

FACT SHEET

Developmental education is a comprehensive research-based framework that empowers underprepared learners to achieve intellectual, social and emotional growth. Developmental education includes, but is not limited to, instruction, coursework, tutoring, personal counseling, career counseling and academic advisement.

"Developmental education is about treating students holistically and realizing that they're not just students taking courses but people who are parenting and working, many of whom are struggling to manage their finances and their time." Dr. Hunter R. Boylan, Director, National Center for Developmental Education, Appalachian State University.

MCC DEV ED WEBSITE: <https://www.mesacc.edu/employees/developmental-education>

1. Goals and Priorities of the MCC Developmental Education Committee

- *Rationale:* Federal data indicate that 68 percent of community college students and 40 percent of students at open-access four-year colleges take at least one remedial course.
- The Developmental Education Committee's objectives focus on improving the quality of the developmental education program at Mesa Community College, and ultimately increasing completion rates overall. Specifically, our priorities are related to the improvement of course completion rates and the improvement of persistence and graduation rates at MCC.
- Our activities center on intensive, continual professional development for faculty who teach developmental education courses, the redesign of developmental courses, and the redesign of academic learning environments.
- Our goal is to help develop the essential study skills and habits developmental education students need to successfully complete developmental and college level courses. We recognize that underprepared students benefit from attention to both the cognitive and affective domains.

2. Best Practices

- *Easily Accessible Course Syllabus:* Instructors in English, reading, and math are implementing a common syllabus style which clearly presents important information about the course to students in an easily accessible, table format. While the syllabus content is unique to the discipline and the class and/or instructor, the format is consistent across disciplines.
- *Organizational Best Practices:* Students in English, Math and Reading classes are encouraged to keep organized notebooks/binders to reinforce organizational skills.
- *Time Management Skills:* All students in developmental class were given Student Handbooks / Planners and shown how to use these planners to manage time and keep assignment due dates organized.

3. Trends in Developmental Education include Acceleration and Compression

- **ALP-Accelerated Learning Program.** Allows students placing in ENG 091 (non-college credit) to enroll in ENG 101 (college credit) in the same semester. Students spend an additional hour with the same instructor for 6 hours per week

of instruction. Early data is showing that around 85% (or more) of ALP students finish ENG 101 and go on to complete ENG 102.

● **Accelerated Reading** The Accelerated Reading program supports students moving through developmental reading courses at a faster pace. The reading department provides students with the opportunity to take RDG071/RDG081 in the same semester or students can take RDG095 which is a combination of our RDG081/RDG091 in one semester. Students will complete one year of developmental reading in one semester.

● **Math Modules:** The Math Modules for College Readiness project was born out of concern for ensuring that students are prepared for success in college-level math courses, while recognizing that students who are placed into a developmental math course may not need an entire developmental 16-week course. Seven 1-credit modules were developed that will replace the 3-credit developmental math courses MAT082 and MAT092 in order to allow students to focus on the areas in which they need the most remediation.

- The Maricopa Math Modules focus on a “three-legged stool” of mathematics.
- Equal weight is placed on conceptual understanding, procedures, and applications.
- Most current math programs focus largely on procedural skills. While students may retain these skills in the short-term, they are not likely to remember them in the long-term.
- Community college data shows that even if students **DO** pass one developmental math course, they are not retaining enough of their knowledge to be successful in a subsequent course.
- Students must have a strong sense of conceptual understanding to support a lasting sense of mathematics.
- The math modules help to build the student’s conceptual understanding as opposed to teaching the tricks and short cuts which are often forgotten when they need to be recalled at a later date.

4. “Dev. Friendly” Pathways and Alignment with College Pathways

AWAITING DESCRIPTION FROM PATHWAYS GROUP

5. Foundations for Student Success (FSS)

The Foundations for Student Success is a Strengthening Institutions Program, Title III, Part A grant funded by the U.S. Department of Education. The \$2,000,000 federal grant allocates \$400,000 per year over a 5-year period from October 1, 2011, through September 30, 2016.

<https://www.mesacc.edu/employees/foundations-student-success>

6. Arizona Association of Developmental Education (AADE) Conference:

Friday, February 5th, 2016, at Mesa Community College in Mesa, AZ. The Conference theme is "Raising Arizona: The Role of Developmental Education in Student Success."

7. What support can we provide? Contacts:

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