



# Impact Student Success:

Recommended Proven  
Policies & Practices for  
Developmental Education

OACC 2013 Developmental Education Taskforce

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## *Executive Summary*

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The Ohio Association of Community Colleges' (OACC) developmental education recommendations, ***Impact Student Success*** addresses institutional policies related to developmental education programs at Ohio's twenty-three community colleges. This document expands upon the 2011 recommendations, including new recommendations and examples of policies and strategies in practice. Related data results are included throughout the report as well as in a separate data summary.

As this an electronic document, readers can directly connect to resources cited. Finally, the document includes a self-assessment/implementation tool to help each college evaluate its status in relation to the policies and how each may want to proceed. Colleges should review the complete document for the full recommendations before completing the tool.

### ***Developmental Education Policy Recommendations Overview***

As college completion has gained a national focus, attention on students who place into Developmental Education has intensified. The first two sections of the recommendations are organized to reflect the first two stages of the Completion by Design Model – connection and entry. The third set focuses on policies for students while they are in developmental courses. Providing the appropriate assistance through these stages leads students successfully to the third and fourth stages of Completion by Design – progress through course of study, completion to the labor market and/or transfer.

OACC recommends that colleges review policies related to:

- Institutional Policies
  - Overriding policies that effect all aspects of Developmental Education
  - Connection to College – interest to application
  - Entry – enrollment, with an emphasis on placement and advising
  - Progress through Developmental Education - academics and advising
- State-Level Policies
- Federal Financial Aid Policies

Source: <http://knowledgecenter.completionbydesign.org/knowledge-center>

### ***Implementation Recommendations***

In implementing institutional policy changes, the OACC recommends that institutions consider the recommendations in order to increase student success.

In Spring 2012 the OACC received a grant from the Kresge Foundation to establish a statewide Student Success Center. A main goal of the Center is to support the colleges as they reform Developmental Education. The OACC and the Student Success Center will support the colleges' reform through the use of the included self-assessment tool, conversations with their designated success teams, and the creation of a means for colleges to interact and share success plans and data. Colleges may experience short term enrollment and financial adjustments, but these policy recommendations are intended to result in long term gains, sustainability, and student success.

The following recommendations will provide an equal opportunity for all students attending Ohio's community colleges.

## Dev Ed Policy Review

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*The Task Force thanks OACC staff Leah Dickinson, Michael Snider, Jeff Ortega and Laura Rittner and Ohio Board of Regents staff Jeff Gove for their contributions.*

## *A Statement on Community College Policy and Business Process*

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Policies are rules that govern institutional behavior; they are either mandated by others or determined at the institutional level. Policies can serve as a means to accelerate and enhance student persistence and completion. Conversely, they can become a barrier and an obstacle to student success.

Student success efforts are impacted by policies at many levels, ranging from broad federal policies, generally enforced through Title IV, all the way to instructor-specific classroom policies. In order to have the most robust impact on student persistence and success, policies should be examined as part of a continuum and aligned in a way that increases student momentum and decreases obstacles to completion. Institutions have policies at multiple levels. Classroom policies impact a small number of students and provide general practices and guidelines outlined by the instructor, intended to positively influence student behavior in such areas as attendance. Individual departments have policies and guidelines that impact a larger group of students, addressing such topics as pre-requisite courses. In some instances, multiple departments collaborate on policies that are relevant to their collective work. The institution has a broad set of policies that influence the behavior of the entire student body, touching upon issues ranging from registration to disciplinary hearings.

Business practices, on the other hand, are the steps that are taken to carry out daily work. Long-standing business processes may influence student behavior more than the policies recorded on syllabi and in policy manuals, yet they are often left out of policy discussions. Rules, regulations and processes that have been established as a course of doing business become default policies, and are often more difficult to revise. Once business processes become codified into standard operating procedure at a college, these processes become part of the fabric of the institution – the way that things are done. The owner of a business process is not always clear, as the process is often passed down through practice, not written policy. This is especially true when business processes are programmed into the student information system (SIS) or other electronic support systems, causing another layer of complexity in making change. Business practices might or might not be based on adherence to institutional policies.

Therefore, in considering current policies, institutions are also encouraged to question and improve their business practices.

[Source: Postsecondary State Policy Services, Jobs for the Future (JFF), unpublished document]

## *Developmental Education Policy Recommendations Summary - 2013*

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(Page numbers listed with the recommendations refer to pages in this report.)

### **Overriding Policies** (p. 8)

Design and redesign developmental policies, procedures and practices based on national and local evidence, including:

1. Hire faculty, staff and administrators who are committed to working with developmental students.
2. Commit to continuous faculty and staff development, in order to update and improve employees' knowledge of national, state and college developmental education data, policies, and teaching and advising strategies.
3. Commit to continuous formative and summative Developmental Education program evaluation.

### **Connection to College (Partnerships)** (p.9)

Collaborate with feeder high schools and community based organizations to build programs that can increase immediate college level enrollment after graduation as well as college persistence and success.

1. Collaborate to create and implement strategies that can increase college level academic readiness.
2. Collaborate to create and implement strategies which ensure that students and their parents understand the big picture of attending college.

### **Entry into College** (p. 11)

1. Mandate a comprehensive entry assessment for all first time students (p.11).
  - a. Comply with the remediation-free standards produced by the Ohio Board of Regents.
  - b. Mandate review for placement testing.
  - c. Use multiple measures for placement.
2. Implement Adult Basic Education placements, referrals and partnerships for students who need significant remediation that is beyond the scope of traditional developmental education (p.14).
3. Mandate a comprehensive orientation for all first time students placing into Developmental Education (p.15).
4. Implement an electronic academic plan to aid in assisting and advising developmental students (p.16).

5. Mandate immediate Developmental Education course placement & continuous sequence enrollment (p.16).
6. Mandate a First Year Experience (FYE) course for all students placing into developmental education (p. 17).
7. Mandate no late registration so students are not allowed to register for developmental education courses after the class has met for the first time, but offer multiple starts to encourage student enrollment (p. 17).

### **Progress in Developmental Courses** (p. 18)

#### In the Classroom:

1. Define the minimum standards for Developmental Education competency (p. 18).
2. Create a consistent attendance policy for students in Developmental Education classes, one that sets the ground rules for students' attendance and encourages them to attend consistently, but also provides flexibility and alternatives to help students stay on track (p. 19).
3. Establish clear expectations for classroom behavior (p.19).
4. Limit online courses in Developmental Education (p. 19).
5. Offer accelerated pathways for students placing into Developmental Education (p. 20).
6. Offer alternative curriculum and instructional methods for students into Developmental Math courses (p. 22).
7. Contextualize material in Developmental Education courses (p. 23).

#### Wrap Around Services:

1. Implement intrusive and continuous academic advising for students in developmental courses (p. 24).
2. Implement interventions for repeated failures and withdrawals (p. 25).
3. Provide financial literacy education to developmental students (p. 25).
4. Design institutional aid to encourage and reward developmental student progress (p. 26).
5. Require students to immediately enroll in the college level gateway Math/English course immediately after completing developmental coursework (p. 26).

