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*Controversies Surrounding Developmental Education in the
Community College* Rowman & Littlefield

COMMUNITY COLLEGES: New Federal Research Center May
Enhance Current Understanding of Developmental Education

**Understanding Implementation of Developmental
Education Delivery Models in a Community College Setting**
Rowman & Littlefield Publishers

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.)

Issue Brief Routledge

In the United States, 1,200 community colleges enroll over ten million students each year—nearly half of the nation’s undergraduates. Yet fewer than 40 percent of entrants complete an undergraduate degree within six years. This fact has put pressure on community colleges to improve academic outcomes for their students. Redesigning America’s Community Colleges is a concise, evidence-based guide for educational leaders whose institutions typically receive short shrift in academic and policy discussions. It makes a compelling case that two-year colleges can substantially increase their rates of student success, if they are willing to rethink the ways in which they organize programs of study, support services, and instruction. Community colleges were originally designed to expand college enrollments at low cost, not to maximize completion of high-quality programs of study. The result was a cafeteria-style model in which students pick courses from a bewildering array of choices, with little guidance. The authors urge administrators and faculty to reject this traditional model in favor of “guided pathways”—clearer, more educationally coherent programs of study that simplify students’ choices without limiting their options and that enable them to complete credentials and advance to further education and the labor market more quickly and at less cost. Distilling a wealth of data amassed from the Community College Research Center (Teachers College, Columbia University), Redesigning America’s Community Colleges offers a fundamental redesign of the way two-year colleges operate, stressing the integration of services and instruction into more clearly structured programs of study that support every student’s goals.

The Community's College John Wiley & Sons

Minding the Dream provides challenging, reflective, and practitioner-based information about community colleges that is data-based, clear and accessible for the general reader as well as the scholar. New employees, current leaders, graduate students, legislators, and boards of trustees need a grounded sense of the

magnitude of the community college sector. Minding the Dream evokes the laudatory goals of the early pioneers of the community college movement, while accurately framing key programs and political conundrums challenging community colleges. Minding the Dream celebrates community colleges’ successes and is scrupulously honest about their failings. Community college leaders need honest information about what’s working and need to be challenged about the things that are not. State Legislatures and Congress need updated facts to assist them in making wise funding decisions regarding community colleges. Community college advocates need updated information to assist them in their advocacy work, and Higher Education programs need an updated book about community colleges to use as a basic text. These are the people who can benefit from reading Minding the Dream.

[Rethinking Developmental Education in Community College. CCRC Brief](#) Createspace Independent Publishing Platform

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.).

Evaluation the Impact of Developmental Education in Community Colleges: A Quasi-experimental Regression-discontinuity Design Jossey-Bass

Developmental education is a core mission of the community college, and approximately 40 percent of entering community college students enroll in one or 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.

Developmental Education Preparation Taylor & Francis
Co-published with *An Agenda for Leaders / A Text for Leadership Courses* While community colleges promote American ideals of democracy, opportunity, and social mobility; they provide a vital, accessible, and affordable education for nearly 12 million first-generation, economically-disadvantaged, and minoritized students; are engines of local workforce and economic

development; and enroll nearly half of all students who go on to complete a four-year degree; they remain the least resourced and the least funded institutions in the United States. Offering the insights of the former president of Greenfield Community College—located in Massachusetts's poorest rural county—who was a national leader in community college and higher education organizations as well as closely involved with local businesses and organizations; and commentary and background data provided by Professor of Higher Education and Chair of the Department of Leadership in Education at the University of Massachusetts Boston, this book addresses the challenges that community colleges face as they strive to achieve their complex missions in a changing world. By providing vivid accounts of the diversity of students that community colleges serve, the complexity of their missions—from dual enrollment with high schools, to vocational training, adult education, and transfer to four-year colleges—and the role they play in supporting and responding to the needs of local business, as well in regional economic development, the authors make the case for increased investment, while at the same time making apparent to all stakeholders—from policy makers and trustees to college leaders, faculty and staff—how they can contribute to the vital development of human capacities. Community colleges are open-access, train nearly 80% of all first responders, graduate more than half of new nurses and health-care workers, and have a history of nimbleness and responsiveness to community needs, and can play a vital role in training for tomorrow's jobs, over 60% of which will, in the next decade, require some college education. The first four chapters set the scene, demonstrating the key foundational linkage between education, community, and democracy, presenting a history of the community college movement, illustrating what's involved in building strong and reciprocal community relationships, and covering a whole panoply of leadership issues such as governance, institutional culture, facilities planning, resource development, accreditation, and crisis management. The second part of the book presents Bob Pura's accounts of his visits to five community colleges, each representing different geographic regions, institutional size, urban and rural locations, and how they respond to the varied racial and ethnic populations from they draw their students and establish themselves as anchors in their communities. As well as offering an important

