Elevating Success in
Developmental English

Strategies for Accelerating and Supporting Completion

Community College Executive Forum

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1) Executive Overview

Key Observations

With over half of community college entrants requiring developmental education and state policymakers reducing financial support for remedial coursework, college leaders must invest in elevating developmental completion rates. Sixty percent of community college entrants test into developmental courses, and only a small fraction of these students ever progress to college-level courses. As public scrutiny rises, state policymakers have taken a hard line against community colleges—in 2012 alone, four states eliminated mandatory remediation, making it impossible for colleges to prepare students for college-level coursework. With more states considering similar measures, college leadership must double-down on efforts to improve their developmental programs.

Assign administrative responsibility for developmental English courses to the college English department, with central administrators responsible for oversight of all developmental courses at the college. This integrated model of developmental education builds a seamless pathway from developmental to college-level courses, and helps students feel included in the college culture rather than relegated to a remedial department. From a business standpoint, integrating developmental courses in the college English department also reduces duplicative administrative processes. The central administration maintains broad oversight of all developmental courses at the college (i.e., English and math) to ensure best practices in instruction are shared across the institution.

Redesign developmental English sequences to shorten the path to college-level classes, contextualize developmental coursework, and facilitate more opportunities for student-faculty coaching sessions. Forum research found that students' three main concerns about a traditional developmental English sequence were the length of time required to move from developmental to college-level courses, the relevance of the material, and the few opportunities to build college-ready behaviors through faculty interaction. Colleges that have addressed these challenges have seen significant improvements in developmental enrollments, completion, and transition to college-level coursework.

Faculty members must build relationships with developmental students and facilitate opportunities for students to build relationships with classmates. When students build rapport with their instructor, they are much more likely to communicate their academic and non-academic barriers to success and ask for help when needed. Similarly, as students build relationships with peers, they are more likely to form study groups and feel attached to the college and classroom, which contribute to greater retention.

Assess a developmental English redesign by calculating the percentage of students who attempt and successfully complete college-level coursework in the redesign versus the traditional model. The head of the redesign task force (or campus president) is responsible for sharing the outcomes of assessments with students, faculty, and advisors on campus through different modes of communication, including campus newsletters and professional development meetings.

2) Developmental Education: A National Concern

Placement and Completion Metrics

Most Students Require Remediation, but Few Ever Complete

Once a low-profile college offering, developmental education has been forced into the public spotlight by the completion agenda, which has dubbed it the "Bridge to Nowhere" and the "Bermuda Triangle of Higher Education." College leaders agree that these gloomy labels hold some truth: over half of community college entrants test into developmental coursework, and only a small fraction of these students ever progress to college-level courses or earn a college credential.

60% Community college entrants who place into developmental education.

13% Developmental students who complete one-year certificates in five years.

9.5% Developmental students who earn an associate degree in three years.

Legislative Changes Prompting Leaders to Consider Reform

In almost all cases, college leaders prefer institution-driven change to top-down mandates. Yet in recent years, frustrated by the slow pace of progress, states have begun to mandate how colleges should redesign developmental education.

CT

Connecticut, May 2012: Senate Bill No. 40 requires all public colleges build remedial education into credit-bearing courses

IN

Indiana, May 2013: Bill requires high schools to identify and help students needing remedial classes before graduation

CO

Colorado, June 2012: Bill allows public colleges to place students needing remediation into credit-bearing courses

FL

Florida, June 2013: Bill allows students below college-ready to skip remediation and enroll in college-level courses

Where to Concentrate Scarce Resources

Three Critical Areas for Developmental English Reform

Members asked the Community College Executive Forum to craft a practical roadmap for elevating developmental English completion. With thousands of students needing developmental education every year, college leaders asked a practical question: Why do students fail developmental English, and how can we help them succeed?

Based on conversations with topic experts, faculty, students, and administrators, Forum researchers uncovered three critical areas for consideration to prepare developmental English students for success at the college:

- **Administrative Design**: Identifying the individuals and college departments responsible for administering developmental English coursework

- **Program Design**: Ensuring course sequences are designed to encourage enrollment in developmental courses (for students who place below college-ready), completion of developmental coursework, and easy transition into college-level classes

- **Pedagogical Design**: Creating a classroom environment that facilitates interpersonal connections between developmental students, their peers, and their instructors

3) Administrative Design

Establishing an Organizational Home

Integrate Developmental English into College English Department

Most community colleges have one of two models of developmental education organization. Institutions with an isolated developmental education model maintain a separate department at the college for all developmental education (e.g., math, reading, and writing) with dedicated staff, faculty, and administrators. A dean oversees this developmental education department. In some cases, the developmental education department may also include student services such as advising, counseling, financial aid, and tutoring (although these may be college-wide services).