## *2013 Developmental Education Policy Recommendations*

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### *Overriding Policies to Drive Success in Developmental Education*

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Design and redesign developmental policies, procedures and practices based on national and local evidence, including:

- Hire faculty, staff and administrators who are committed to working with developmental students.
- Commit to continuous faculty and staff development, in order to update and improve employees' knowledge of national, state and college developmental education data, policies, and teaching and advising strategies.
- Commit to continuous formative and summative Developmental Education program evaluation.

#### ***Faculty and Staff Hiring and Professional Development***

It is critical that faculty, staff and administrators across the institution work together to understand the challenges for students placed into developmental education.

First, colleges should hire faculty and staff, both full and part time, who want to work with developmental students. This may mean employing persons with a strong background/education in teaching methodology as well as in the content area.

Further, evidence shows that colleges should commit to continuous faculty and staff development, in order to update and improve employees' knowledge of national, state and college developmental education data, policies, and teaching and advising strategies. According to Hunter Boylan, an emphasis on professional development for both faculty and staff improves program outcomes. Faculty and staff development should be focused and related to developmental education initiatives and outcomes. To ensure broad engagement, bringing nationally known presenters to a college to discuss a specific intervention is more effective as it is college initiative focused, broad reaching and less costly than sending a smaller number of faculty to a conference. Further, the colleges must make additional efforts to include and compensate adjunct faculty for their continuous commitment to improvement. Sinclair, Belmont and Zane offer an adjunct faculty program which increases their pay rate. A number of colleges mandate that adjuncts attend in house workshops or all day retreats, and they pay them a stipend to attend. New and adjunct faculty often have mentors. Whatever the focus and the compensation, full and part-time faculty, staff and administrators should work together to plan and evaluate these development opportunities. Finally, the method of faculty and staff evaluation used should reflect and encourage a commitment to continuous employee growth and service to students.



Source: <http://www.publicagenda.org/media/engaging-adjunct-and-fulltime-faculty-in-student-success-innovation>

### ***Using Formative and Summative Evaluation***

Besides reviewing program outcome data, it would be beneficial for colleges to also use formative evaluation in order to improve their developmental program courses and services. According to Hunter Boylan (2002), formative evaluation brings together groups of people from the college to look at what is being done to help developmental students. “It takes place as services are being delivered and courses are being taught” (p. 44). Boylan suggests that those involved in the program be involved in creating the evaluation plan, especially adjuncts.

*“Boylan and Saxon (1998) found that programs in Texas colleges and universities using formative evaluation for program improvement had higher rates of course completion and retention.” (Boylan, 2002, p. 44)*

## *Connection to College*

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### ***Partnerships***

Community colleges should cooperate with their feeder high schools and community based organizations to build programs that can increase immediate enrollment after graduation as well as college persistence and success.

Nationally, about 40 % of high school students graduate on time and are ready for postsecondary studies. Another 35% of students earn a diploma but aren't academically prepared for college-level coursework. The remaining 25% don't graduate at all. According to data presented in *The Central Ohio Compact 2012*, in Ohio, “just over one-third of Ohioans aged 25-64 have earned a college degree or some other postsecondary credential.” Only 33% have a high school diploma or equivalent, while 9% have not completed high school. Further, another 21% have attained some college, but have not completed a credential. Both *Reclaiming the American Dream: Community Colleges and the Nation's Future*, an AACC report from the 21<sup>st</sup>-Century Commission on The Future of Community Colleges, and *Complete College Ohio: Task Force Report & Recommendations* encourage community colleges to establish a stronger collaboration and tighter alignment across the P-16 education continuum. In addition, the colleges must widen the pipeline to include other significant groups of potential community college students.

## *High School Partnerships*

This work is understood to include the academic, career and technical programs, and high school recovery programs (serving former high school dropouts under the age of 22).

- **Institutions should collaborate with their feeder high schools to implement strategies that can increase academic readiness.**

Research shows that an abundance of college-intending high school graduates are not adequately prepared for higher education and are in need of interventions and support. Statewide, 41% of students entering all state colleges require remediation in mathematics, and/or English; this percentage is almost double for community colleges. If this is to be reversed and the number of underprepared students decreased, strategies that lessen remediation for students exiting high school must be a priority. Otherwise, higher education—and especially community colleges—will always be playing “catch up” in terms of ensuring student basic skills for college success.

- **Students who are not on track to be college ready upon graduation, as demonstrated through early testing measures, need to receive interventions while in middle school and in high school.**

The Ohio Board of Regents and the Department of Education have aligned the new Common Core State Standards with the College Readiness Standards. This will produce a common set of expectations for all students graduating high school and entering college. The Ohio Board of Regents (OBR) and the Ohio Department of Education (ODE) have charged the colleges to form partnerships with their feeder high schools to strengthen alignment. As a result, all the colleges have high school/college alignment efforts.

*Both Washington State and Hocking held College Readiness Summits for high school and college English and math faculty. Sinclair has readiness classes at its feeder high schools. Lakeland has served as a lead partner in the K-12 Higher Education Alignment project, funded through ODE. Funded with Race to the Top (RTTT), Math and English college and high school faculty have met monthly to align curriculum, examine assessments, and discuss instructional delivery best practices.*

- **Colleges should collaborate with their high school partners to ensure that students and their parents understand the big picture of attending college.**

Remediation is just one factor that may discourage college completion, especially for the developmental student. Equally important are financial issues and the lack of a clear sense of purpose. This includes admissions processes, the cost of college, financial aid policies,

attendance policies, support systems within the college, and the importance of determining a course of study (career choice). Offering programs with these components, while the student is in high school, will provide an orientation to college which will help prepare students both intellectually, emotionally and financially, accelerating them towards completion.

*Starting in Fall 2013, Edison Community College is placing an admissions advising specialist in feeder high schools.*

### ***Community Based Organization (CBO) Partnerships***

- **College should also develop partnerships with these community based organizations that serve adults (18 and beyond) and collaborate on the same connection and alignment services.**

Many students enter college after completing a GED or after having been out of formal education for a number of years. Often they enter as a result of being connected with a community based organization. CBO's have programs that provide pathways to GED completion, and math, reading and writing refresher programs. For example, some ABLÉ programs are embedded into a number of CBO's.

*In Akron/Summit County, Project LEARN is the largest funded ABLÉ program CBO in Ohio and has numerous partnerships, including with higher education. The Warren County Career Center ABLÉ program has strong One-Stop partnerships with community partners. Cincinnati City Schools ABLÉ partners with the YWCA, the Urban Appalachian Council and Cincinnati State Technical and Community College.*

Source: <http://www.jff.org/publications/education/cornerstones-completion/1486>

Source: [http://www.jff.org/sites/default/files/TakingCollegeCourses\\_101712.pdf](http://www.jff.org/sites/default/files/TakingCollegeCourses_101712.pdf)

### ***Entry into College***

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*In order to increase student success and completion, colleges should develop a highly-structured intake process, which allows ample time for accurate placement, mandatory orientation, individual advising and possible academic interventions (e.g., bridges, boot camps etc.).*

- **Mandate Comprehensive Entry Assessment for all First Time Students.**

Institutional policies should take into consideration the immediacy of accurate initial placement assessments to ensure students are beginning their college career at the appropriate point.

