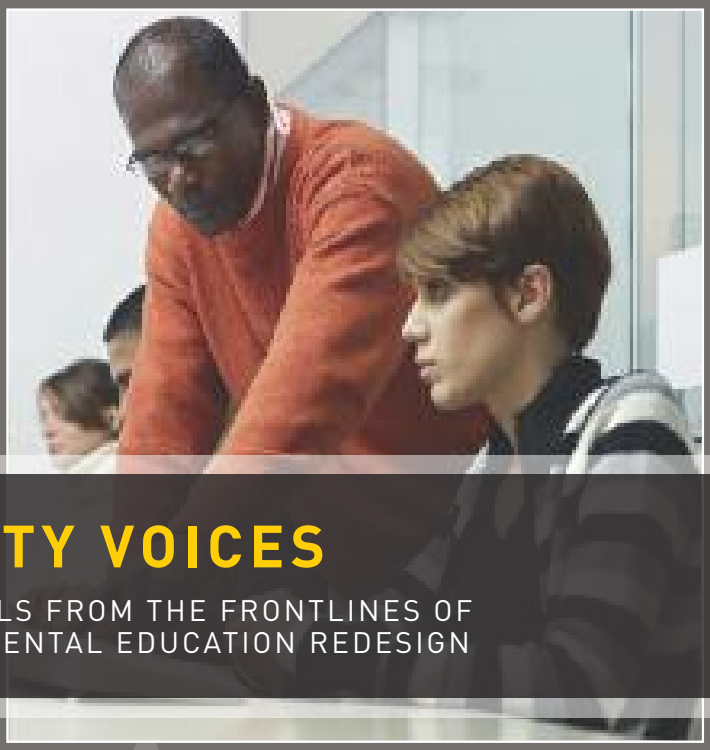
voices on education



FACULTY VOICES

TESTIMONIALS FROM THE FRONTLINES OF
A DEVELOPMENTAL EDUCATION REDESIGN

redesign

COLORADO COMMUNITY COLLEGE SYSTEM

The Colorado Community College System (CCCS) is the statewide pathway to individual achievement and economic vitality. We provide an accessible, responsive learning environment that facilitates the achievement of educational, professional and personal goals by our students and other members of our communities, and we foster an atmosphere that embraces academic excellence, diversity and innovation.

NOTE ABOUT PUBLICATION

This compilation features 14 select essays. To view the syllabi associated with these essays, plus, 16 more instructor experiences, visit www.cccs.edu/colovoices.

To learn more about the "Redesign of Colorado Community College Developmental Education" visit: www.cccs.edu/coloredesign.

This collection is available at: www.cccs.edu/voices

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"The road from policy to implementation is treacherous: Let faculty and students be our guide."

– Developmental Education Task Force member

THE CALL TO ACTION

Over the past six years, there's been a change in the way higher education, and in particular, community colleges, think about remedial/developmental education. Fueled by the growing evidence of the debilitating impact of multiple levels of remedial courses on student persistence and attainment, the community college world turned its attention to practical solutions to this critical problem.

THE TASKFORCE

In 2011, with support of Complete College America, the Colorado Community College System (CCCS), in conjunction with the Colorado Department of Higher Education, entered a two-year process to rethink remedial education. The defined goal was to restructure or "redesign" developmental education with a focus on accelerating student progress through the completion of certificates and degrees.

The "Completion Agenda," as it is called, asks us not only to rethink how we structure remedial education, but also to consider the larger issue of how we assess and support students who arrive at college without the necessary skills to do college level work. The CCCS effort to address these issues began with the convening of a Developmental Education Taskforce (DETF), comprised of thirty expert practitioners, half of whom were faculty and half of whom were representatives from

student services, advising, college testing centers, and the Vice President of Instruction's Council. The taskforce's charge was to review current research in the field; bring in practitioners from around the country who were piloting or adopting new approaches; and present recommendations on the restructuring of developmental education to the State Board of Community Colleges at their spring 2013 meeting.

The taskforce met monthly for eighteen months, with representation from each of the 13 system colleges, as well as from two state community colleges that fall under a different governing body. Between meetings, the representatives met with advisory groups convened by their colleges to inform campuses of taskforce discussions and to relay their feedback to the taskforce. The State Board approved the taskforce recommendations in February 2013, with a mandate for full implementation in fall 2014.

