up to three levels of remediation before students are eligible for college-level coursework.

Developmental Education



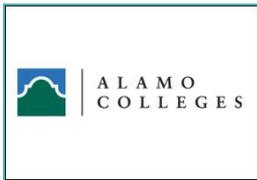
Development Education

- **The Alamo Colleges**
Developmental Education Improvement Plan
- **North Central State College**
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- **Northampton Community College**
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- **Zane State College**
College Student Inventory Review



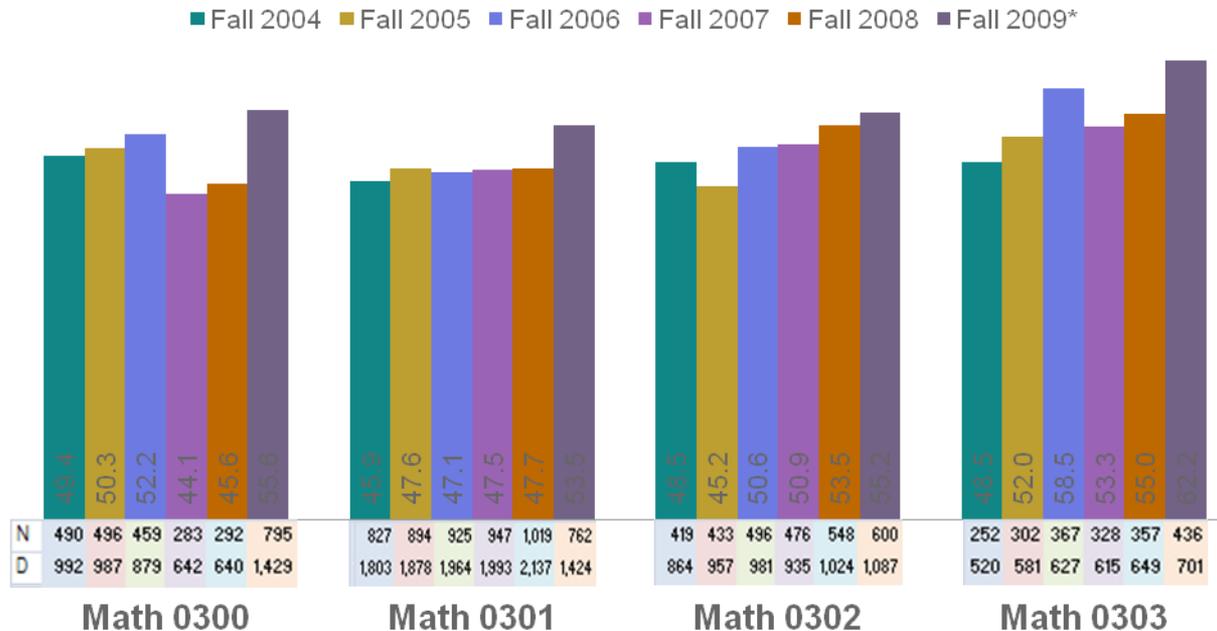
The Alamo Colleges: *Developmental Education Improvement Plan*

Alamo attributes improved success in developmental math courses to the implementation and scaling up of a required one-hour math lab. The Math Department now requires students to co-enroll in the computer-based math lab. Additionally, the Alamo Colleges require mandatory enrollment in a student development course by FTIC students and transfer students with 15 or fewer credit hours.



The Alamo Colleges: *Developmental Education Improvement Plan*

Alamo Colleges District-wide Percent of First-Time-in-College (FTIC) Math Developmental Education (DE) Success by Fall Terms 2004-2009 and Level





North Central State College: *Tutor Resource Center*

North Central State's focus on improving developmental education led to a new Tutoring Resource Center and Tutor Coordinator position. The performance of the Tutoring Center in less than one year has exceeded all expectations. In 2009, from fall to winter quarter, the number of student visits to the center increased by 50%. In the fall quarter of 2010, the center had approximately 800 visits; in the winter quarter, there were 1,200 visits. The tutoring center is a hub of activity—an energetic, welcoming space filled with students each day.



Northampton Community College: *Parallel Developmental Education Course*

Northampton Community College CC focused its efforts in 2009-2010 on strengthening their approach to students with the lowest placement scores in reading and English. Analysis showed students in the lowest level of developmental reading were also least successful in developmental English. Placement into these courses now triggers enrollment in a parallel student success course, in effect creating a developmental learning community approach. Students who take the success course with their developmental classes are more successful. The greatest gain was for developmental reading students: students in parallel student success and reading courses had a 70% developmental reading success rate, compared to 61% for students not enrolled in the success course.



Zane State College: *College Student Inventory Review*

When students enroll at Zane State College, they complete a College Student Inventory that tracks indicators, such as support; motivation; desire to finish an education; career decision making; confidence in mathematics and English. Advisors interpret the CSI immediately upon completion and discuss support options and receptivity to additional counseling, tutoring, and problem-solving about the students' entire experience and success. The objective is to increase contact and individual support to students whose scores suggest they may be at high risk for dropping out. With the first year of CSI Review implementation, small but impressive strides in increasing the success rates of the target, "high-risk" students, became evident. In comparison to the baseline cohort, retention rates from the first enrolled term to the subsequent term remained consistent, but retention rates from fall to fall in the first year and the second year began to rise, suggesting that the advising and support being offered to high-risk student may have been motivating students to continue pursuing their education at Zane State.



Zane State College: College Student Inventory Review

Cohort		1 st Year			2 nd Year			3 rd Year	
		Enrolled in First Fall Term	Retained for Winter Term	Retained from Fall to Fall	Graduated	Retained	Graduated	Retained	Graduated
2006 (Baseline)	All Students	494	385 (78%)	247 (50%)	65 (13%)	144 (34%)	50 (10%)	73 (19%)	2 (<-1%)
Groups by CSI Score	1-3	9	9 (100%)	8 (89%)	3 (33%)	4 (67%)	4 (44%)	1 (50%)	0 (0%)
	4-6	128	105 (82%)	74 (58%)	10 (8%)	41 (35%)	16 (13%)	28 (27%)	1 (1%)
	7-9	133	102 (77%)	56 (42%)	5 (4%)	40 (31%)	9 (7%)	17 (14%)	0 (0%)
2007	All Students	533	400 (75%)	277 (52%)	58 (11%)	147 (31%)	5 (1%)		
Groups by CSI Score	1-3	63	52 (83%)	39 (62%)	9 (14%)	21 (39%)	1 (2%)		
	4-6	152	119 (78%)	85 (56%)	14 (9%)	39 (28%)	0 (0%)		
	7-9	45	34 (76%)	38 (58%)	3 (7%)	17 (40%)	2 (4%)		
2008	All Students	628	494 (79%)	352 (56%)					
Groups by CSI Score	1-3	138	116 (84%)	91 (66%)					
	4-6	195	148 (76%)	101 (52%)					
	7-9	57	40 (70%)	27 (47%)					
2009	All Students	688	573 (83%)						
Groups by CSI Score	1-3	36	34 (94%)						
	4-6	154	127 (82%)						
	7-9	220	181 (82%)						

For questions or comments, contact:

Katie Loovis

Director of Communications

Achieving the Dream

(919) 968-4532

Info@AchievingtheDream.org