Colleges should thoroughly assess all students before they take college level (credit bearing) courses by using multiple measures such as standard college-placement assessments, transcript review as well as non-cognitive measurements.

- **Comply with the remediation-free standards produced by the Ohio Board of Regents.**

In December 2012, the Presidents of Ohio’s Public Colleges and Universities established uniform statewide standards for remediation-free status. The aim was to reduce the number of students needing developmental courses. The table below indicates the scores needed in order to be remediation-free (extracted from ohiohighered.org). Students may not be required to take developmental courses if they score at or above the levels cited below. Institutions are free to adjust the remediation-free scores downward but cannot adjust them upwards.

SUBJECT	ACT	SAT	ACCUPLACER	COMPASS
English	18	Writing 430, Critical Reading 450	Sentence Skills 88 or >5 on Writeplacer	COMPASS Writing not recommended* COMPASS Reading 88
Reading	21	450	80	COMPASS Reading 88
Math	22	520	108EA or 69 CLM	COMPASS Algebra 52

\*OBR recommends that institutions administer an authentic writing assessment (scored electronically or by a human rater) to determine optimal placement for student success.

In addition, while institutions may not compel students to take developmental courses when ACT scores deem the student to be college ready, institutional admissions policies may require the completion of academic tests, including the COMPASS or Accuplacer for the purpose of recommending appropriate support services and optional course alternatives.

Source: [https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012\\_UNIFORM\\_STATEWIDE\\_REMEDIATION\\_FREE\\_STANDARDS%28010913%29.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/reports/hs-to-college/2012_UNIFORM_STATEWIDE_REMEDIATION_FREE_STANDARDS%28010913%29.pdf)

- **Offer Review for Placement**

Colleges should provide students with information on placement testing, the importance of assessment outcomes and opportunities to review and “brush up” prior to testing.

*Cuyahoga Community College mandated review for placement workshop which all students must take before they take the COMPASS test. Although this is a simple 90 minute intervention, data from two semesters of using this procedure and policy show a significant bump in higher level placements. When compared to the control group: “Test Prep” students had a **6% decrease in English 0980** placement and a **5% decrease in English 0990** placements. This was coupled with a corresponding **5% increase in English 1010** placement and **6% increase in Honors English 1010** placement for Test Prep students. When compared to the control group: Test Prep students had a **7% decrease in Math 0910** placement. This was coupled with a **5% increase in Math 0950 or 0980** placements for Test Prep Students and a **2% overall increase in 1000 level math courses**.*

- **Use Multiple Measures for Placement.**

Using appropriate multiple measures should increase the validity of the placement/assessment process. Possible measures could include high school GPA and class rank. While the skill levels of students with a given GPA or rank may vary depending on course rigor, high school course structure, geographic region, GPA formula, and other factors, those metrics take into account student motivation, work ethic and factors which may affect academic performance. Institutions may also choose to assess other non-cognitive factors such as computer literacy, learning styles, work styles, and motivation. These measures could be used to identify students at-risk of failure and can direct them to the programs and services designed to meet their personal and academic needs (i.e. tutorial services, supplemental instruction, etc.). Meeting students’ non-cognitive and cognitive needs is essential for creating a realistic and effective path to retention and success.

*At Terra State, students’ computer skills are assessed as part of the entry assessment process, and a developmental-level course in computer skills can be required as a result. The course is offered in both minimester (8-week) and boot camp (1-2 weeks) formats, and introduces students to operating systems, word processing, touch typing, Internet and email use, and the college’s Learning Management System (LMS), to prepare them to operate in the college’s electronic environment. Data is being collected and analyzed to determine the impact.*

Source: [http://www.jff.org/sites/default/files/ATD\\_WhereToBegin\\_050213.pdf](http://www.jff.org/sites/default/files/ATD_WhereToBegin_050213.pdf)

- **Implement Adult Basic Education Placement, Referrals and Partnerships**

Students who need significant remediation that is beyond the scope of traditional developmental education should be referred to/enrolled in programs that can support their unique needs and do not utilize precious financial aid resources. Such students should be mandated to enroll in Adult Basic and Literacy Education (ABLE) programs, free college-sponsored remediation opportunities, or community-based educational opportunities instead of being enrolled in the lowest level college developmental education class. With emphasis on addressing individual student needs, these programs are a more appropriate educational intervention for these students.

Ideally such classes for these referred students should be held on the college campus where these students, who are encouraged to become full time community college students, can connect with the college and receive privileges such as access to learning centers, advising, and take certain designated courses.

*Zane State College utilizes a customized math learning plan created by My MathLab as the core component of a free, eight-week math refresher course called MathStart. Students whose placement scores indicated the need to refer to ABLE, but are eligible to take other developmental courses, are allowed to enroll in up to ten credit hours as a conditional admission student so long as they enroll in and complete the MathStart course. Students completing this course raise their placement scores an average of 26 points and nearly 100% of completers place into an existing college math course, with 25% of those placing into the gateway math course.*

In order for these partnerships to become a viable part of student success, college and literacy program administrators and faculty should create an active open and seamless partnership. Together they should set up the program infrastructure, which includes but is not limited to assessment procedures. College and program faculty should align curriculum to ensure that students who advance in the remedial program are adequately prepared to subsequently enroll in college at a higher level of developmental education or in credit bearing classes. Further, college and program advising staff should work together to identify and implement strategies that will encourage students' academic progress and enhance the likelihood that students will return to and persist in postsecondary education. As Adult Basic Education/College partners, they should share and review data. Creating a "working team" at the college where there is continuous communication will integrate these basic education classes into the college's developmental education process and programs.

Source:

<https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/able/reference/transitions/Best%20Practices%20in%20ABLE-College%20Data%20Sharing%20-%20Membership.pdf>

- **Mandate a Comprehensive Orientation for all First Time Students Placing into Developmental Education.**

Community colleges are often key entry points for first-time students, and first generation college students. All new and many returning students should be oriented to the processes and procedures of the college to make certain that students are prepared to meet their educational goals. Students placing into developmental education especially need to understand the following before they begin their courses:

1. How placing into developmental courses will extend the time they will need to complete a degree or certificate.
2. The amount of financial aid dollars that are set aside for Dev. Ed. courses.
3. The importance of Dev. Ed. courses and how they prepare them for college.
4. The resources available at the college to help them succeed.
5. The importance of creating a plan towards completion.
6. The importance of meeting with an advisor.
7. The different ways classes are taught (face to face, hybrid and online) and which method might work best for them.
8. The value of taking a first year experience class.
9. The financial aid requirements for maintaining Title IV eligibility.