An integrated developmental education model disseminates responsibility for the delivery of developmental education courses across the college. Academic departments are responsible for delivering developmental coursework (i.e., the math department offers developmental math courses). Faculty members from the main academic department may teach both general education courses and developmental courses as part of their workload.

Although each organizational model has advantages and disadvantages, the Forum recommends an integrated model, which builds a seamless pathway from developmental to college-level courses (see metrics on Page 18 of this report). Colleges can overcome the major disadvantages of the integrated model (i.e., faculty inexperienced with developmental instruction and lack of institutional oversight) through faculty professional development and the establishment of a centralized developmental education oversight body.

Considerations to Set Organizational Home for Developmental English
EAB Survey of Community College Administrators

Organizational Model	Advantages	Disadvantages
Isolated Developmental Education	▪ Experienced developmental education instructors lead developmental courses ▪ Frequent communication among developmental instructors and student services staff	▪ Little communication between developmental and general education instructors ▪ Developmental students feel alienated from general college life ▪ Duplicative administrative staff and instructors across general education and developmental departments
Integrated Developmental Education	▪ Alignment of developmental and general education curriculum ▪ Developmental students feel included in college life; develop relationships with department faculty ▪ Cost savings through reduced administrative expense	▪ May result in lack of institutional commitment to developmental education ▪ Few professional development opportunities focused on improving developmental teaching

Ensure Ample Opportunity for Developmental Faculty Trainings

Knowledgeable faculty can greatly improve student outcomes in developmental education. Unfortunately, instructors teaching developmental education courses in a mainstreamed model typically have little experience with developmental students. The problem worsens when instructors lack professional development opportunities to

improve their pedagogy. Community colleges should offer regular professional development trainings to instructors tasked with leading developmental education courses. This ensures faculty feel adequately supported in their role, and it improves the quality of developmental instruction overall. Below is a sampling of three professional development opportunities worthy of senior attention.

Cross-Department Meetings	Off-Site Training Conferences	Summer Professional Development Institute
After identifying low reading comprehension skills among students, administrators at **Delaware County Community College** convened faculty from the history and English departments to discuss instructional strategies. Developmental English instructors discovered some students struggled with reading because they were unfamiliar with the historical material read. This led faculty to better integrate curricula from the two departments.	Administrators at **San Jacinto College** sent college-level instructors off-site for training to ensure they felt comfortable leading developmental courses. Participants attended the Reading Apprenticeship Program, a professional development program offered by WestEd. The program trains faculty members to observe students' study behaviors and struggles, and then independently devise changes in teaching strategy to address these issues. Participants are equipped to train additional instructors on campus.	**Maricopa Community Colleges** began their Summer Institute in 2010 to train faculty tasked with leading developmental education courses. The institute runs for six hours per day, four days per week, for one month. Each week consists of a presentation of theory, research, and practice from experts in the field of developmental education. The institute is open to all developmental education faculty, but not required. Department leaders promote the institute at faculty events and district meetings to raise interest.

> **"**
>
> ### Finding the True Source of the Problem
>
> "I didn't realize until I spoke with colleagues in the history department why so many of my English students were struggling through our reading passages— many of these students are education-starved. One student recently asked me if I was alive during the Civil War because I knew so much about it."
>
> *Developmental English Faculty Member*

Create a Centralized Developmental Education Oversight Body

Contacts warned that when academic departments are responsible for delivering relevant developmental courses under an integrated model, institutional leaders may lose oversight of college-wide developmental education trends. To ensure developmental education remains a priority among senior leadership, introduce a Developmental Education Council (DEC) to provide either formal oversight or informal guidance on an ad hoc basis. **El Paso Community College**'s DEC meets seven times a year to provide a formal setting to:

▪ Present ideas about effective teaching practices in developmental education

▪ Review current research in the area of developmental education

▪ Discuss data findings across developmental education programs in the college

- Align developmental education across the college while still maintaining a decentralized structure

At El Paso Community College, the DEC has maintained constant communication between developmental education divisions across the college. The DEC ensures research and data are shared across the institution, and new developmental initiatives are founded on cross-departmental consensus.

Integrate Developmental Reading and Writing in Same Department

Some developmental education administrators have begun to consolidate reading and writing courses to improve instruction in both subjects while also facilitating faster completion of developmental requirements. After administrators at **Danville Community College** combined reading and writing developmental courses, the maximum number of developmental English courses required per students decreased from five to three. **South Texas College** similarly merged developmental reading and writing courses and found that many students needed fewer developmental courses to be college-ready than administrators originally estimated.

