Multiple Instructional Approaches

Despite the continued use of developmental course sequences, colleges are implementing different instructional approaches for some of these courses.

Percentage of community colleges using a different instructional approach in at least one section of their developmental education courses.

- Integrated reading and writing: 64% (Reading and Writing: 26%, Math: 36%)
- Learning communities: 26% (Reading and Writing: 36%, Math: 28%)
- Corequisite model: 56% (Reading and Writing: 28%, Math: 37%)
- Flipped classrooms: 47% (Reading and Writing: 37%, Math: 47%)
- Self-paced courses: 50% (Reading and Writing: 17%, Math: 50%)
- Multiple math pathways: 54% (Reading and Writing: 54%, Math: 54%)
- Compressed courses: 68% (Reading and Writing: 54%, Math: 68%)


Traditional developmental education typically involves students taking multiple prerequisite courses before they can access a college-level course. For many students, these sequences hinder their ability to access and complete college-level math and English courses in their first year of college. A survey of community colleges across the nation shows that many colleges continue to use multi-semester sequences in their developmental education. However, many of these colleges are also experimenting with and implementing different instructional approaches for these courses. The survey shows that for reading and writing, the most popular approaches are integration and corequisites while the most popular approaches for math are compression and multiple math pathways. This Points of Interest shows that although colleges continue to use developmental course sequences, they are implementing different instructional approaches for some of these courses.

For more information, contact the authors of the study or Vilan Odekar at vodekar@strongstart.org.

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