Colleges should carefully consider what type of orientation (half day, full day, one week or online) works best with developmental students. Also, to ensure that developmental students do attend orientation, colleges could use a registration hold until orientation is completed.

Beginning in the summer 2012, Northwest State Community College mandated participation in new student orientation. All new students are required to attend the five hour program. Beginning with a general session the orientation introduces students to campus life and student responsibilities in an interactive format. Students discuss successful behaviors, educational plans, and critical thinking skills using principles defined by *On Course* author Skip Downing. Students also learn about financial aid and financial planning in this general session. Breakout sessions introduce students to the college's student information system and online learning. New students complete their orientation experience by meeting with an advisor from their academic division and registering for classes.

*Fall 2012 to spring 2013 enrollments show that of the 564 students who attended the mandatory new student orientation in fall 2012, either in person or online, 74% of the students were still enrolled in the Spring 2013 term, one semester later. Participants in the online version had a 54% retention rate from fall to spring semester. Face to face participants had a 76% retention rate.*



- **Implement an Electronic Academic Plan to Aid in Assisting and Advising Developmental Students.**

Students, especially at- risk developmental students, benefit from using an educational plan which allows for a clearly defined individualized academic plan that promotes timely completion.

Institutions should consider an electronic academic plan which provides a detailed sequence of courses, listed by term, with defaults suggested for every elective. Included are the students' developmental education courses and suggestions for accelerating progress through developmental education. A financial aid plan should also be a part of the academic plan.

The Academic Plan is designed to achieve these objectives:

1. Progress through developmental education within one year, if possible.
2. Enter a program of study within first year.
3. Complete degree and certificate programs as quickly as possible.

*A number of electronic academic plans are in use across the state, including Jenzabar, DARS, M.A.P.s, Ellusian and Degree Works. Marion Technical College and Belmont College each collaborated with their provider to create an institution specific tool. Sinclair has recently developed an in house open source tool, M.A.P., created through Completion by Design which will be available to other institutions.*

- **Mandate Developmental Education Course Placement & Continuous Sequence Enrollment.**

Data show students are less likely to persist and/or complete a credential if they delay developmental education coursework. Requiring developmental education coursework first will ensure students move from one “level” to the next without needing to return to remedial coursework.

Therefore, it is important to follow through with placement recommendations, registering students into recommended courses and/or supports within their first term. Students should continue with their developmental education coursework until the sequence is completed and ***immediately enroll*** in subsequent college level coursework.

However, this recommendation is not intended to curtail developmental education/college level concurrent enrollment which allows for “just in time” strategies or co-requisite programs that ensure students are successful at the next level. These strategies are discussed in the progress section of this report.



- **Mandate a First Year Experience Course for Students Placing into Developmental Education.**

Research suggests that in addition to attending orientation, developmental students benefit from taking a first year experience (FYE) course, which helps them understand what it takes to be a college student. An FYE course taken during the first semester should be designed to help students to college life, balance multiple responsibilities, consider career options, create a college plan, and develop computer and financial literacy. FYE courses also help the students develop self-awareness, a sense of personal responsibility, interdependence, time management skills, and the ability to reflect, make adjustments and be open minded as they work with various types of people in the college environment.

*The first-to-second year retention for students who successfully complete Cincinnati State's First Year Experience course during their first term is 12 % higher than the overall first-to-second year student retention rate.*

FYE courses can be offered in multiple ways, with multiple focuses, and varying credit hours. Whichever way it is offered, the student should take this course during his/her first semester.

Source: <http://ccrc.tc.columbia.edu/publications/defining-role-community-college-student.html>

- **Mandate No Late Registration for Developmental Education Students; Provide “flexible starts.”**

Removing late registration encourages students to develop good habits early on in their college careers and students are more likely to remain engaged.

Students should be encouraged to start with the first course meeting, specifically those that place into developmental education coursework. **Students should not be allowed to register for developmental education courses after the class has met for the first time**, but should be informed of “flex schedule” or “flex term” developmental education coursework options (i.e. modules, 8-week courses, 14-week courses, self-paced options, etc.). By offering flexibly scheduled courses starting later in the term, colleges are able to remove late registration options for developmental education courses.

*Edison Community College's no late registration policy, implemented in Fall 2012, mandates that new students register two weeks prior to the beginning of a semester. This provides students with the time to buy their books, orient to the college, arrange for daycare and so forth. The data shows that success rates improved; Spring 2013 course success and completion rates increased up to 10%.*

**In the Classroom:**

- **Define the Minimum Standards for Developmental Education Competency.**

Research demonstrates that students benefit from high expectations. Therefore, colleges should inform developmental students that a “B” or higher indicates mastery on a written assignment, test, module or final course grade. Students who receive a “C” or lower may have achieved minimum competency, but should receive interventions throughout the semester in subsequent developmental and college-level coursework to attain mastery.

*According to the Center for Community College Student Engagement (2009), “When entering students perceive clear, high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and adopt behaviors that lead to achievement” (Benchmarking and Benchmarks).*

It is also recommended that colleges who use a pass/fail grading system for developmental courses set high standards for students to achieve a passing grade. A pass/fail option could encourage the minimum amount of effort on the students’ part.

Syllabi should contain essential policies which help students understand expectations. These include, but are not limited to, an attendance policy, make-up work policy, late work policy and behavior policy. Colleges need to determine whether the policies are universal, departmental or for individual courses.

- **Have and Enforce a Consistent Attendance Policy for Developmental Education Classes.**

*According to Crede, Roch and Kieszczynka (2010), class attendance has a strong relationship to student success. This relationship “makes class attendance a better predictor of college grades than any other known predictor of academic performance, including scores on standardized admissions tests, such as the SAT, high school GPA, study habits and study skills.”*

Colleges should convene faculty to create a consistent attendance policy for students in developmental education classes, one that sets the ground rules for students’ attendance and encourages them to attend consistently, but also provides some flexibility and alternatives to help students stay on track. Having a clear consistent attendance policy, supported by the institution, would not only provide students with clear expectations, but would also be of value to both full and part-time faculty.

In addition, to encourage attendance faculty should be encouraged to use engagement strategies, like cooperative learning, which foster attendance as students are expected to actively participate in ongoing work in order to succeed in a class. Both Patrick Henry Community College's Southern Center for Academic Learning Excellence (S.C.A.L.E.) Institute and Skip Downing's On Course Program provide training for college faculty to help them develop student engagement strategies.

