

Developmental? Foundational? How Can I Help My
Students Learn More Effectively?

January Celebration of Learning
Spring 2008

Michael G. Boyd, Ph.D.
Endowed Teaching Chair

Simple Outline of Hunter R. Boylan's *What Works: Research-Based Best Practices in Developmental Education*

This document contains a simple list of the best practices in developmental education as identified by Hunter R. Boylan. Boylan's text contains a thorough and well-documented discussion of each best practice; thus, this document is not designed to replace this text. Instead, this document should be used as an index or a starting point in discussions of best practice in developmental education.

Organizational, Administrative, and Institutional Practices

- 1.1 Centralized developmental programs have consistently been found to be more successful than decentralized developmental programs.
- 1.2 Developmental Education courses and services should be coordinated.
- 1.3 Faculty members' and students' expectations of developmental education must be managed.
- 1.4 Developmental units and other academic units should engage in a high degree of collaboration.
- 1.5 Colleges and departments should establish clearly defined mission, goals, and objectives.
- 1.6 Developmental education should be identified as an institutional priority.
- 1.7 Comprehensive support services must be provided.
- 1.8 Grant funds should be used for innovative program development.
- 1.9 Developmental programs should be integrated into the college's community outreach program.

Program Components

- 2.1 It should be mandatory for students to be assessed and placed in appropriate courses.
- 2.2 Systematic program evaluation must be performed.
- 2.3 Formative evaluation should lead to program improvement.
- 2.4 There must be an emphasis on professional development.
- 2.5 Tutoring must be provided.
- 2.6 Faculty should be involved in professional associations.
- 2.7 "Best-practice institutions, therefore, had a substantially lower incidence of adjunct utilization in developmental education than the national average" (56).
- 2.8 Students' performance should be monitored by faculty and advisors.
- 2.9 A clearly stated developmental philosophy (mission statement, etc.) should serve as a guide to program activities.
- 2.10 Classrooms and labs should be well-integrated.

Best Practices, cont.

Instructional Practices

- 3.1 Develop learning communities
- 3.2 Accommodate diversity through varied instructional methods.
- 3.3 Use supplemental instruction.
- 3.4 Provide frequent testing opportunities.
- 3.5 Use technology with moderation.
- 3.6 Provide frequent and timely feedback.
- 3.7 Use mastery learning.
- 3.8 Link developmental course content to college-level requirements.
- 3.9 Share instructional strategies.
- 3.10 Teach critical thinking.
- 3.11 Teach learning strategies.
- 3.12 Use active learning techniques.
- 3.13 Use classroom assessment techniques.

Developmental Education Philosophy & Mission Statement Draft Oct. 29, 2007

ICC's philosophy articulates the college's purpose "to enable students to reach their educational potential and to serve as a resource for the educational and cultural needs of the community." To fulfill its philosophy and mission, the College promises to provide "developmental and remedial level studies." Relying upon the college's core set of values as well as its philosophy and mission, the following statements of ICC's philosophy of developmental education supplement the college's more comprehensive statement.

ICC believes that all students have a right to attempt postsecondary education as well as a right to the support required to help them be successful in this attempt. The institution's approach to developmental education focuses on the whole learner by going beyond teaching foundational skills. ICC believes that as an institutional priority, developmental education should

- meet the college's demand for *excellence*.
- develop and use learner centered and *learning* focused classroom approaches.
- maximize the potential of the learner.
- encourage the active involvement of the learner.
- recognize that the *responsibility* for learning is shared by the learner and the teacher.
- help students
 - become more cognitively aware of their present abilities,
 - set academic and personal goals, and
 - develop a realistic plan for achieving those goals.
- focus on talent and skill development.
- respond with *integrity* to the cognitive, social, and emotional needs of all learners.

To fulfill its philosophy and mission, ICC's developmental/foundational studies program will

- ensure that all students in our *community* have access to our program regardless of academic preparedness, race, ethnicity, religion, age, gender, disability, or socio-economic status.
- provide a variety of appropriate academic opportunities, including a broad array of classes supported by rich supplemental learning programs.
- help students succeed in and benefit from these academic opportunities.
- help students obtain the basic academic skills required for competency in college-level studies.

ICC's philosophy and mission for developmental education are informed by a variety of sources, including the following.

Boylan, Hunter R. *What Works: Research-Based Best Practices in Developmental Education*. Boone: NCDE, 2002.

Casazza, Martha E. and Sharon L. Silvermann. *Learning Assistance and Developmental Education: A Guide for Effective Practice*. San Francisco: Josey Bass Publishers, 1996.