Integrated Developmental Reading and Writing Participants Outperform Peers
De Anza College's Developmental Language Arts (LART) Program, Year 1

De Anza College

~200

Number of students enrolled in LART program in first year

LART Course Completion Rate, Year 1

75%   90%

Course Completion Rate

■ Traditional ■ LART
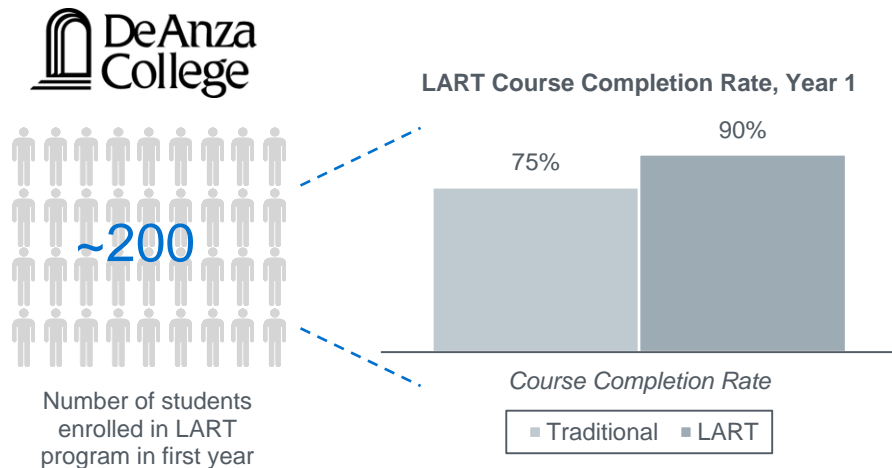
De Anza College introduced an integrated reading and writing/language arts program for students in developmental education called LART. The program is an integrated curriculum of developmental reading and writing courses, allowing students to enroll in both courses simultaneously with the same cohort. Within the first year, nearly 200 students enrolled in the course, and LART students were 15 percent more likely to complete developmental English requirements than peers in traditional courses.

Placement Testing Practices

COMPASS and ACCUPLACER Most Common Placement Tests

At most institutions, a high-stakes exam testing high school concepts determines whether a student will start in developmental or college-level courses, with significant impact on his or her odds of degree attainment. The College Board's ACCUPLACER and the ACT's COMPASS exams are the most widely used placement exams across institutions; these exams rely on a single numerical score to place students into courses. A handful of states have developed more sophisticated placement exams for entering college students, but they represent a very small share of administered assessments.

Cut-Score Tests Dominate Placement Landscape
Percentage of Community Colleges Administering Pre-College Assessments

State Exams
FL, NC, TX, VA

10%

40%

50%
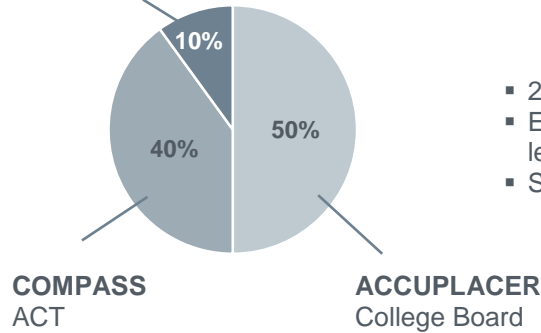
- 2-3 hours to complete
- Evaluates math, reading, and writing levels using high school competencies
- Single numerical score governs placement

COMPASS
ACT

ACCUPLACER
College Board

> "
>
> **Hidden High Stakes**
>
> "Students don't treat placement tests like final exams. They think, 'I have to take this rinky-dink test on pre-historic content, and I need to be at work in 15 minutes.' They don't take it seriously."
>
> *Developmental Math Faculty Member*

Mandate Placement Testing Prior to Course Registration

A crucial component of placement testing is the decision to make assessments mandatory or optional for students. Although colleges located in states that have eliminated mandatory developmental education (i.e., Connecticut, Colorado, Indiana, and Florida) cannot require students complete an assessment before registration, contacts in other states stress the value of mandatory placement. The graphic below demonstrates why students who need remediation often opt out of optional testing and developmental placement in favor of immediate entry into college-level courses.

Student considering optional placement test

PRO 👍 "I'll be placed correctly into my first courses and be well prepared for future classes."

CON 👎 "I don't want to pay money for courses that don't count towards my degree."

CON 👎 "If I get placed into developmental courses, it'll take even longer to finish my degree!"

CON 👎 "I don't want my friends to think I'm stupid if I place into developmental coursework."

In the absence of a testing mandate, students are often reluctant to volunteer for developmental coursework that translates to extra tuition dollars, no credits toward their credential, and a longer time to graduation. Students also wish to avoid the stigma of placement in developmental courses. "I graduated high school a long time ago," one new student in her late-50's shared, "I know I'm rusty, but I'm not stupid—there's no way I'm being placed in remedial courses." Adult students are often demoralized or discouraged from attending a college when they learn they may have to take non-credit developmental coursework.