*At Patrick Henry, where most faculty use Cooperative Learning techniques in the classroom, retention rates of students have risen to 97%.*

Source: <http://rer.sagepub.com/content/80/2/272>

Source: <http://scaleinstitute.com/>

Source: <http://www.oncourseworkshop.com/Data.htm>

- **Establish Clear Expectations for Classroom Behavior**

Incivility can disrupt a learning environment, making it difficult or impossible for students to succeed. A disproportionate number of Developmental students are also first generation college students. As a result, they may lack the social capital necessary to successfully navigate college systems, including college classroom behaviors. Faculty are in a unique position to influence developmental students' behaviors by setting clear expectations. Establishing these expectations, presenting them on the syllabus and discussing them with the students during the first week of class is a proactive policy. The college's student code of conduct should support the faculty's individual classroom expectations and vice versa.

Further, as faculty use active learning strategies, they will also influence students' attainment of appropriate social skills which should help foster a positive learning environment.

- **Limit Online Courses in Developmental Education**

*A recent CCRC article reports that student success in online courses is significantly weaker than results in face-to-face courses. Results were especially significant for students in developmental courses, where failure rates for Developmental Math students were 19% higher in online courses and 25% higher for Development English students. (Jaggers, S. S., Edgecomb, N., & Stacey, G. W., 2013).*

Given the data, colleges should avoid registering developmental students into online courses, especially in their first semester. This is meant to include both developmental as well as college level courses.

However, there may be some exceptions for developmental students taking courses online. (1) A developmental math student who places into college level English, for example, may possess the reading, writing and online skills to take online courses. (2) MOOC's (Massive Open source Online Courses) are free noncredit online courses available to all students. As such, MOOC's provide good options for developmental students, both to help them brush up their skills and to learn how to navigate online courses. Yet, at this early stage in their development, MOOC's are not recommended as the primary path for academic preparation, especially for students who need significant remediation.

In addition, since the study reported lower success for students in all college courses, institutions should engage in practices that support this instructional delivery method. First, they should develop a readiness assessment to help prepare all students for online coursework and not allow entry into an online course until the assessment and orientation have been completed. In addition, an early warning system and tutoring component must be available for students in online courses. Finally, the course design should promote increased interaction between faculty and students.

Source: <http://ccrc.tc.columbia.edu/media/k2/attachments/Online-Learning-Practitioner-Packet.pdf>

- **Offer Accelerated Pathways for Students who Place into Developmental Education.**

Accelerated Placement in English - Research has shown that students who place just one class below the college level English or math course can benefit from an accelerated approach, reducing both time and money. Most notable is the Accelerated Learning Program at the Community College of Baltimore County (CCBC).

*At CCBC, students **concurrently enroll** in Freshman Composition and the upper level developmental writing course. 63% of the developmental students who enrolled in the ALP program passed English 101 with a grade of "C" or better. By comparison 59% of the students who started in developmental writing passed the developmental course; of that group only 37% enrolled in English 101 and then 27% of those students passed the course.*

Source: <http://alp-deved.org/>

Source: <http://www.wested.org/cs/we/view/rs/128>

\*The Community College of Baltimore County (CCBC) has also developed a similar program where students take developmental math and college algebra concurrently.

*Sinclair has adopted the CCBC model while Cuyahoga has followed it with some variation.*

*At Lakeland and Terra, a 5 credit College Composition class is available for these students so that they can avoid taking multiple courses. At Columbus State, these students take College Composition with a required lab component for writing support. Similarly, Stark will be offering a 1 credit mandatory course for students placing below but enrolling in College Composition.*

Acceleration through Developmental courses – Some colleges have implemented various ways to accelerate students through the developmental sequences.

*Cincinnati, Eastern Gateway and Cuyahoga accelerate students through developmental education by offering **integrated reading and writing courses**.*

*At Terra, the lowest-placing students are enrolled into a 6 credit developmental English course, while higher-placing developmental students are enrolled in a 4 credit course with exactly the same content.*

In addition, students who place at a lower level of developmental English and math can benefit from an intensive semester of that subject area. Breaking the semester into “**minimesters**,” the college can place students in one level for the first 8 weeks and then the next level during the second 8 weeks. This is especially beneficial for students who need language skills in order to be successful in most of their discipline courses. Thus, they could potentially be prepared for college composition by the second semester of attendance.

*Clark, Zane, Marion Tech, Sinclair, Edison, Cuyahoga and Lorain are implementing “minimesters” to accelerate students through a sequence.*

**Bridges** (also known as Boot Camps) are offered in numerous formats from 1 week to 5 weeks, credit and non-credit. They allow students the opportunity to brush up and then either retake the placement test or move ahead via faculty approval.

*North Central, Cuyahoga, Sinclair, and Terra (in partnership with ABLE) offer or mandated bridge programs. As stated earlier, Zane offers an eight- week noncredit math refresher course called Math Start, using MyMath Lab. Eastern Gateway offers a free five-week noncredit refresher course for College Composition. Students completing the refresher course then begin a ten week credit composition course.*

*At Sinclair, from Winter 2011 through Summer 2012, almost 70% of students who succeeded in a Boot Camp course succeeded in their next course-in-sequence. 75% of the students who succeeded in a reading Boot Camp were **successful** in their next course-in-sequence. 77% of successful English Boot Camp students succeeded in their next course-in-sequence, and 64% of successful math boot camp students succeeded in their next course-in-sequence.*

In addition, colleges could turn to **MOOC**'s as another refresher alternative.

*Recently, Cuyahoga Community College designed a Developmental Math MOOC. It is being piloted statewide in Spring 2013, and is available free to all college students.*

- **Offer Alternative Curriculum & Instruction Methods for Students in Developmental Math Courses**

Colleges are encouraged to pursue creative, academically-sound alternate pathways to college level mathematics course work. Such models include the following: *The Carnegie Foundation for the Advancement of Teaching*'s Statway and Quantway models that focus on quantitative literacy and statistical analysis rather than traditional algebra courses; *The National Center for Academic Transformation*'s Course Redesign such as the Emporium Model which modularizes academic content and utilizes technology to accelerate students through course work; Washington State's model of contextualized mathematics such as I-BEST (Integrated Basic Education and Skills Training) that embeds skill-building within the curriculum and instruction of courses in a technological program of study.

Several of Ohio's community colleges are implementing alternatives to the traditional algebra track, and their experiences should be shared through the Ohio Resource Center or other venues.

*Columbus State Community College has impressive success data regarding the Emporium Model that was scaled as of Fall 2012. In Fall 2012, students in Math 1099 (the modularized Bridge to College Math) showed approximately a 20% higher success rate than students in the traditional sequence. Stark State Community College has moved to an entirely redesigned, individualized emporium model of developmental mathematics delivery. Eastern Gateway has a 35 seat emporium on its Youngstown campus. Students are required to attend their regularly scheduled classes but can also use the emporium beyond class time when seats are available.*

*Cuyahoga Community College and Sinclair Community College have adopted the Quantway track as of January 2012.*

*ABLE partners are aiding the lowest level students while Blackboard and Coursera partners are guiding MOOC developments across the state.*

Another option for Ohio is to develop a comprehensive set of **math modules** to be housed at the Ohio Resource Center (ORC, <http://ohiorc.org/>) available to all institutions of higher education to assist in increasing proficiency, flexibility, and access. The modules' content would span the spectrum of mathematics with the beginning modules focusing on lower level content --- such as fractions and number sense --- and increase hierarchically through Algebra II or Intermediate Algebra concepts.