In October of 2011, the U.S. Department of Labor (DOL) awarded a TAACCCT grant of over $18,000,000 to the CCCS, with approximately a sixth of the funds going to support a statewide redesign/restructuring of developmental education. The added focus and funds elevated and supplemented the taskforce's efforts, providing specific goals for campus implementation and supporting statewide curriculum development efforts.

THE REDESIGN

The driving principle of the redesign is to provide a path that allows students to complete their remedial work in any given subject within one semester, with the option of a two-semester math sequence for students preparing for fields requiring algebraic literacy. Acceleration is accomplished through more accurate student assessments, offering one-credit co-requisites that support college-level work and pairing a redesigned remedial course with a college-level course.

Remedial English and reading is integrated in a single discipline at the developmental level called, "College Composition and Reading (CCR)."

Students testing at the lower end of the assessment scale can enroll in a one-semester five-credit CCR course. Other CCR options give students a choice of taking the co-requisite developmental CCR course (CCR093), paired with a guaranteed transfer (GT) course; or the co-requisite developmental course (CCR094), paired with the college-level English course.

In math, students choose between three pathways, algebraic, quantitative, and applied mathematics. One-credit co-requisite remedial math options are available to support students who test below college-level, but choose to take college-level math classes.

FROM REDESIGN TO IMPLEMENTATION

The taskforce was confident in the potential success of the blueprint. They also understood the importance of having those people who were involved in the process be the ones who would write the new course content guides. Two curriculum and instruction teams, composed of seven math faculty and seven English/reading faculty, met during the spring of 2013 to develop the new course content guides, which were approved by the statewide discipline committees in late spring 2013.

PILOTING INNOVATIONS

While full implementation was not mandatory until fall 2014, some colleges began piloting the new courses in fall of 2013. Some of these courses, such as the pairings of a developmental English course with a GT pathway course, were developed under a previous Lumina grant and had been offered at Community College of Denver, Community College of Aurora, and Front Range Community College for several years. Some accelerated courses were piloted by innovative faculty in years before the adoption of the redesign; others were piloted by task force members eager to try out their ideas. Support for these innovations came from individual colleges, the Complete College America grant and TAACCCT funds.

ENTER FACULTY VOICES

Despite all the research and care given to the restructure, there was still some anxiety about the adoption of the redesign statewide. Would students really be able to master the skills needed to succeed in college-level work in an accelerated format? How would faculty respond to the challenge? Faculty Voices is our answer to that question. In January of 2014, the call went out to all faculty who had taught a redesigned course, inviting them to contribute their thoughts. The 14 essays highlighted in this publication are part of a more comprehensive collection of 25 essays, including syllabi, that can be accessed at www.cccs.edu/colovoices.

Through these essays you'll enter the redesigned classrooms with the faculty who taught them as your guide.

—Elaine DeLott Baker and Marilyn Smith

CURRICULUM DESCRIPTIONS

The frontline testimonials that follow were written by faculty who took on the challenge of teaching redesigned Developmental Education in or before fall semester, 2013. The course descriptions below are taken from CCCS college catalogs.

CCR 092 COLLEGE READING AND COMPOSITION

5 Credits

Integrates and contextualizes college-level reading and writing. Students will read and understand complex materials and respond to ideas and information through writing informative and/or persuasive texts.

Prerequisite: ACCUPLACER Sentence Skills 50-69
Co-requisite: AAA 109

CCR 093 STUDIO D

3 Credits

Integrates and contextualizes reading and writing strategies tailored to a co-requisite 100-level course within one or more of the four discipline strands. The four discipline strands are defined as: Communications, Science, Social Science, and Arts and Humanities. Non-GT courses are not eligible for this consideration. Students will

read and understand complex discipline-specific materials and respond to ideas and information through writing informative and/or persuasive texts.

Prerequisite: ACCUPLACER Sentence Skills 70-94
Co-requisite: PSY 101, COM 115, COM 125, or SOC 101

CCR 094 STUDIO 121

3 Credits

Integrates and contextualizes reading and writing strategies tailored to co-requisite ENG 121 coursework. Students will read and understand complex materials, and respond to ideas and information through writing informative and/or persuasive texts.