Assess Non-Cognitive Strengths as Supplement to Academic Skills

Despite wide use of the COMPASS and ACCUPLACER assessments for developmental placement at community colleges and universities nationwide, most higher education professionals consider the instruments flawed. Data from the Community College Research Center suggests three out of every ten test takers are misplaced into or out of developmental English. This means they were either assigned to a developmental course, despite being predicted to get at least a B in college-level English, or assigned to college-level English, despite being predicted to fail the course. For students erroneously placed in developmental coursework, this error not only wastes time and money, but also significantly diminishes their chances of degree completion. Students erroneously assigned to college-level coursework similarly find themselves enrolled in a wrong-fit course, which may result in failing grades and diminished confidence in their ability to succeed in college.

In the absence of an alternative assessment, many colleges use secondary assessments to supplement the results of COMPASS and ACCUPLACER exams.

I.   High School Transcripts

In 2012, as part of the Promise Pathways Initiative, **Long Beach City College** placed first-time enrollees from the local public school system into English and math courses based on their high school GPAs. Early results data shows that Promise Pathways students are three times as likely to attempt college-level courses as peers and just as likely to succeed in these courses.

The shift toward using high school grades to place students into college courses relies in large part on collaboration between high schools and community colleges. Long Beach City College asked the local public school district to create and share electronic transcripts for graduating seniors. Representatives from the two institutions also collaborated to ensure curricula from the high schools aligned with college courses; this collaboration is time-intensive but necessary to ensure high school course outcomes meaningfully predict college course performance.

II.   Learning Style Assessments

At **Pellissippi State Technical Community College**, students who place into developmental courses must take an additional learning style assessment. The results of this brief questionnaire are shared with both the student and the instructor, who can then use that information to tailor their instruction to address the student learning styles.

III.   Motivation and Character Assessments

Administrators, faculty, and scholars from across disciplines and institutions have become increasingly interested in the role of non-academic factors in student attainment across the past decade. There is a growing consensus that traits like productive

persistence, grit, curiosity, optimism, and self-control play a tremendous role in student success. Given the sheer number of terms used, cross-disciplinary dialogue on the matter is often stalled by terminological debate. To further discussion, EAB uses the term "character" to refer to the broad collection of non-academic traits that factor into student success.

Colleges also use character assessments to guide pathway selection and skill development. At **Zane State College**, advisors use character assessments to guide students to the optimal interventions and program of study. All first-year students must take the College Student Inventory (CSI) before the start of classes.

Character Assessments Guide Advising
College Student Inventory at Zane State College

ZANE STATE COLLEGE	Erin McDougal Female, Age 26 ID#:568921656

Academic Motivation

Study Habits	2.5
Intellectual Interests	3.7
Verbal and Writing Confidence	4.5
Math and Science Confidence	3.5
Desire to Finish College	2.5
Attitude Toward Education	4.3

All first-year students take CSI

Report directs students to campus resources based on levels of coping, motivation, and receptivity to support

High-risk students directed to meet advisor

The CSI produces two reports, one for advisors and one for the student. The reports rate students on their ability to cope with challenges, stay motivated through challenges, and receive support from others. Depending on the outcomes of the CSI report, advisors direct students to support resources on campus. Students identified as "high-risk" must meet with advisors in-person, and advisors use the CSI reports to guide their recommendations.

4) Program Design

Guiding Principles to Improve Developmental English Sequences

Address Three Primary Barriers to Developmental English Success

A traditional developmental English model contains between two and three levels of reading and/or writing courses students are required to complete before moving onto credit-bearing college coursework. Depending on the sequence, this may require students enroll in one to six non-credit courses before starting courses that apply to their academic majors. Forum interviews identified several problems with the current model: First, students consider the developmental education pipeline too long. Second, the disconnect between classroom content and students' career goals keeps student uninterested during class. Lastly, students lack the success behaviors they need for developmental and college-level coursework. The following recommendations address each of these barriers to success in turn:

1. **Reduce the length of the developmental pipeline** with a compressed curriculum that allows students to complete foundational lessons in one semester

2. **Ensure quality and relevance of the curriculum** with co-required developmental and college-level courses that connect remediation to advanced learning outcomes

3. **Instill college-readiness habits** with a computer-based course structure that facilitates regular opportunities for one-on-one interactions with faculty

Compressed Developmental English Curriculum

Students Less Daunted, More Interested in Accelerated Developmental Course than Traditional Multi-Term Sequence

Compressed developmental English courses combine multiple levels of developmental coursework into one curriculum. The FastStart program at the **Community College of Denver** shortens the pathway to college-level coursework for students placed below college-level reading and writing. The intermediate FastStart program accelerates students through four developmental English courses—ENG 060 (Writing Fundamentals), ENG 090 (Basic Composition), REA 060 (Foundations of Readings), and REA 090 (College Preparatory Reading). The advanced level accelerates students through three courses—ENG 090, REA 060, and REA 090. Given the time and cost savings, students consider one semester of non-credit coursework more manageable than two or three semesters.