Along the mathematics module continuum would be mastery assessment points aligned with the intended certificate, career, or degree pathway. In this manner, students would have the availability of the modules tied to their pathways of choice. This is a "just in time" rather than a "just in case" approach to a curricular pathway that demonstrates application to work and life while providing continual access to higher levels of mathematical content. Math modules could be incorporated as part of a contextualized learning experience or supplemental support plan.

A consortium that includes colleges/universities, Ohio Resource Center, professional mathematics societies and specific vendors would develop the modules. It is envisioned that the modules and assessments would be available to both high schools and institutions of higher education statewide.

Source: <http://chronicle.com/article//65056>

- **Contextualize Material in Developmental Education Courses.**

Though the research on contextualization is limited to learning communities, there is strong evidence that the sooner students start on a pathway (with an intention toward a specific major), the more likely they are to complete a degree or certificate. Yet, many will not begin their major until after completing either developmental courses and/or their general education courses. Thus, contextualizing the developmental content is a good choice to help students either connect or explore a major course of study. The content used to teach both math and English skills should focus on the meta-majors of health careers, creative arts, business, STEM and liberal arts. As the students are learning necessary basic skills, they will be exposed to and explore their decided or potential majors. Developmental Education faculty should engage content area specialists and career counselors to help them determine appropriate course material and should also consider various ways to bring the mega-major content into the developmental classroom.



Classes can be scheduled and advertised as presenting a particular meta-major or as an opportunity to explore career choices.

*At Hocking College, the Public Safety Commander and an Associate Professor of English worked together to create a developmental Fire Science/English contextualized learning course. Data results for the last four years indicate that 92% of the students who attend both the technical and the English class consistently will be successful in passing the developmental English course. (The 92% success rate excludes students who stopped attending, withdrew, or were no-show students.)*

*“The Quantway™ Networked Improvement Community provides an alternate and accelerated pathway that will motivate and engage students with an innovative quantitative reasoning focus in which students use mathematics and numerical reasoning to make sense of the world around them. Students will use numerical reasoning for decision making, argumentation and sense making about real-world questions, problems and contexts of personal, social and global importance.”  
(Carnegie Foundation)*

Source: <http://ccrc.tc.columbia.edu/publications/facilitating-student-learning-contextualization.html>

### **Wrap Around Services:**

- **Implement Intrusive and Continuous Academic Advising.**

Evidence from Best Practices shows that intrusive/proactive academic advising benefits students by assisting them with monitoring their academic progress and providing necessary communication of college policies, procedures, and support services. It is strongly recommended that colleges adopt the use of academic advising practices which include but are not limited to:

1. Mandatory academic advising which requires students to see advisors at key periods
2. Early alert/early warning systems which lead to specific interventions
3. Electronic academic advising plans (as noted earlier)
4. Online degree audits

Source: <http://www.ccsse.org/center/news/article.cfm?ArticleID=187>



- **Implement Interventions for Repeated Failure and Withdrawals.**

Evidence indicates that students benefit from interventions for “repeated failure” parallel to existing probationary interventions and best practices in the field such as academic advising, computer mediated advising, learning communities, tutoring, supplemental instruction, financial aid recommendations, and referral to literacy programs. Repeating courses, while sometimes necessary, can lead to a lack of motivation. Proactive advising can also help address issues of student success, motivation and completion. Students need a clear understanding of the college’s repeat policy, and how course repeats will affect their financial aid. Implementing interventions for repeaters may prevent students from exhausting their financial aid.

*Edison requires students who repeat a class more than one time to seek permission of a Dean in Student Affairs to address roadblocks and develop strategies for success and completion. Eastern Gateway and Clark State have a similar policy.*

*Owens, Clark and Cincinnati State use a registration hold after students fail a course three times, which forces them to meet with an advisor.*

*Cuyahoga offers a class with mandatory supplemental instruction for repeaters of developmental math based on Guilford Technical Community College’s design.*

- **Provide Financial Literacy Education.**

Evidence shows that financial problems are one of the main reasons that students leave college. Often even the best students, who are attending regularly, keeping up with their work and clearly gaining skills, disappear from college. Financial reasons can play a role in this unfortunate choice. The college should incorporate financial literacy components into first year experience coursework, for instance in FYE courses and/or developmental courses, and orientation. Students should increase their awareness of the cost of student loans and other debts and develop skills to help them reach their financial goals. Proactive financial education can help students overcome the financial obstacles to obtaining an education and set students on a lifelong course of responsible debt management.

A number of colleges are using electronic resources to teach financial literacy. NavPoint Student Financial Lab is available for free for all AACC member colleges. It provides a personal finance curriculum, a budget toolkit, a counseling services center and a resources center. Some colleges across the nation have used the tool as a part of their FYE classes. SALT is another program which helps students with financial education and debt management. EVERFI provides programs which address student high risk behaviors, including poor money management decisions.

- **Design Institutional Aid to Encourage and Reward Student Progress.**

Evidence shows that high risk students benefit from aid that is offered to encourage and reward student success. However, due to the numerous state and federal regulations, schools have little flexibility in the awarding of aid, except for institutional aid. Therefore, institutions should consider **adjusting packaging policies for institutional aid** centered on the concept of distributing aid based on progress. With the goal on successful completion, it is appropriate for institutions to create and/or adjust their policies on institutional aid.

For example, a scholarship could be offered for Spring Semester to students in developmental education classes in the Fall Semester, based on a certain GPA or completion of Fall Semester credits.

*Based on national data showing that completing 20 credits in the first year leads to higher college completion rates, Sinclair began offering Summer Semester scholarship money in Summer 2013 to students who completed 14 hours during the previous fall and spring semesters. The students receive funds to complete 6 semester credits.*

Another possibility is that the college could distribute an award over a number of intervals during a semester. For example, if a \$1500 award is given, pay \$750 at the start of the semester, and pay the other half after the successful completion of the semester.

Source: <http://www.mtsac.edu/presidentsboardreport/Aid%20Success%20TICAS.pdf>

Source: <http://www.jff.org/publications/education/aid-and-innovation-how-federal-financial/1442>

Source: [http://www.edexcelencia.org/sites/default/files/latinolens\\_excelenciawhitepaperfeb2013.pdf](http://www.edexcelencia.org/sites/default/files/latinolens_excelenciawhitepaperfeb2013.pdf)

- **Require Students to Enroll in the College Level Gateway Math/ English Course Immediately after Completing the Developmental Sequence.**

Early completion of Gateway courses is essential for success. Therefore, students should continue with the next non developmental education Math/English course in the sequence (college level), concurrently or immediately after completing developmental education coursework. For example, students completing a developmental education Math sequence should move on to their college level Math next.