Prerequisite: ACCUPLACER Sentence Skills 70-94
Co-requisite: ENG 121

MAT 050 QUANTITATIVE LITERACY

4 Credits

Develops number sense and critical thinking strategies, introduces algebraic thinking, and connects mathematics to real-world applications. Topics in the course include ratios, proportions, percents, measurement, linear relationships, properties of exponents, polynomials, factoring, and math learning strategies. This course prepares students for Math for Liberal Arts, Statistics, Integrated Math, and college-level career math courses.

Prerequisite: ACCUPLACER Elementary Algebra 30-60 or Arithmetic 40+

MAT 055 ALGEBRAIC LITERACY

4 Credits

Develops algebraic skills necessary for manipulating expressions and solving equations. Topics in the course include radicals, complex numbers, polynomials, factoring, rational expressions, quadratic equations, absolute value equations and inequalities, systems of linear equations, related applications, and math learning strategies. This course prepares students for College Algebra and Finite Math.

Prerequisite: MAT 050/ 090 with a grade of "C" or better or ACCUPLACER Elementary Algebra 60+
Co-requisite: Students coming from MAT 045 or students with an Elementary Algebra ACCUPLACER score of 45-59 must co-enroll in MAT 025.

ESSAYS FOCUSING ON THE REDESIGNED COLLEGE READING AND COMPOSITION COURSES

IT TAKES A CAMPUS TO IMPLEMENT A REDESIGN

When the Colorado Community College System (CCCS) embarked on a state-wide developmental education (DE) redesign in 2011, Arapahoe Community College (ACC) participated as a system-member college. One instructional dean, Dr. Cindy Somers, representing developmental math, and a faculty member, Kim Moultney, representing the College Preparatory Reading and Writing program, served as members of the CCCS Developmental Education Task Force (DETF) from its inception to its end in January 2013. A newly hired developmental math faculty (already on the DETF representing CCC Online), Heidi Barrett, joined the ACC team in 2012.

Helen Keller wrote, "Alone we can do so little; together we can do so much." This has proved to be true at ACC where there has been an overwhelming campus-wide commitment to the DE redesign implementation, characterized by a truly collaborative approach. Early in the process, the ACC DETF members understood the necessity of involving all of the relevant stakeholders on our campus within the first months of the redesign process. We established a pattern of open

and frequent communication that set the tone for the eventual implementation of the new courses and policies. The resulting campus-wide collaboration served as a lynch pin for a relatively smooth transition and implementation of the new CCCS Developmental Education courses and policies.

At ACC, we formed three collaborative working groups to implement the redesign. The common thread among these groups was the participation of the two faculty DE redesign implementation coordinators—Heidi Barrett for Math and Kim Moultney for College Composition and Reading. Because we were both on the DETF, we could serve as the campus guides to implement the newly designed courses and CCCS policies. Consequently, we were active participants in all of the working groups and served as consistent conduits of communication among them. As a result, efforts were not duplicated, and the implementation process was transparent. This was a key component to the successful redesign and implementation at ACC.

The largest working group, the "Campus View Team," had about 20 members. It was led by the Vice President of Instruction (VPI), the developmental math dean, and the dean overseeing developmental reading and writing. This was a highly effective group that blended the expertise of representatives from both Instruction and Student Services. Team participants included the Director of Advising, the Assistant Registrar, the Dean of Student Services, the Testing Center Coordinator, the coordinator of ACC's two satellite campuses, the department chairs for developmental math and developmental English and reading, and the two faculty redesign implementation coordinators.

This team met six times during the implementation period—at the beginning, middle, and end of three semesters. The team's primary tasks were to raise questions, air concerns, identify obstacles, and find solutions to problems that arose during the process. The overarching objective was to facilitate a smooth implementation on our campuses. A list of tasks was generated during each meeting, and individuals left with one or two items to research or jobs to accomplish. At the next meeting, the old list was posted on the wall; items were crossed off or moved to a new list of tasks. A small sample of our work included developing marketing strategies for the new courses; finding solutions to information- system student enrollment problems; fine-tuning advising strategies for the Testing Center staff; and, developing a plan for implementing the new courses at the high schools through concurrent enrollment. Because this large group had representatives from both Instruction and Student Services, we were able to pool resources and learn collectively as we focused on our shared goal of a successful DE redesign implementation.

