



**Within Our Sights: Toward National Leadership in Higher Education | October 18, 2013**  
**Morning Panel Presentation**  
**Through a New Lens: Innovations in Developmental Education**

**Presenter Contact Information**

*Debra Anderson, Professor of English*  
*Bristol Community College*

Email: [Debra.Anderson@bristolcc.edu](mailto:Debra.Anderson@bristolcc.edu) | Phone: 508-678-2811 x 2445

**Campus Project**

**Integrated and Accelerated Reading and Writing Courses**

In an effort to respond to the current concerns about completion and retention for students needing developmental coursework, a team of Reading and Developmental Writing faculty were charged with studying national trends in developmental reading and writing instruction. Through its research, the team concluded that students should be given additional options beyond the traditional Basic Writing (ENG 090) and College Reading and Learning Strategies (RDG 090) courses. This team recommended two new courses that were piloted in Spring 2013. The courses are:

- ENG 091: **Integrated Reading and Writing**, a six-credit integrated critical reading and writing course designed to prepare students whose placement testing indicates a need for work in both developmental reading and writing; and
- ENG 092: **Composition I Studio**, a co-curricular model that also requires students to enroll in six credits of coursework, but is offered to students who need only a developmental writing course.

Students in Composition I Studio must be enrolled in a designated section of college-level writing (ENG 101: Composition I) during the same semester. The designated ENG 101 course consists of half ENG 092 students and half ENG 101-only students. Both courses are taught by the same professor. All coursework in ENG 092: Composition I Studio is customized to help students succeed in ENG 101: Composition I.

This initiative has come to be known as Accelerated and Integrated Reading and Writing and models itself on similar initiatives currently in use at The Community College of Baltimore County.

**Vision Project Outcome Areas**

- ✓ **College Completion**

**Research and Data**

**Project Duration:** *January 2013 - present*

- In Spring 2013, all students (7) who completed Composition I Studio earned a passing grade in Composition I Studio, and all but one student earned a passing grade in Composition I.
- All students (7) who completed Composition I Studio earned a passing grade in Composition I Studio, and all but one student earned a passing grade in Composition I.
- All students (4) who completed Integrated Reading and Writing in Spring 2013 earned a B+ or better.
- All students (4) who completed Integrated Reading and Writing in Spring 2013 are currently enrolled at BCC in Fall 2013.
- Survey and focus group results indicate that students were glad they chose Integrated Reading and Writing and felt prepared for college-level work as a result.
- The Spring 2013 pilots (15 students total) have been scaled up so that four sections of Composition I Studio (37 students) and five sections of Integrated Reading and Writing (70 students) are running across all three BCC campuses during Fall 2013.



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*Lore Lofffield De Bower, Dean of Academic and Student Affairs: Arts and Humanities*  
*Cape Cod Community College*  
Email: [ldebower@capecod.edu](mailto:ldebower@capecod.edu) | Phone: 508-362-2131 x4456

**Campus Project**

**Intensive Entry-level Courses**

In spring of 2013 three pilot intensive sections of entry-level college courses were offered to students who tested into the highest level of Developmental Education: Elementary Statistics, Critical Reading and Thinking, and English Composition I. Each of the three credit classes met for six hours a week. Student success equaled or surpassed that of students who took the developmental courses. The pilot is continuing during the fall 2013 semester.

**Vision Project Outcome Areas**

- ✓ **College Completion**
- ✓ **Student Learning**

**Research and Data**

**Project Duration:** *January 2013 – Ongoing*

- Intensive courses at CCCC are a hybrid of the CAP(California) and ALP(Baltimore) models.
- Students register for three credits. Classes meet six hours, instructors are paid for six hours.
- Sp 2013 Intensive El. Statistics = 91.7 % success. MAT040 = 29% success: Critical Reading & Thinking = 84.6% success. ENL020 = 75% success: English Comp I = 47.4% success. ENL050 = 51% success
- Fall 2013 - 3 Math, 3 English Composition, 1 Critical Reading & Thinking sections on schedule.
- All reading and writing students registered for Fall 2013.
- 4 Statistics students graduated in May 2013. 11 returned for Fall 2013. 9 have moved on.



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*Nelson Ritchel, Professor and Chair of Humanities*

*Massachusetts Maritime Academy*

Email: [nritschel@maritime.edu](mailto:nritschel@maritime.edu) | Phone: 508-830-5000 x2271

**Campus Project**

**Bridge English Composition, Part of our Writing Assessment Program**

Our Bridge sections of English Composition works with first-year student writers who we have identified as needing more developmental writing work than other students. These sections are limited to only 13 students each, so working closely with the instructor is fostered. The Bridge sections are not remedial, but more developmental. The Bridge students are unaware that they are in a section different from other Composition sections. The overall Writing Assessment Program, of which the Bridge sections are a part of, will track students throughout their four years--with safe guards in place to identify students, during their four years, who need further development.

