

Developmental Education Action Plan – Colorado Community College System

Background information:

The Colorado Community College System comprises 13 colleges in Colorado. It is the state's largest system of higher education and serves over 134,000 credit students annually.

The system's colleges embarked on a major redesign of developmental education in the summer of 2011. This process began with the establishment of a Developmental Education Task Force, which included representation from all 13 system colleges. The Task Force was charged with holistically examining the role that developmental education plays in overall student success and to make recommendations to the State Board of Community Colleges and Occupational Education (SBCCOE) on changes that would increase student success.

Based on an extensive review of successful developmental education initiatives and programs from across the country and in Colorado, the Task Force recommended the following key actions to the SBCCOE:

- Improve the assessment processes and procedures for determining college readiness. This included allowing for multiple measures of college readiness rather than relying primarily on the Accuplacer instrument. (Additionally, the Task Force recommended the development of a Colorado specific assessment for determining college readiness.)
- Develop a pathway model for mathematics that recognizes that math requirements vary by program – and that college algebra should not be the default mathematics requirement for all students. Consequently, developmental mathematics courses should be revised to reflect the different mathematics requirements.
- Rather than continuing the practice of separate English and Reading developmental education courses, integrated English and Reading courses should be developed. Further, a goal should be to enroll most of the students needing developmental English and Reading into co-requisite learning experiences, so that they complete their developmental and college-level gateway courses during the same semester.
- Reverse design all new developmental education courses so that they focus on skills needed in their related college-level courses, rather than re-teaching a broad range of preparatory skills that may or may not relate directly to college-level course skills.
- An overall goal should be to have the majority of students needing developmental coursework enrolled in college-level courses by the end of their first year of college.

The SBCCOE accepted the Task Force recommendations and several colleges piloted the new developmental education plan in the fall of 2013, with all colleges implementing the plan in the fall of 2014. Significant funding for the developmental education redesign was provided by

grants from Complete College America and the Trade Adjustment Assistance Community College and Career Training program.

Preliminary data based on the fall, 2013 pilot show that:

- Students achieve greater success in developmental courses that run concurrently with their college-level courses.
- The combined College Composition and Reading (CCR) developmental courses appear to be a successful model when compared to the previous model of separate English and Reading developmental courses.
- Supplemental academic instruction mathematics courses had higher success rates.
- CCCS data tend to mirror national data regarding co-requisite instruction.

Consequently, given CCCS' significant progress in implementing its developmental education redesign, our Action Plan is focused on maintaining and refining our efforts. CCCS's Action Plan is as follows:

Action Item	Steps	Target Completion	Lead Responsibilities
Developmental Education Task Force	a. Set regular meeting schedule vs. current process of as needed b. Revisit and revise Task Force Charter to reflect current status of the redesign c. Determine additional members needed due to turnover and special expertise needs	December, 2015	Provost and Developmental Education Task Force

Action Item	Steps	Target Completion	Lead Responsibilities
Key Data Measures	<ul style="list-style-type: none"> a. Review current measures b. Revise measures as needed c. In conjunction with system and college Institutional Research directors, develop consistent queries and strategies for collecting and reporting required data 	June, 2015	Provost, Vice President for Student Services and IR Directors
Supplemental Academic Instruction (SAI)/Co-requisite Instruction	<ul style="list-style-type: none"> a. Review current definitions of SAI and co-requisite instruction b. Revise definitions as needed c. Provide information and training to insure that appropriate definitions and coding are using for SAI and co-requisite courses d. Revise courses as needed to fit the established definitions and frameworks 	December, 2015	Provost and CCCS Grant Project Manager
Academic Advising	<ul style="list-style-type: none"> a. Review current academic advising processes at CCCS colleges b. Compare CCCS practices to high impact practices cited in the literature or used by other colleges and universities c. Determine appropriate course of action based on the review and comparison of advising practices 	December, 2015	Vice President of Student Services, College Vice Presidents of Student Services