In addition to the large Campus View Team, we formed two smaller working groups that were able to accomplish many of the tasks set forward by the Campus View Team. This diversity and flexibility allowed us to maximize our time and draw on the expertise of individuals from across the campus. The smaller working groups facilitated and encouraged the development of shared leadership across the campus, thereby building the consensus needed to support the changes in Instruction and Student Services.

The first of the two smaller working groups included the VPI, the dean representing developmental math, the dean representing College Preparatory Reading and Writing, the math faculty implementation coordinator, and the CCR faculty implementation coordinator. Although this group did not have a name, for the sake of clarity, it will be

> "The need for involving the Registrar's office and the Advising department was obvious; thus, the second of the two smaller working groups was formed that included the Registrar, the Director of Advising, and the DE Math and CCR implementation faculty coordinators."

referred to as the "Instruction Team." As a complete group, we met monthly in 2013, while the deans and the faculty coordinators also met bi-monthly. This much-needed time was used to discuss almost every facet of implementation. Discussion topics included (but were not limited to) faculty release time for curriculum development and training; the development of faculty lead positions for each of the new courses; concerns about implementation relating to the enrollment management system; implementation questions about new CCCS policy; marketing; institutional assessment; concurrent enrollment; and, financial aid. The work of this group often served as the basis for issues and tasks to be brought forward to the Campus View Team for a larger discussion.

The need for involving the Registrar's office and the advising department was obvious; therefore, the second of the two smaller working groups included the Registrar, the Director of Advising, and the DE math and CCR implementation faculty coordinators. Again, we did not name the group, but it could be referred to as the "Student Services Team." This highly efficient four-person group met every two weeks throughout the implementation process. An incredibly industrious team, we spent our time together problem-solving BANNER and course scheduling issues. A short sampling of our accomplishments include constructing a block schedule so students can complete all of their required DE courses in one semester; creating advising handouts for both ACC advisors and students; and developing math and CCR advising videos for students.

During this period of tremendous change at ACC, not only were we committed to accomplishing the tasks required by the redesign, but to communicating those changes and the progress of our work to the rest of the college. We kept ACC administrators not directly involved with the redesign and implementation informed throughout the process and periodically provided the President with updates from the ACC DETF members on the work being done at the state level. We held six meetings with all of the instructional deans, the Vice President of Instruction, and the faculty implementation coordinators. These informational meetings enabled our team to provide overviews and updates on the DE redesign. As we moved further along in the implementation process, meeting discussions focused on making decisions about which courses to pair CCR093 (Studio D) with and on examining the existing pre-requisites for both General Transfer (GT) and non-GT courses. One invaluable result of those productive meetings was that ACC developed an updated, viable, and cohesive set of course pre-requisites.

Building faculty consensus for the changes and allaying fears about under-prepared students spending less time in DE courses were critical foci of the implementation process at ACC. Heidi and I took advantage of numerous invitations and opportunities to inform and continually update all faculty members about the redesigned courses. We gave presentations and addressed concerns at faculty senate meetings, combined Department Chair meetings, and at all-instruction meetings. To set the stage for an examination of all course pre- requisites, we went to each of the individual department chair meetings and provided the chairs with a list of the college-readiness skills students should expect to attain after successfully passing a DE math or CCR course.

An African proverb simply states, "If you want to go fast, go alone. If you want to go far, go with others." At Arapahoe Community College, we chose from the very beginning to go with others. As the campus faculty DE implementation coordinators, Heidi and I were involved in every facet of the implementation, spending over 400 hours in 200+ meetings. It took us the full three years to implement the DE redesign on our campuses; yet, during that time, ACC generated a synergy for success that was felt throughout the institution. Because of the willingness and commitment to work collaboratively with so many departments, programs, and individuals, we will successfully accomplish our shared institutional goal of reducing the amount of time students must spend in developmental courses, thereby facilitating their enrollment in a college-level course within a semester of enrollment and increasing their opportunities for college success.