Student Enrollment in FastStart English Program

Community College of Denver, Spring 2006 – Spring 2011

Legend: Intermediate Level — Advanced Level — Total FastStart Students
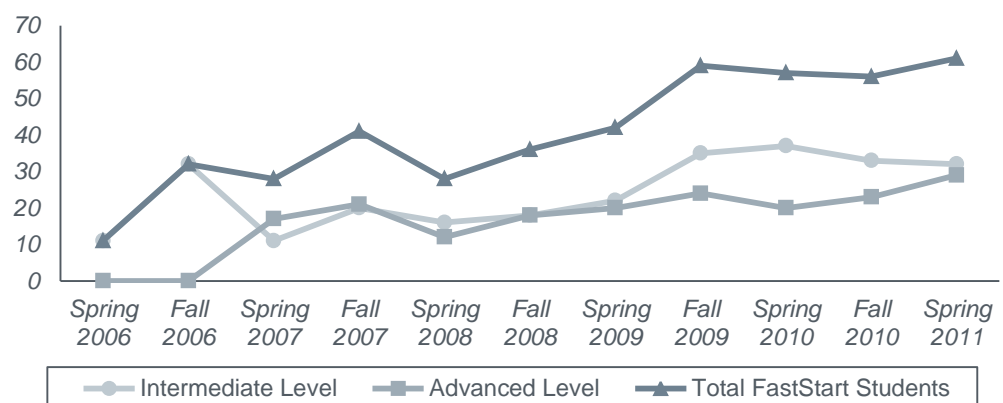
The program also employs various active learning strategies and personalized support (e.g., activity-based pedagogy, computer-based instruction, intensive one-on-one tutoring and advising) to help cohorts of about 22 students each. Overall, students closer to college-ready (i.e., enrolled in the advanced FastStart program) outperformed students with more severe remedial needs in the intermediate FastStart program.

FastStart Program Three-Year Student Outcomes

Community College of Denver, Students Beginning Spring 2007 – Spring 2008

Bar chart with categories:
- % Completed College-Level English: Intermediate Level 44.5%, Advanced Level 76.5%
- % Graduated CC of Denver: Intermediate Level 9.6%, Advanced Level 11.8%
- % Transferred to Another Institution: Intermediate Level 22.3%, Advanced Level 29.4%
- % Still Enrolled at CC of Denver: Intermediate Level 18.6%, Advanced Level 47.1%

Legend: ■ Intermediate Level   ■ Advanced Level

Co-Requisite Mainstreaming

Simultaneous Enrollment in Developmental and College English Highlights Relevance of Basic Lessons to Advanced Coursework

Administrators at the **Community College of Baltimore County** created the Accelerated Learning Program (ALP) in 2007 in response to an average 33 percent completion rate in their developmental English courses. ALP was designed to reduce students' most significant obstacles to completion, including a lack of contextualized course material. Since its inception, the model has spread to over 20 colleges across the country, including **Gateway Community College**, **Patrick Henry Community College** and **North Central State College**.

Students placed in upper-level developmental English (ENG-052) at the Community College of Baltimore County who elect to participate in ALP can enroll directly in college-level English (ENGL-101) and a three-credit, companion ALP course taught by the same instructor. The companion course meets in the class period following ENGL-101 and provides foundational support for college-level assignments. A cohort of eight to 12 students enroll in the companion ALP course and college course together, which maximizes peer support and accountability.

Accelerated Learning Program One-Year Student Outcomes

Community College of Baltimore County, Fall 2007 – Fall 2010 Cohorts

Bar chart with categories:
- % Completed Developmental English: Traditional Developmental English 65.5%, Accelerated Learning Program 82.4%
- % Attempted College-Level English 101: Traditional Developmental English 48%, Accelerated Learning Program 100%
- % Completed College-Level English 101: Traditional Developmental English 33%, Accelerated Learning Program 73.7%
- % Attempted College-Level English 201: Traditional Developmental English 13.4%, Accelerated Learning Program 49.7%
- % Completed College-Level English 201: Traditional Developmental English 9.8%, Accelerated Learning Program 33.5%

Legend: ■ Traditional Developmental English   ■ Accelerated Learning Program

Although the ALP program costs a college about twice as much as a traditional developmental sequence, the program's retention gains offset the financial cost. ALP students are more likely than peers in a traditional developmental sequence to complete developmental English and college-level English 101 and 201, and they perform just as well or slightly better in their college-level courses. A large part of ALP students' success is the seamless integration of developmental and college-level work—students understand the connection between their college-level assignments and the foundational lessons taught in the ALP companion course. Furthermore, since a single instructor teaches both courses, students feel assured their developmental training applies directly to the standards expected in the college course.