message to state and federal policy makers, this book serves as a roadmap for aspiring leaders of community colleges as well as a text for leadership and higher education courses. College leaders may find it useful for internal training and learning community groups.

Implementing Effective Policies for Remedial and Developmental Education John Wiley & Sons

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.

Course-Taking Patterns, Policies, and Practices in Developmental Education in the California Community Colleges. A Report to the California Community Colleges Chancellor's Office Jossey-Bass

This text offers an in-depth case study of the development of an experimental community college established by City University of New York with the aim of increasing two-year completion rates. By detailing academic and administrative reforms undertaken at

Guttman Community College since 2007, the text illustrates the implementation of innovative practices in developmental education, advising, and experiential education and offers critical commentary on why reforms failed to bring the expected results. In a series of comprehensive and insightful chapters, Jordan maps the process of implementation and reform at Guttman Community College. In doing so, he explores the shortcomings of the Guttman enterprise, and offers in-depth analysis of the causes and implications of a failure to account for the local context and student population in planning and implementation phases. This unique, historical narrative thus offers important insights into pitfalls and best practices around issues of racial inequity, governance and leadership, curriculum development, student support services, and data-driven decision making. Each chapter concludes with a section focusing specifically on implications for the post-secondary system more broadly to inform effective, appropriate, and inclusive college reform. This book will be of interest to postgraduates and researchers exploring the history and governance of postsecondary education in the United States, as well as academic administrators, faculty, and policymakers. Jordan speaks to the myriad lessons that can be valuable for a higher education landscape that is hungry for innovation and reform.

Improving Developmental Education Assessment and Placement Core Concepts in Higher Education

At open-access two-year public colleges, the goal of the traditional assessment and placement process is to match incoming students to the developmental or college-level courses for which they have adequate preparation; the process presumably increases underprepared students' chances of short- and long-term success in college while maintaining the academic quality and rigor of college-level courses. However, the traditional process may be limited in its ability to achieve these aims due to poor course placement accuracy and inconsistent standards of college readiness. To understand current approaches that seek to improve the process, we conducted a scan of assessment and placement policies and practices at open-access two-year colleges in Georgia, New Jersey, North Carolina, Oregon, Texas, Virginia, and Wisconsin. We describe the variety of approaches that systems and colleges employed to ameliorate poor course placement accuracy and inconsistent standards associated with

the traditional process. Taking a broad view of the extent of these approaches, we find that most colleges we studied adopted a "measured" approach that addressed a single limitation without attending to other limitations that contribute to the same overall problem of poor course placement accuracy or inconsistent standards. Much less common were "comprehensive" approaches that attended to multiple limitations of the process; these approaches were likely to result from changes to developmental education as a whole. Drawing from the study's findings, we also discuss how colleges can overcome barriers to reform in order to implement approaches that hold promise for improved course placement accuracy, more consistent standards of college readiness, and, potentially, greater long-term academic success of community college students. Data Collection Process is appended. (Contains 3 tables and 3 footnotes.).

Basic Skills Education in Community Colleges Jossey-Bass

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."].