Kim Moultney

Kim Moultney: *I started my teaching career in 2001 after working 25 years as a clinical microbiologist. While working on my Master's Degree at UCD, I worked in the Microbiology Lab at the University of Colorado Hospital, taught English as a Second Language to adult immigrants and refugees, and taught a microbiology course at Arapahoe Community College (ACC) as an adjunct instructor. In 2005, I was offered a grant-based position teaching full- time in our Medical Laboratory Technology (MLT) program. The students I worked with during this time were motivated, bright, and competent, yet I saw how they struggled with reading the complex science texts we used in our courses. They also could right clear and precise lab reports, but longer essays proved to be more challenging. To help improve the MLT students' reading and writing skills, I sought the advice of our Developmental Education Reading and Writing Faculty. Eventually, this gesture set me on the path to a full-time job in our Developmental Education program.*

When the CCCS undertook the task of redesigning Developmental Education in our state, I had the unbelievable good fortune to serve as one of the ACC representatives to the Redesign Task Force. Through my participation, I was able to learn about innovative and best practices that schools have adopted around the nation. This exposure changed the way I think about Developmental Education. I have always believed that with the right tools, any student can succeed in college. Now I am convinced that the best way to help students who place below college level is to accelerate their DE path, engage them with college-level content from the first day, while providing them with the scaffolding and support that will facilitate their success.

READING AND WRITING ACROSS THE COLLEGE CURRICULUM: RWACC REVISITED

A major concern of developmental reading and writing faculty is the capacity of students to transfer and apply the skills they develop in our classes to their 100-level courses. At Arapahoe Community College (ACC), the CCR092 and CCR093 development team designed a curriculum with ultimate transferability in mind. This reflection will describe our process of involving faculty from across the campus with the goal of developing an interdisciplinary curriculum that integrates college-level reading and writing centered on the theme of "Identity Formation." This theme helps students understand the process of moving from adolescence to adulthood and for the students to see themselves as successful. A description of our courses will be provided, along with a sampling of the hand-picked course readings, writing assignments, and a glimpse of a customized textbook.

At ACC, the developmental redesign team took full advantage of a rare opportunity to re-think how the faculty would deliver developmental instruction. The redesign team surveyed what innovative approaches and models other colleges were implementing, but given the new constraints of co-requisition, integration, compression, and contextualization, they began to freshly imagine what might be the ideal college-readiness experience for ACC students. Instead of asking how our courses might best help students recover lost basic skills, we wondered what ACC students were being asked to do in their GT (guaranteed transfer) and certificate courses and what ACC faculty see as the most requisite skills and strategies that students need in order to succeed in a transfer-level and/or certificate course. We discovered quickly that one of the traps of the old paradigm is the assumption that developmental educators fully know the answers to these questions. We sensed that our developmental courses no longer could cover discrete skills like "author's purpose" in isolation in some textbook chapter; instead, those reading, writing, and thinking skills would need to be taught and practiced in concert with many skills.

In the spirit of reverse design, one of the best things the ACC redesign team did was consult and involve the entire college faculty. In order to listen to the ACC faculty, the redesign team posed one question via email to the whole faculty. "What skills does a college-ready student have?" Approximately 20% of the ACC faculty responded to the email request and what we learned significantly influenced the vision for the CCR 092/093 courses. Faculty verb use included these terms: analyze, apply, interpret, contrast, distinguish, explain, and summarize.

They mentioned specific reading skills, including syllabus reading, textbook navigation, reading charts and tables, locating and evaluating sources, identifying arguments, and reading between 30-50 pages of textbook from one class session to another. Faculty identified writing skills including outlines, organization, synthesizing, documenting, and citing sources, and writing clear, concise, grammatically correct sentences and paragraphs. This is only a fraction of the commentary. We quickly saw that providing exposure to and experience with a range of texts and tasks that allowed students to learn, practice, and apply all these skills was going to be a challenge. We needed to engage in a thoughtful economy of design.