Completing required Math/English sequences “up front” allows students to progress to their core coursework without having to return to basic courses later.

Source: <http://www.ecs.org/docs/STATEMENTCorePrinciples.pdf>

## *Success Data Summary*

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**Formative Evaluation** - “Boylan and Saxon (1998) found that programs in Texas colleges and universities using formative evaluation for program improvement had higher rates of course completion and retention.” (Boylan, 2002, p. 44)

**High School Partnerships** - Columbus State has partnered with several central Ohio districts to offer a self-paced, computerized math course during the senior year of high school that is aligned with the pre-college math curriculum to help address the skills gap. After placement testing at the end of the junior year, high school seniors use the course to progress through the remedial sequence before entering college. On average, students complete at least two remedial courses, saving time and money. Students who finished two courses in 2011-2012 saved over \$700 plus the cost of books as well as two terms of remedial math.

<http://www.csc.edu/academics/college-prep-math.shtml>

**Placement Test Review - Cuyahoga Community College** mandated review for placement workshop which all students must take before they take the COMPASS test. Although this is a simple 90 minute intervention, data from two semesters of using this procedure and policy show a significant bump in higher level placements. When compared to the control group: “Test Prep” students had a **6% decrease in English 0980** placement and a **5% decrease in English 0990** placements. This was coupled with a corresponding **5% increase in English 1010** placement and **6% increase in Honors English 1010** placement for Test Prep students. When compared to the control group: Test Prep students had a **7% decrease in Math 0910** placement. This was coupled with a **5% increase in Math 0950 or 0980** placements for Test Prep Students and a **2% overall increase in 1000** level math courses.

**Referral to Basic Literacy after Placement Testing - Zane State College** utilizes a customized math learning plan created by My MathLab as the core component of a **free, eight-week math refresher course called MathStart**. Students whose placement scores indicated the need to refer to ABLE, but are eligible to take other developmental courses, are allowed to enroll in up to ten credit hours as a conditional admission student so long as they enroll in and complete the MathStart course. **Students completing this course raise their placement scores an average of 26 points and nearly 100% of completers place into an existing college math course, with 25% of those placing into the gateway math course.**

**Mandatory Orientation - Northwest State Community College** initiated a mandatory new student orientation in the fall of 2012. Fall 2012 to spring 2013 enrollments show that of the 564 students who attended the mandatory new student orientation in Fall 2012, either in person or online, 74% of the students were still enrolled in the Spring 2013 term, one semester later.

**Participants in the online version had a 54% retention rate from fall to spring semester. Face to face participants had a 76% retention rate.**

**First Year Experience Course** - The first-to-second year retention for students who successfully complete **Cincinnati State's** First Year Experience course during their first term is **12 % higher** than the overall first-to-second year student retention rate.

**No Late Registration - Edison Community College's** no late registration policy, implemented in Fall 2012, mandates that **new students register two weeks prior to the beginning of a semester**. This provides students with the time to buy their books, orient to the college, arrange for daycare and so forth. The data shows that success rates improved; Spring 2013 course **success and completion rates increased up to 10%**.

**Attendance Policy** - According to Crede, Roch and Kieszczynka (2010), class attendance has a strong relationship to student success. This relationship **“makes class attendance a better predictor of college grades than any other known predictor of academic performance**, including scores on standardized admissions tests, such as the SAT, high school GPA, study habits and study skills.”

**Cooperative Learning in the Classroom** - At **Patrick Henry Community College**, where most faculty use Cooperative Learning techniques in the classroom, **retention rates of students have risen to 97%**.

**Online Learning for Developmental Students** - A recent CCRC article reports that student **success in online courses is significantly weaker than results in face-to-face courses**. Results were especially significant for students in developmental courses, where failure rates for Developmental Math students were 19% higher in online courses and 25% higher for Development English students. (Jaggers, S. S., Edgecomb, N., & Stacey, G. W., 2013). In addition, both withdrawal rates and success in the next course in a sequence rates are also significantly weaker.

**Accelerated Learning** - At the **Community College of Baltimore County (CCBC)**, students **concurrently enroll** in Freshman Composition and the upper level developmental writing course. 63% of the developmental students who enrolled in the ALP program passed English 101 with a grade of “C” or better. By comparison 59% of the students who started in developmental writing passed the developmental course; of that group only 37% enrolled in English 101 and then 27% of those students passed the course.

**Bridges/Boot Camps** - At **Sinclair Community College**, from Winter 2011 through Summer 2012, **almost 70% of students who succeeded in a Boot Camp course succeeded in their next course-in-sequence**. 75% of the students who succeeded in a reading Boot Camp were **successful** in their next course-in-sequence. 77% of successful English Boot Camp students succeeded in their next course-in-sequence, and 64% of successful math boot camp students succeeded in their next course-in-sequence.

**Modularized Math Emporium - Columbus State Community College's** Emporium Model was scaled in Fall 2012. In Fall 2012, students in Math 1099 (the modularized Bridge to College Math) showed approximately a **20% higher success rate than students in the traditional sequence.**

**Contextualization - At Hocking College,** the Public Safety Commander and an Associate Professor of English worked together to create a developmental Fire Science/English contextualized learning course. Data results for the last four years indicate that **92% of the students, who attend both the technical and the English class consistently, will be successful** in passing the developmental English course. (The 92% success rate excludes students who stopped attending, withdrew, or were no-show students.)

**Design Institutional Aid as an Incentive -** Based on national data showing that completing 20 credits in the first year leads to higher college completion rates, **Sinclair** began offering Summer Semester scholarship money in Summer 2013 **to students who completed 14 hours during the previous fall and spring semesters. The students receive funds to complete 6 semester credits.**

## *List of Resources for Developmental Education Policy Recommendations*

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## *Contacts for Success Strategies in Ohio's Community Colleges*

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**Belmont** – Advising model, which has a triage approach and using Jenzabar software

Contact: Mary Kakascik, [mkakascik@belmontcollege.edu](mailto:mkakascik@belmontcollege.edu)

**COTC** - A Tutoring System that includes faculty participation as part of their workload

Contact: Bruce Weaver, [bweaver@cotc.edu](mailto:bweaver@cotc.edu)

Cindy Carbone, [ccarbone@cotc.edu](mailto:ccarbone@cotc.edu)

**Cincinnati** – The Black Male Initiative, FYE course

Contact: Martino Harmon, [martino.harmon@cincinnatiastate.edu](mailto:martino.harmon@cincinnatiastate.edu)

**Clark** – M.A.P (including the marketing plan), Math Redesign, Mandatory Orientation

Contact: Amy Sues, [suesa@clarkstate.edu](mailto:suesa@clarkstate.edu)

Martha Crawmer, [crawmerm@clarkstate.edu](mailto:crawmerm@clarkstate.edu)

**Columbus State** – College Prep Math – partnership with local high schools; common math finals

Contact: Kelly Hogan, [khogan6@csc.edu](mailto:khogan6@csc.edu)