Computer-Based Course Structure

English Emporium Boosts Quantity and Quality of Personalized Faculty-Student Interactions

Developmental students must foster relationships with their peers and instructors to feel comfortable reaching out for help when needed and build networks that contribute to personal and professional growth (e.g., friends, study partners, networking contacts, job references, etc.). Contrary to popular wisdom, administrators can use computer-based programming to scale personalized interactions in the classroom by turning class time into de facto office hours.
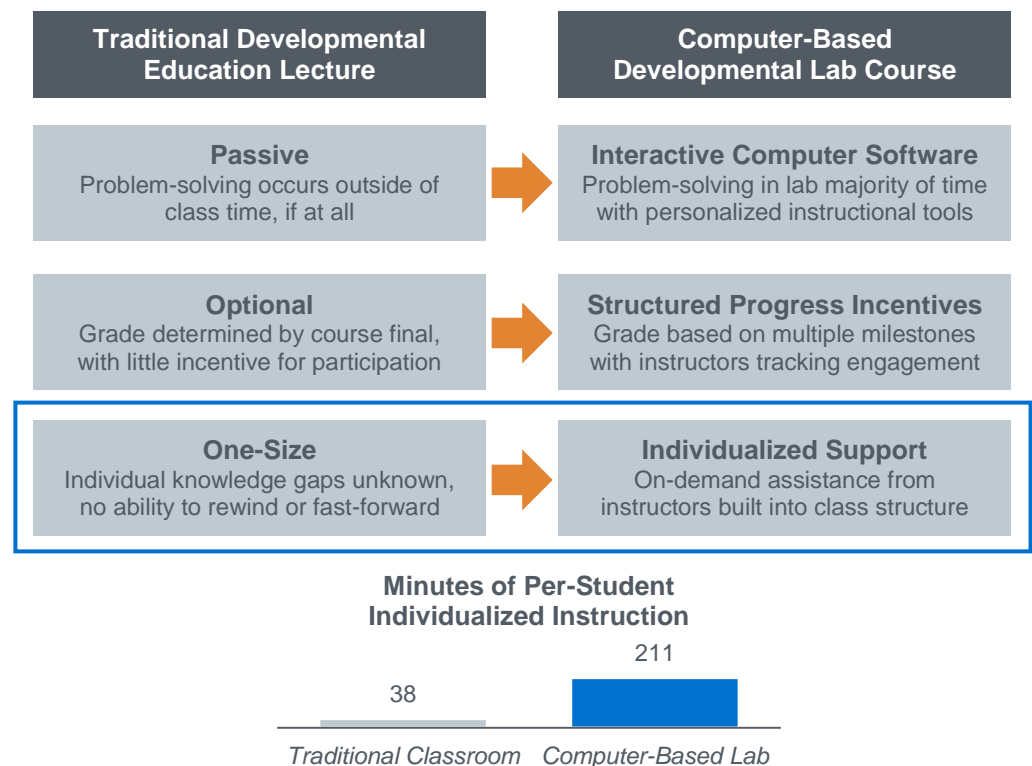
Northeast State Community College adopted the Pearson MyReadingLab developmental reading platform in 2005 in partnership with the National Center for Academic Transformation (NCAT). The platform consists of various modules divided by skill area (e.g., identifying main idea, patterns of organization, learning strategies, vocabulary). Students must complete at least three hours of coursework each week at a designated computer/reading center on campus in the presence of adjunct faculty. Every class session includes designated time for students to ask an instructor questions and be coached one-on-one in college-ready behaviors. The graphic below illustrates the various advantages of a computer-based course structure over a traditional lecture hall.

Traditional Developmental Education Lecture	Computer-Based Developmental Lab Course
Passive Problem-solving occurs outside of class time, if at all	**Interactive Computer Software** Problem-solving in lab majority of time with personalized instructional tools
Optional Grade determined by course final, with little incentive for participation	**Structured Progress Incentives** Grade based on multiple milestones with instructors tracking engagement
One-Size Individual knowledge gaps unknown, no ability to rewind or fast-forward	**Individualized Support** On-demand assistance from instructors built into class structure

Minutes of Per-Student Individualized Instruction

38 — Traditional Classroom

211 — Computer-Based Lab

The most important advantage computer-based developmental labs have over lecture classrooms is not the quantity of time, but the quality of student-faculty interactions. Virtually every software package on the market can enable instructors to see the modules students need to complete, students' intended concentration, their academic history, and even their financial aid status. This information enables faculty to create student-level dashboards that guide coaching sessions. Instructors help students navigate personal roadblocks to completion (e.g., poor study skills, financial distress, etc.) that would not have been noticed in the absence of this personalized support structure.