This initial work prompted us to form an advisory board of ACC discipline faculty. Full-time faculty from a variety of disciplines, including Astronomy, Business, Communication, Economics, Humanities, and Psychology participated. This working group met four times during 2013 to share their assignments, texts, rubrics, and expertise and helped to shape the curricula of CCR092 and CCR093. As a redesign team, we analyzed the various artifacts, examining syllabi to gauge the quantity and pace of reading and writing and looking carefully at sample assignment directions. After a month or so, the ACC redesign team had a wide range of ACC discipline documents that began to shed light on what students were being asked to do in their GT and certificate courses. They created a document to comprehensively capture faculty input.

> "In order to listen to [our college's] faculty, the redesign team posed one question via email to the whole faculty. . . . What skills does a college-ready student have?"

The ACC redesign team and the advisory board met monthly through the summer and fall of 2013, and each meeting had purpose. For instance, at one advisory board meeting we shared, analyzed, and discussed ACC rubrics which informed the development of our learning outcomes and CCR rubrics. In another advisory board meeting, we discussed ways to economize skills practice that led to ideas like the CCR comprehensive annotated bibliography that students create as an on-going record of what they read during the course. This one activity allows students opportunities to practice how to summarize, cite, and format the course readings in either APA or MLA formats as well as proof and edit their work at the sentence and word level. Not only were our fellow ACC colleagues providing the redesign team with the information to construct a course, they were also becoming our strongest advocates on campus during a time when many faculty were very concerned about the number of under-prepared students entering their courses. They championed our thoughtful efforts. Like Katie Hern's Chabot integrated model, ACC's College Composition and Reading courses (CCR092 & CCR093) are grounded in the belief that "what under-prepared students need to be ready for college is practice and guidance with the same kinds of reading, thinking, and writing that college-level courses will require, just with more guidance and support." Each of the professors on the three member CCR092/093 development team has many years of experience teaching both developmental reading and writing courses. This working group met every two weeks in the spring and weekly in Fall 2013 and developed a completely redesigned and integrated reading and writing curriculum for CCR092 and CCR093. A sampling of our completed tasks includes creating a customized textbook, choosing themed readings for the courses, creating writing assignments and assessments, writing rubrics, constructing lesson plans for the entire semester, and uploading all of the content into a learning management system (D2L) shell that can be copied for faculty and adjunct instructors. We met twice a week in Spring 2014 to make curriculum adjustments to all three CCR courses that were being piloted before full implementation during the Fall 2014 semester. We developed final reading and writing projects so serve as both student and course assessments and wrote a training workshop for the new curricula.

After a full year of redesign work, ACC's CCR092 and CCR093 courses have primarily the same curriculum with the same learning outcomes, same course readings and writing assignments, same expectations for college-readiness as 093, but since 092 is five credits, it has more time to scaffold the course. Both courses are minimally contextualized to the co-required course, Advancing Academic Achievement (AAA109) and more so to the first year experience. CCR092 and CCR093 take a thematic and across-discipline approach. The overarching theme of "Identity Formation" links our 10 readings that cover a range of different types of discipline texts including textbook chapters, scholarly articles, and website material. The CCR 092/093 course has an emphasis on critical reading, critical thinking, and clear writing. The course design utilizes a flipped model that has students viewing content instruction from home so that more class time can be devoted to active learning in response to the readings. The subject matter of "identity" is not as important as the learning and practice opportunities each text provides. Our customized textbook includes reading strategies, writing basics and strategies, MLA and APA formatting, and our ten selected CCR092 and CCR093 course readings. Students write three higher stakes papers, and complete 10 essay style comprehension quizzes. All CCR courses will use a common exit reading and writing assessment. The primary goal is that CCR students will have learned and practiced the reading, writing, and critical thinking skills that will contribute to success in their general transfer or certificate courses.