**Vision Project Outcome Areas**

✓ **Student Learning**

**Research and Data**

**Project Duration:** *September 2012 - Ongoing*

- Currently tracking writing assessments of 163 students placed in basic writing ("Bridge") courses in fall 2012 and 2013.
- Longitudinal quantitative study will cover four years of student writing assessments across the disciplines
- Current qualitative data indicates a greater level of student participation in Bridge sections
- Qualitative data from Bridge faculty indicates more opportunities for extensive individual feedback on writing processes
- Utilizing an e-portfolio system will allow for greater management of data over four years
- The management of collected data will be monitored and the program adjusted, as need be



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*Nina B. Keery, Professor of English, Chair of English Department*  
*MassBay Community College*  
Email: [nkeery@massbay.edu](mailto:nkeery@massbay.edu) | Phone: 781-239-3000 x2249

**Campus Project**

**Accelerated Learning Project in English**

During the 2012-13 semester, MassBay Community College's English Department, in concert with the Title III grant, conducted a pilot of a 6-credit accelerated English course combining EN 100 (developmental course) and EN 101 (Freshman English I) into one semester. The traditional route for these students is to take 4 credits of developmental English (EN100) in one semester, and then take 3 credits of college-level English (EN101) in a subsequent semester. Accelerated English allows students to take 6 credits of English in one semester, essentially combining the requirements of both courses. At the end of the semester, students who pass Accelerated English earn 3 credits of college-level English and can enroll in the next course, EN102.

**Vision Project Outcome Areas**

- ✓ **College Completion**
- ✓ **Student Learning**
- ✓ **Closing Achievement Gaps**

**Research and Data**

**Project Duration:** *Fall 2012 - Spring 2014*

- For AY 12-13, the total number of participants in the pilot was 99.
- Students enrolled in EN 101X had an 85% course completion rate.
- Only 10% of the cohort, placed back into EN 101, after department wide portfolio assessment. Five percent failed/required to retake EN 100.
- For AY 12-13, 85% of the EN 101x cohort placed into EN 102.
- In the traditional EN 100, only 21% typically place into EN 102.
- Because of the success of the pilot, the college has added sections of EN 101X for AY 13-14.



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*Ellen Nichols, Assistant Dean of Humanities*

*Middlesex Community College*

Email: [nicholse@middlesex.mass.edu](mailto:nicholse@middlesex.mass.edu) | Phone: 781-280-3805

**Campus Project**

**ALP + RWR**

MCC has developed two courses to better serve our developmental English Students. Common assessments mean that students can move directly to college-level Composition I from either course. Borrowing from the Community Colleges of Baltimore County's Accelerated Learning Project (ALP) model, Middlesex Community College, MA has developed its own approach to incorporating seven developmental writing students into college-level composition courses with fifteen "regular" students. The Dev. Ed. students are further supported by an additional 3-credit writing workshop for developmental students, taught by the Composition I instructor. Results show higher retention rates, students who pass the composition course do as well as "regular" composition students in the subsequent course and other promising data over three years. For other developmental reading/writing students, MCC has modeled a course after one offered at Chabot College (CA) that is one level of combined reading/writing in which the emphasis is not on preparing for college level work but on practicing college level work. This course is still in the pilot stage, but faculty are very enthusiastic about the experiences they are having with students and the learning they see happening. Both of these new approaches are using a computer classroom for one class session per week. Challenges for both programs are: funding, access to computer classrooms and professional development for faculty.

**Vision Project Outcome Areas**

- ✓ **College Completion**
- ✓ **Student Learning**
- ✓ **Closing Achievement Gaps**

**Research and Data**

**Project Duration:** *Began three years ago.*

- ENG 099 (Writing Skills Workshop) students more likely to complete their course (72%) than students in Basic Writing, the developmental level course into which ALP students originally place (63%)
- 71% of ALP students also completed Composition I with a grade of C- or better, a higher rate than the "regular" Composition I students 58%.
- ALP students (81%) were more likely to enroll in the spring semester than non-ALP students (72%)
- Next semester course completion rate was nearly identical for both groups: ALP 76.92%; Non-ALP 76.71%
- ALP students—all of whom required developmental English coursework—were more successful in ENG 102 (75% C- or Better in ENG 102) than non-ALP students who also took developmental English courses prior to taking ENG 102 (71%).