Pre- and Post-Assessment Results

Northeast State Community College, MyReadingLab vs. Traditional English Sequence

Traditional Developmental English	70%
	+11 pts → 81%
Northeast State MyReadingLab	65%
	+21 pts → 86%

■ Pre-Test   ■ Post-Test
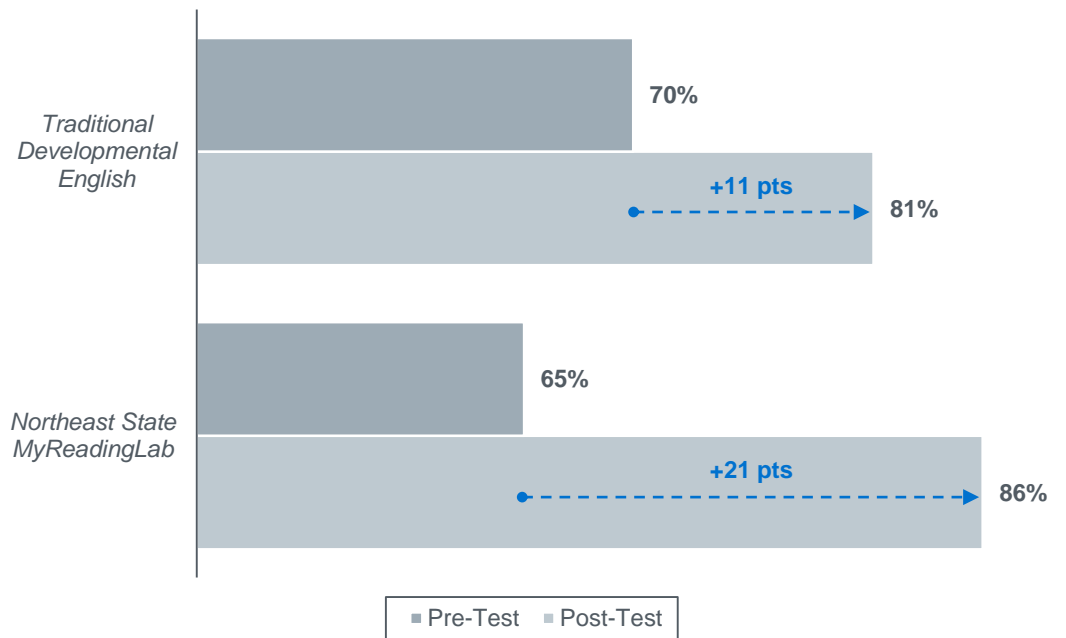
5) Pedagogical Design

Creating Engaging Developmental Learning Environments

Articulate the Goals and Expectations of Developmental English

Students returning to college after an extended period of time outside of a classroom often need a reintroduction to academic behavioral expectations. At many community colleges, developmental reading and writing instructors must communicate these expectations, either alone or in coordination with instructors of orientation and student success courses.

Across a wide spectrum of course organization schema, curricula, and schedules, faculty indicate that students benefit from clear objectives at the start of the semester. Multiple studies indicate that high expectations prepare students for college-level work and future careers. Successful programs challenge students and support their development by outlining discrete, attainable goals.

At the start of each course, instructors should present the following:

- Abilities and skills students will gain
- Academic habits students should develop
- Attitudes students should hold
- Key course components
- Course expectations

Avoid Condescension toward Adult Learners

Instructors should avoid condescension toward adult learners through rote learning. Traditional drill exercises, low-level practice problems, and uninspiring reading and writing materials disengage students from their education and could potentially create embarrassment among adults wary of returning to school. Meaningful reading and writing assignments that resemble future college-level assignments inspire greater student improvement. Developmental courses that replicate or consist of college-level curricula better prepare students for future success.

> **"**
>
> **Remember Your Audience**
>
> "Instructors who are new to teaching developmental courses get swept up in the content. They're teaching basic sentence structure and want to treat students like they're in middle school. But these are adults with jobs, families, and a life—they don't want to be talked down to, they just want to learn!"
>
> *Community College Faculty Member*

Individualize Classroom Interactions to Foster Engagement

Instructors must build personal relationships with developmental students in order to help them feel comfortable reaching out for academic and personal help when needed. Personal relationships often begin with individualized interactions that signal to students that instructors know who they are, care about their success, and are willing to help if difficulties arise.

Strategies to Foster Engaged Classrooms

Call Students' Names During Attendance	**Contact Students Who Struggle in Class**	**Invite Students to Office Hours**
Instructors who call students by name demonstrate their recognition of students as individuals. Students are more likely to attend class if instructors call names aloud during attendance to build this connection, and continue to use their name throughout the semester.	Struggling students benefit from reassurance of their progress. Instructors provide support to help them catch up with their peers. Instructors collect students' phone numbers, mailing addresses, and personal email addresses on the first day of class to enable outreach.	Developmental students often misunderstand the purpose and value of instructors' office hours and will not attend without invitations. Instructors invite students to come at their convenience, or proactively schedule appointments to ensure students participate.