Chris Nordquist & Michelle Van de Sande

Chris Nordquist *teaches English at ACC, primarily in the college preparatory program, but also college-level English courses. Chrishas an MA in Rhetoric and Composition from New Mexico State University, a BA in English from Schreiner University in Kerrville, TX and an AA from Moorpark College in California. Chris played basketball while at Moorpark College and Schreiner University and eventually coached basketball for close to 15 years at the New Mexico State University and Rio Mesa High School in southern California. Chris has been teaching and coaching writers and readers for close to 20 years and has a heart for the community college experience.*

Academic Interests
As do all of the ACC English faculty, Chris has an authentic respect and passion for the community college student and the college preparatory learning needs in particular. As a result, he is continually researching and trying new ways for students to accomplish their academic-readiness needs in a way that respects each student's time, money, and goals. For the last four years,Chris has been a part of developing several alternatives to the traditional remedial experience including designing & piloting accelerated courses, bridge workshops, and now an ACC self-paced lab opportunity for developmental writers and readers beginning fall 2012. Chris has been a part of the Borderlands Writing project both as a participant and board member for the last 4 years and remains in engaged in teacher inquiry and action research with the intent of continually improving his teaching practice and being a part of the transformation of the community college learning experience.

Personal Interests
Chris and his beautiful wife Lisa have three children—Wes, Jessika, and Rebecca, and one new grandchild, Leah. Chris loves the outdoors, particularly fly-fishing the many gold-medal waters of the Rocky Mountain region. He also is an avid ATV rider and archery hunter.

Michelle Van de Sande *is a Professor and Department Chair for Developmental Studies—English, Reading (CCR) College Composition and Reading as well as (AAA) Advancing Academic Achievement at Arapahoe Community College, a position she has held for the last eight years. She also teaches EDU260, Adult Learning and Teaching, to all new faculty at ACC. Michelle was the recipient of the Distinguished Faculty of the Year Award at Arapahoe Community College for 2011-2012 and has received Master Teacher Designation for levels one and two. Previously, she was an instructional designer and curriculum developer for a private training company. She was a classroom teacher in K-12 for over 20 years, and was nominated for Disney Teacher of the Year.*

She has presented at numerous conferences on topics including: Adult Learning and Teaching, First Year Academic Study Strategies, The Development Studies Student, Assessment and Learning, Reading Across the Disciplines and Writing at Work. Michelle was a presenter at the 2013 NADE conference on the subject of "Success Secrets for Developmental Studies Students".

In addition, she has developed several workbooks to compliment author's published works. Michelle is passionate about teaching and enjoys making learning more accessible for Developmental Studies students. Each day spent with students encourages her to develop new programs and lessons to enhance learning.

IT'S NOT JUST ABOUT CONTENT: EMBEDDING THE NON-COGNITIVE INTO THE CLASSROOM CULTURE AND CURRICULUM THE RATIONALE

Student success—it is the stated aim of the community college, articulated in thousands of mission statements, uttered unendingly from the lips of administrators and professors alike. It too, has become a buzzword of sorts. And yet, despite this, there are still those instructors who define their role in very simple, one-dimensional terms—"deliverer of content." However, if you were to ask these same instructors, "Why do students fail," I would wager that most of them would answer similarly, that in the overwhelming majority of cases, students fail because life circumstances get in the way, not because they do not grasp the material. Students fail because they lack the social capital to navigate the college environment. They fail because they lack belief in their abilities. They fail because they have poor educational experiences that have cultivated within them a "learned helplessness."

If it is our job to foster student success, then we are failing our students if we do not address these issues. If our students are to succeed, our courses and our instructors must become more than content delivery vehicles. In my experience teaching the five-credit College Composition and Reading course (CCR092), I have devised some effective strategies for embedding the non-cognitive into the culture of the classroom as well as into curriculum and instruction.

EMBEDDING THE NON-COGNITIVE INTO THE CLASSROOM CULTURE

At CCA, we have been delivering a variation of the CCR092 curriculum for several years. One important aspect of delivering this course successfully has been to create a classroom culture that helps address non-cognitive/affective issues beginning on day one of the course. When instructors come to me with issues to discuss about their 092 courses, the first question I often ask is—"What did you do on the first day?" That

is how important it is. It is not enough to just outline what the instructor expects of the students; the instructor must show the students that this classroom will be a collaborative and supportive environment. To accomplish this, I engage in the following activities:

Creating a "Code of Conduct" as a Class

The syllabus contains the instructor's rules, but the class should have the opportunity to make their own rules as well. What I often ask students is what they will promise to do for themselves and each other to make sure everyone performs well in the class. Additionally, I often ask them what they would like me to promise to do for them. By creating this code (or "contract"), students have investment in the course and often wind up policing each other when someone violates the contract.