Jennifer Anderson, [janders01@csc.edu](mailto:janders01@csc.edu)

**Cuyahoga** – Placement Test Prep, Bridge programs, Dev. Ed. Council, Cooperative Learning Training, Supplemental Instruction

Contact: Christopher Spradlin, [Christopher.spradlin@tri-c.edu](mailto:Christopher.spradlin@tri-c.edu)

**Eastern Gateway** – FYE course, Early Alert, Coaching

Contact: Christina Wanat, [cwanat@egcc.edu](mailto:cwanat@egcc.edu)

Dawn Cable, [dcable@egcc.edu](mailto:dcable@egcc.edu)

**Edison** – Working with Frontline Staff, Math Emporium, Advising Resource Center (ARC)

Contact: Maggie Sykes, [msykes@edisonohio.edu](mailto:msykes@edisonohio.edu)

**Hocking** – Fire Science/Dev. Ed. Writing Learning Community, University Center

Contact: Kathy Pittman, [pittmank@hocking.edu](mailto:pittmank@hocking.edu)

**Lakeland** – K-12 Partnerships, Early Registration, Degree Works (Ed Plan)

Contact: Dione DeMitre, [DDeMitre@lakeland.edu](mailto:DDeMitre@lakeland.edu)

**Lorain** – High School Partnerships, Engaging the Campus Community

Contact: Stephanie Sutton, [ssutton@lorainccc.edu](mailto:ssutton@lorainccc.edu)

**Marion** – ASAP Cohort Programs (Learning Communities for Business and Criminal Justice), Advising

Contact: Michael Stuckey, [stuckeym@mtc.edu](mailto:stuckeym@mtc.edu)

**North Central** – Boot Camps, Solutions, Support for Black Men, Carver Ends Policy  
Contact: Deb Hysell, [dhysell@ncstatecollege.edu](mailto:dhysell@ncstatecollege.edu)  
Barb Keener, [bkeener@ncstatecollege.edu](mailto:bkeener@ncstatecollege.edu)

**Northwest** – Early Warning System, Quick Start to College, Orientation (Interactive using On Course)  
Contact: Kristi Rotroff, [krotroff@northweststate.edu](mailto:krotroff@northweststate.edu)  
Gretchen Boose, [gboose@northweststate.edu](mailto:gboose@northweststate.edu)

**Owens** – Service Learning, Math Emporium, Mandatory Orientation, Students on Probation  
Contact: Cynthia Spiers, [cynthia\\_spiers@owens.edu](mailto:cynthia_spiers@owens.edu)

**Rio Grande** – Acceleration to Reduce Hours in Developmental Education  
Contact: Jill Maggs, [jmaggs@rio.edu](mailto:jmaggs@rio.edu)

**Sinclair** – M.A.P (My Academic Plan), Acceleration in English using ALP  
Contact: Kathleen Cleary, [Kathleen.cleary@sinclair.edu](mailto:Kathleen.cleary@sinclair.edu)

**Southern** – Collaborating with High Schools, Clickers in College Readiness Course, Customer Service  
Contact: James Bland, [jbland@sscc.edu](mailto:jbland@sscc.edu) and Amy McClellan, [amcclellan@sscc.edu](mailto:amcclellan@sscc.edu)

**Stark** – Math Emporium, Data Collection  
Contact: Andy Stephan, [astephan@starkstate.edu](mailto:astephan@starkstate.edu)

**Terra** – Acceleration, Computer Skills Placement Test and Boot Camp, Dev. Ed. Music Theory Class  
Contact: Michael Kapper, [mkapper01@terra.edu](mailto:mkapper01@terra.edu)

**Washington** – Bridges Silos (admissions & retention, academic & nonacademic), Success Classes, First Time/Full Time Cohort  
Contact: Amanda Herb, [aherb@wscc.edu](mailto:aherb@wscc.edu)  
David Scheimann, [dscheimann@wscc.edu](mailto:dscheimann@wscc.edu)

**Zane** – Welcome Week, Contextualization, Math Start, Quick Start, Success Center Intervention Work  
Contact: Becky Ament, [bament@zanestate.edu](mailto:bament@zanestate.edu)

## Developmental Education Policy Implementation Progress Chart

**College:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Use this form to mark your progress toward the Developmental Education Policies.*

Policy	Fully Implemented	Partially Implemented	Under Consideration	Will Not be Implemented
Collaborate with feeder high schools to ensure academic readiness.				
Collaborate to ensure that students and parents understand the big picture of attending college.				
Mandate Comprehensive Placement. Testing				
Offer Review for Placement.				
Use Multiple Measures.				
Implement ABE partnerships, placement and referrals.				
Mandate Comprehensive Orientation.				
Implement an Electronic Ed Plan for advising.				
Mandate Immediate Dev. Ed. Course Placement and Continuous Enrollment.				
Mandate FYE courses for D.E. students.				

Policy	Fully Implemented	Partially Implemented	Under Consideration	Will Not be implemented
Mandate no late registration.				
Define minimum standards for Dev. Ed. competency				
Have and enforce a consistent attendance policy.				
Establish clear expectations for classroom behavior.				
Limit online courses.				
Offer Accelerated Pathways.				
Offer Alternative curriculum and instructional methods for Dev. Mathematics.				
Contextualize materials in Dev. Courses.				
Implement intrusive and continuous academic advising				
Implement interventions for repeated failure and withdrawals.				
Provide financial literacy education.				
Design aid to encourage and reward progress.				
Require students to immediately enroll in their Gateway Math and English courses after D.E. completion.				

**Developmental Education Policy Analysis Tool –  
For a Policy that is Fully Implemented**

*Here are questions which can help the college both evaluate the success of the policy, and reflect on the process used to implement the policy.*

**Policy:** \_\_\_\_\_

**Current Status:** Policy fully implemented

**Reflection:**

How has this policy affected student success at your college?

Who was brought to the table to discuss/implement the policy successfully?

What were the barriers to implementing the policy? How did you overcome them?

What has been the impact of the policy change for faculty, staff and administrators?

Who is monitoring the success of this implementation?

Does the policy need any revision?

If training was needed to launch the policy, will there be a need for continuous training?

How critical is communication to the continuous success of the change or intervention?

**Developmental Education Policy Analysis Tool –  
When a Policy is not yet Fully Implemented**

*Here are some questions that can be used to help the college move forward on implementing a policy not yet fully implemented or one under consideration.*

**Policy:** \_\_\_\_\_

**Current Status:** Policy partially implemented

Policy under consideration

**Considerations for Implementation:**

How might this policy affect student success?

Who needs to be brought to the table to discuss/implement the policy successfully?

What are the barriers to implementing the policy?

What are the action steps that should be taken to implement the policy?

Will there be a need for training?

What resources are needed and/or could be affected?

How will the change be communicated effectively? What needs to be developed to support the communication? How critical is communication to the success of the change or intervention?

How will we evaluate the implementation of the new policy change?