An Analysis of Community College Developmental Education Faculty Members' Perceptions of Professional Development Jossey-Bass

Developmental Education Preparation suggests faculty development that can be used for teaching developmental education and corequisites courses, specifically in mathematics. Providing a look into the needs of students that may not be prepared for college level courses, the premise of the book is to prepare the faculty as much as possible to handle a developmental course. Complete with techniques, pedagogy,

instructional skills, when combined all together, this book can help with developing meaningful professional development on any campus across the nation. The interviews presented in this book provide the reality of some faculty of developmental mathematics education and revealed common trends in the needs and characteristics of corequisite courses. Based on the themes found, professional development is suggested to aid in helping shift any negative components of those themes. The themes help better understand the needs of teaching these challenging courses. Student success should start with faculty making sure they are equipped with the tools and understanding of the students. Student's readiness starts with the faculty's readiness. Having the combined understanding of faculty and student needs can help to create a professional development plan that will enhance the developmental level mathematics courses in higher education.

Understanding Community Colleges John Wiley & Sons

With calls for community colleges to play a greater role in increasing college completion, promising or high-impact practices (HIPs) are receiving attention as means to foster persistence, degree completion, and other desired academic outcomes. These include learning communities, orientation, first-year seminars, and supplemental instruction, among many others. This volume explores the latest research on: how student success program research is conceptualized and operationalized, evidence for ways in which interventions foster positive student outcomes, critical inquiry of how students themselves experience them, and challenges and guidance regarding program design, implementation and evaluation. This is the 175th volume of this Jossey-Bass quarterly report series. Essential to the professional libraries of presidents, vice presidents, deans, and other leaders in today's open-door institutions, *New Directions for Community Colleges* provides expert guidance in meeting the challenges of their distinctive and expanding educational mission.

Referral, Enrollment, and Completion in Developmental Education Sequences in Community Colleges. CCRC Working Paper Routledge

Developmental education is a core mission of the community college, and approximately 40 percent of entering community college students enroll in one or 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.

Responding to the Challenges of Developmental Education

Harvard University Press

Presents an overview of developmental education at the college level: what the concept means and how most developmental education programs work.

What Works Springer

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).].

Promising Practices in Developmental Education Routledge

The field of higher education faces many barriers in providing quality education to students, with educating underprepared students as one of the most challenging and complex (Parker, 2007). Although developmental education may have found a permanent home in community colleges exclusively, the greater concern is not the location of remediation education, but rather the impact on student success (Parker, Bustillos & Behringer, 2010). Until students arrive at higher education institutions academically prepared to be successful in college-level courses, developmental education will continue to be a critical mission of community colleges (CCA, 2012). Too many students are lost in the developmental education pipeline, unable to progress into college-level courses or finish requirements to earn a credential (CCA, 2012). Attempting to increase student success at the community college level, the Tennessee Board of Regents (TBR) implemented new guidelines streamlining how remediation is provided. Even with standardized guidelines, questions emerged regarding how developmental education is delivered on individual campuses, perceptions of program effectiveness, and the impact

on student grades and progression rates. The purpose of current study was to conduct a state-wide evaluation of learning support delivery methods in the thirteen community colleges across the state of Tennessee. Additionally, the study sought to understand how learning support is delivered, perceptions of key stakeholders, and overall effectiveness of learning support in regards to student success indicators such as grades and progression. A mixed methods approach was utilized to collect qualitative and quantitative measures from learning support coordinators and faculty members. Student success was evaluated through system-wide archival student data from the Fall 2015 cohort. The results from this study can shed light on what is happening on individual community college campuses in terms of student success. Stakeholders at both the institution level and state level will gain data to inform policy and procedure mandates driving student success initiatives. Findings from the study could potentially be used to increase academic success in both developmental education and college-level courses, ultimately enhancing progression of students and expand the number of students successfully earning a credential in the State of Tennessee.

Yes We Can! Jossey-Bass

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. 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. At the end of each chapter, the "Questions for Discussion" section helps to bridge the gap between research and practice.

Redesigning America's Community Colleges Rowman & Littlefield

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

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- How To Pass Trace On Cool Math Games : [click here](#)

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.).

Student Success in Community Colleges

Based on a three-year study of over 20 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.