Facilitating Peer-to-Peer Student Interactions

Student Learning Communities Foster Academic and Soft Skills

Administrators often employ learning communities to support developmental students. Creation of semester-long groups offers a more consistent structure for community development. Frequent use of short-term groups encourages development of long-term learning communities as students develop collaborative habits.

Primary Components and Benefits of Collaborative Learning Communities

Face-to-face interaction among students	This presents an opportunity for students to develop strong peer network and build interpersonal skills, which are especially important for ESL students, homeschooled students, or students new to the local area.
Students held responsible for progress toward goal	This component creates a sense of belonging and fosters students' attachment to the classroom. In addition, this is an early lesson in the importance of completing personal and academic goals.
Group processing through feedback, shared explanations	Encourages teamwork, and group activities help students form shared experiences. Instructors can solicit observations from these experiences to introduce concepts from their course.

Considerations of Demographically-Defined Learning Communities

Administrators may choose to place developmental students in a learning community based on demographic criteria. For example, students who are single parents may enroll into a paired-course learning community with other single parents. While some institutions have seen significant success crafting learning communities around ethnicity and demographic characteristics, others report that this could be alienating for students.

Data to Evaluate New Programs

Institutions Define Success as Improvement over Previous Model

All institutions measure the percentage of students who pass developmental English courses in new redesigned models and compare this figure with the percentage of students who pass developmental English courses under the previous model. If a greater percentage of students pass developmental English under the new model than students in the previous model, the redesign is considered successful. Administrators measure many indicators of success, listed below.

- Percentage of students who pass developmental English courses
- Percentage of students who register for next developmental English course
- Percentage of students who enroll in next developmental English course
- Percentage of students who register for college English course
- Percentage of students who enroll in college English course
- Percentage of students who pass college English course
- Percentage of students who withdraw from developmental course
- Percentage of students who are retained at the institution
- Percentage of students who graduate from the institution
- Percentage of students who advance to a four-year institution

Communication Strategies

Communicate Outcomes of Redesigns to Campus Constituents While Addressing Major Implementation Challenges

Strategies to Communicate Outcomes of Developmental English Redesigns

Students	**…Do not enroll in redesigned English courses** because the options confuse them or they do not think the new model suits their learning style.	**Provide insight into student experience** in redesigned classes. Journalism students at **Sinclair Community College** published a magazine with articles about redesigned courses to spread word about their positive impact.
Faculty	**…Are concerned about using new technologies** to facilitate computer-based course sections. This particularly challenges older faculty.	**Offer faculty the chance to work with in-class tutors**. Some colleges even employ dedicated staff responsible for training faculty in new technologies and ensuring computers work during class sessions.
Advisors	**…Struggle to balance advising responsibilities** and are usually too busy to change their advising technique to fit institutional changes.	Meet with advisors at least six months before the start of a redesign to discuss how changes will affect advisors' duties. Advisors at the **Community College of Baltimore County** use a decision tree to help them explain different course models to students.

7) Project Methodology

Institutions Examined in Our Research

Aims Community College
Greely, CO

Amarillo College
Amarillo, TX

Appalachian State University
Boone, NC

Brookdale Community College
Middletown, NJ

Chattanooga State Community College
Chattanooga, TN

Clemson University
Clemson, SC

Coastal Bend College
Beeville, TX

College of the Mainland
Texas City, TX

Community College of Allegheny County
Pittsburg, PA

Community College of Baltimore County
Catonsville, MD

Community College of Denver
Denver, CO

Community College of Philadelphia
Philadelphia, PA

Danville Community College
Danville, VA

Davidson County Community College
Thomasville, NC

Delaware County Community College
Media, PA

De Anza Community College
Cupertino, PA

El Centro College
Dallas, TX

El Paso Community College
El Paso, TX

Fayetteville Technical Community College
Fayetteville, NC

George Mason University
Fairfax, VA

Germanna Community College
Fredericksburg, VA

Grays Harbor College
Aberdeen, WA

Guilford Technical Community College
Jamestown, NC

Hudson Valley Community College
Troy, NY

Jackson State Community College
Jackson, TN

Los Medanos College
Pittsburg, CA

Macomb Community College
Warren, MI

Maricopa Community College
Maricopa County, AZ

Miami-Dade College
Miami, FL

Montgomery County Community College
Blue Bell, PA

Northeast State Community College
Blountville, TN

Northern Virginia Community College
Springfield, VA

Pellissippi State Technical Community College
Knoxville, TN

San Jacinto Community College	Tidewater Community College	Victoria College
Pasadena, TX	Norfolk, VA	Victoria, TX
Sandhills Community College	University System of Georgia	Wake Technical Community College
Pinehurst, NC	Atlanta, GA	Raleigh, NC
Sinclair Community College	University of North Carolina	Zane State College
Dayton, OH	Chapel Hill, NC	Zanesville, OH
South Texas College	Valencia College	
McAllen, TX	Orlando, FL	

Project Sources

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