

PATHWAYS TO RESULTS

IMPLEMENTATION PARTNERSHIPS STRATEGY BRIEF

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Office of Community College Research and Leadership

Accelerated Pathways Through Developmental Reading and Writing at Lincoln Land Community College

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Lincoln Land Community College (LLCC) has a long history of participation in Pathways to Results (PTR). While the PTR model has been applied institutionally to the program review process for many years, faculty are now asked to comment on their program's disaggregated data prior to scheduling program review meetings. As an institution, LLCC has prioritized accelerating pathways through developmental education as a necessary strategy to support student success. With data indicating that nearly 80% of students identifying criminal justice as their program of study need some type of English/reading remedial education, the college determined this pathway to be an ideal opportunity to pursue innovative change in developmental education.

Identifying the Problem at LLCC

Initially, the team was focused on improving completion rates for women in the criminal justice program. However, the data revealed low overall completion rates for the program. While criminal justice faculty identified several factors influencing completion rates, including options for employment and transfer prior to degree completion, the road to college-level English was a prominent challenge for students that could be addressed institutionally. Anecdotal evidence from the faculty suggested that as a result of students waiting to complete developmental education at the end of their program coursework, extra support and multiple review processes for writing assignments were being provided in content courses.

LLCC's Improvement

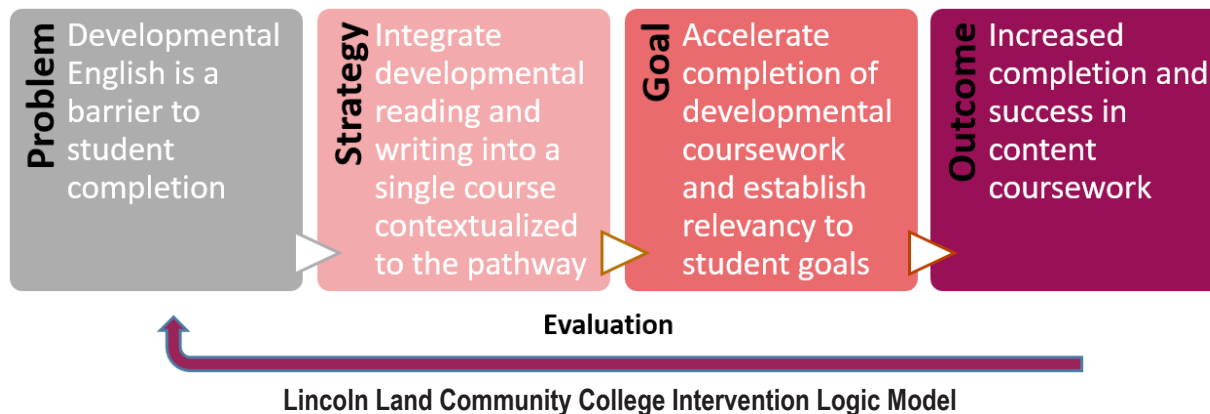
As the institution was seeking opportunities to pilot accelerated pathways through developmental reading and writing, the team decided to combine the highest-level developmental courses from reading and English into a single course contextualized to criminal justice. This required significant faculty collaboration. However, faculty working on the project recognized the value to the student in taking developmental education early in the paradigm in order to be successful in subsequent course work. In addition, the shorter time requirement resulted in a cost savings of \$500 to student participants. The new course integrated Reading 099 and English 099 into a single four-credit-hour course, with *The Other Wes Moore* biography serving to enhance student engagement in the material. Inclusion of the criminal justice academic advisor on the team allowed for collaborative efforts to recruit students who could benefit from the course. The traditional model of developmental coursework remained available so students could select the option that best suited their needs. One section of the pilot course, EGL 099, was implemented in Spring 2017 and eventually expanded to students outside of the criminal justice pathway.

What We Know from the Field

Research suggests that as students complete higher levels of English, their likelihood of success in content courses requiring those skills is enhanced (Allen, DeLauro, Perry, & Carman, 2017). Likewise, Boatman and Long (2010) find evidence that suggests a relationship between the skills students develop in remedial writing and the skills necessary for long-term academic success in college-level coursework. However, shortening developmental sequences has been found to

About Pathways to Results: Implementation Partnerships

PTR is an outcomes-focused, equity-guided process to improve student transition to and through postsecondary education and into employment. The process engages community college practitioners and their partners to identify and understand the problematic aspects of systemic design--whether processes, practices, policies, or pedagogies--and to find sustainable solutions that will support equitable student outcomes. In 2016, a second project year was added to the Pathways to Results model, titled PTR: Implementation Partnerships. Teams who participated in an Implementation Partnership, or "Year Two," project work to implement, evaluate, and scale their work in a network of other colleges striving to improve equitable student outcomes in innovative ways.



Lincoln Land Community College Intervention Logic Model

have potential for decreasing the chances that a student drops out early in their academic career (Xu, 2016). Contextualization is identified as an instructional approach connecting foundational skills and college-level content that can enhance student motivation (Perin, 2011).

Mapping the Logic Model

Given the opportunity to develop a pathway-specific pilot of combining developmental English and reading, LLCC added contextualization as a component of their innovation. The team felt it was important not only to provide connections between the skill sets that are dependent upon one another, but also to establish relevancy to students in their immediate career interests, thus better engaging them in the material. While the course has relevancy to Criminal Justice 100, it was not limited only to those students dually enrolled in that specific introductory course. Given the benefits of contextualization, the team decided to open up registration in the combined course to students who already completed Reading 099. Reading 099 and English 099 continued to be offered separately, allowing students to choose the option most comfortable for them.

Notes on Scaling

Preliminary results from developmental English redesign in Virginia and North Carolina suggest that full integration of developmental reading and writing can result in significant implementation challenges, given fewer hours to address numerous learning outcomes (Kalamkarian, Raufman, & Edgecombe, 2015). LLCC also found this to be challenging, as both student and faculty feedback noted the heavy workload required of students in the combined course. However, students completing the course did report understanding the connections between reading and writing as a skill set. Moving forward, LLCC faculty plan to address challenges associated with the workload of the course and run another pilot section. Ongoing professional development for faculty has been found to be critical to overcoming challenges related to scaling up both integration and contextualization within developmental education (Kalamkarian et al., 2015; Wang, Sun, & Wickersham, 2017). As institutions look to the literature on best practices, differences across state and institutional contexts, as well as the differing impacts of reform

across student subgroups, require serious consideration and attention (Kalamkarian et al., 2015; Xu, 2016).

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