

25 STEPS TO EFFECTIVE DEVELOPMENTAL EDUCATION

1. Make student success in developmental education an institution-wide commitment.
2. Establish a goal to ensure that students who come under-prepared for college-level work are able to succeed at rates at least as high as those who came fully prepared.
3. Carefully coordinate the various units involved in the delivery of developmental courses.
4. Establish consistency between exit standards for developmental courses and entry standards for college-level courses (assumes clarity with the standards or competencies).
5. Careful selection of faculty and staff who will work with developmental students is critical.
6. Provide professional development for all faculty and staff who work with under-prepared students.
7. Face the issues of mandatory assessment and placement, late registration, and simultaneous enrollment in college-level courses.
8. Recognize the importance of orientation or a college success course at the beginning of the developmental sequence.
9. Incorporate learning communities and other cohort experiences.
10. Recognize that at-risk students need structure in courses and support services.
11. Integrate the work of tutors (peer and professional) with the carefully selected faculty members.
12. Recognize the potential of open or on-line labs (reading, writing, and math) to support instruction.
13. Use a variety of teaching methods (group projects, mediated learning, etc.).

14. Recognize the potential for computer-based (assisted) instruction which can be matched with tutoring to deliver “high tech – high touch” services.
15. Avoid confusion between language acquisition (ESL or ESOL) and the need for basic skills remediation among second language learners.
16. Consider case management (advocate/coach) for the most at-risk students.
17. Provide supplemental learning opportunities, particularly for skill practice.
18. Commit to program evaluation which includes cohort tracking as described in the attachment.
19. Find the most appropriate computer-adaptive tests for entry assessment and supplement with writing samples if resources permit.
20. Stress the development of critical thinking skills across the curriculum.
21. Provide prompt feedback on student performance including frequent testing.
22. Develop links with ABE/GED providers (on or off campus) and foster transitions for students.
23. Consider NADE certification.
24. Review the work of Roueche, Boylan, McCabe, and Adelman.
25. Expand and enhance pre-enrollment (and concurrent) activity with the public schools

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