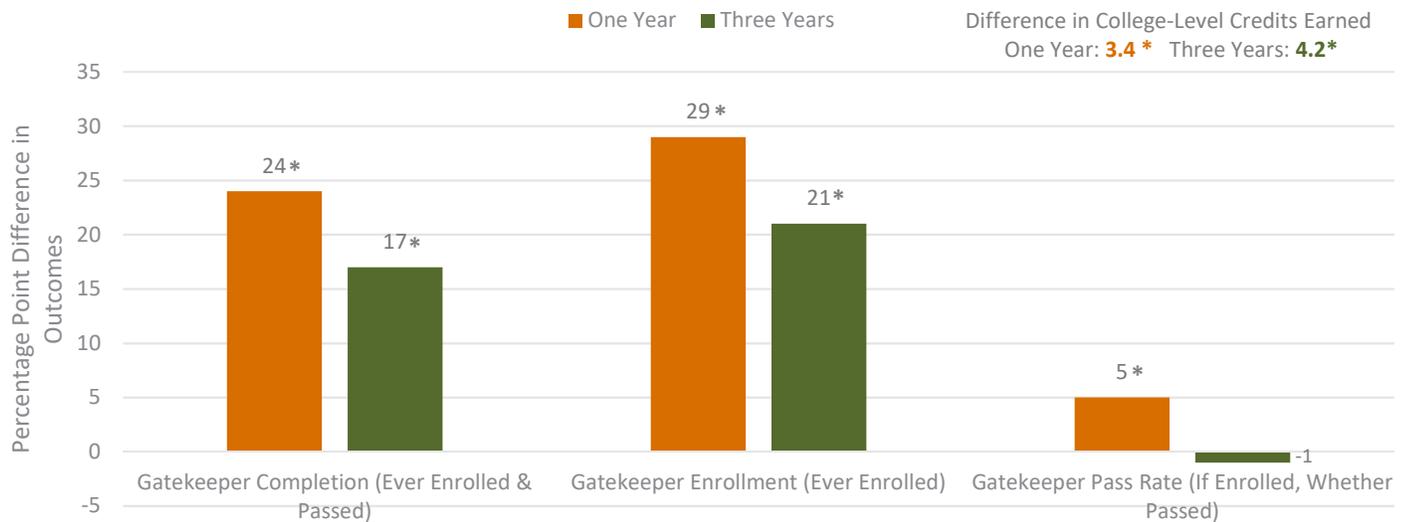


Accelerating Developmental Student Success

Models and evidence from four community colleges



Source: Jaggars, S. S., Edgecombe, N., & Stacey, G. W. (2014). *What we know about accelerated developmental education*. New York: Community College Research Center, Teachers College, Columbia University, 127.

Note: * indicates the difference is statistically significant.

Note: These data are for English courses at Chabot College

Slow progression and multiple exit points in development education sequences often result in low college-level course completion rates for students assigned to pre-college coursework. To address this concern, higher education systems are adopting accelerated models of developmental education. Acceleration condenses long developmental sequences into shorter courses aligned to the learning outcomes in gateway courses, and depending on the model, provides supplemental supports for learners. These benefits have improved student outcomes in gateway courses. For instance, at Chabot College, accelerated developmental courses for English produces statistically significant improvements in students' gateway enrollment, completion, and pass rates—seven, eight, and six percentage points, respectively.

The brief from the Community College Research Center also describes acceleration models and outcomes from the Community College of Denver (CCD), the Community College of Baltimore County (CCBC), and the City University of New York's (CUNY) Community Colleges. Across each of the colleges, students in accelerated models had significantly higher rates of completing developmental requirements and enrolling in college-level courses. Students at CCD and CCBC also experienced higher college-level completion rates, but the outcomes at CUNY differed. Although students in accelerated math and English sequences were more likely to enroll into gateway courses, only those in gateway math experienced improved outcomes compared to peers in the traditional sequence. The authors argue that one explanation for the weaker outcomes at CUNY is that the model only shortened the developmental sequence, it did not include "redesigning supports, pedagogy, and curriculum" like other successful models. This Points of Interest illuminates that acceleration can benefit students and highlights the need for pairing the model with student and faculty supports.

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