Letting Students Express Their Academic Fears

Every student has academic fears. In the CCR092 course, it can often be beneficial to have students acknowledge these fears from the start. What I often do is have them write these fears down on an index card and place them prominently somewhere in the classroom (they literally have to "face their fears" whenever they are in the room). Quite often, this activity leads to an essay assignment in which they make an academic plan for overcoming these fears.

Creating Clear Academic and Behavioral Expectations

All students need a clear understanding of what is expected of them, especially those enrolled in developmental courses. This extends beyond just academic expectations, which can be set by providing clear assignments and detailed rubrics. Instructors must discuss and model appropriate behavior and conduct. One activity I like to use to accomplish this goal is an exercise I call—"What if I did it to you?" Essentially, I provide a list of some typical college student behavior and ask if it would be acceptable if I did the same things to them. By the end of the exercise, the overall message is, "Treat the class and the instructor the same way you want them to treat you."

There are many other activities that could accomplish similar outcomes. It is important to take some time during the first class or first week in order to engage in similar activities—get students invested and more importantly, make students feel supported. Once this has been established, the trick becomes sustaining it over the course of a semester.

Create An Environment Where it is Possible to Learn From Failure

Modeling the processes expected of students and allowing them to practice working towards these expectations through frequent, low stakes assignments so that they can learn from their mistakes before being evaluated, a crucial component of student success.

Give of Yourself

The CCR092 population needs more from its instructors than most. Holding office hours is not enough. Requiring office visits/conferences should be common practice. Furthermore, being personally available to students both after class, in the office, and via e-mail is essential. What sense is there in setting high standards if an instructor does not show that he/she is there to help students reach them?

Be Consistent

It may seem almost like I am giving parenting advice at this point, but it is surprising how often good parenting practices can also be good teaching practices. Once the instructor has established clear expectations, rules, and boundaries, he or she must stick to them. Be understanding, but be firm; one major reason many students end up in developmental education in the first place is because their former teachers did not do this.

EMBEDDING THE NON-COGNITIVE INTO THE CURRICULUM

Working the non-cognitive into the curriculum of the course is essential to making students understand how these issues apply to their lives and how they can address them to become better learners. This is our approach.

> "... when [our first developmental education redesign] students went on to their 100-level courses, they were outperforming students who tested directly into those courses, which is quite a victory."

Some of the texts I have students read are taken from Carol Dweck's work on fixed and growth mindsets. Below I describe how a unit in the course might work with these texts.

Many of our units will begin my focusing on particular textual relationships or patterns of organization. In this specific case, we would make this unit center loosely on comparative relationships, which is a type of textual organization common in a lot of academic reading. We would begin the unit with an introduction to this relationship and show students reading strategies for identifying this relationship in texts (what is being compared/contrasted and for what purpose).

The second stage would be to read a series of texts that demonstrate this particular organization or show this particular relationship. In this case, it is a selection of Dweck's works in which the two mindsets are contrasted against one another.

Finally, the unit would culminate in students writing a comparative essay in which they apply the concepts of these mindsets to their personal experience. In many cases, I ask students to self identify as a particular mindset and compare themselves with someone who holds the opposite mindset, but there are many other potential options. In total, this sequence would take about three weeks of class time.

This approach has been successful for us for several of the following reasons: it creates cohesion between the reading and writing tasks; it creates solid textual understanding because students are forced to think about the readings on various levels; and it causes students to think about their own non-cognitive issues without it seeming artificial or forced into the class. Through reading material, writing about the ideas, and discussing with each other in class, students learn how much effort is needed to succeed, and they begin to see how their past responses to failure and difficulty may have been counterproductive. They begin to see that setbacks are a necessary part of the learning process and that failures are in no way a reflection of their intelligence or abilities. This approach has been very effective for us, so much so that the concept of the mindsets becomes a part of the students' own lexicon; I often hear them applying them to issues that have nothing to do with class!

THE PAYOFF

When we first started trying this approach, we had mixed results. It was difficult to find the "sweet spot" that created the balance we needed for students to benefit. After a while we began to see that students were passing at a higher rate than in the past. When they went on to their 100-level courses, they were outperforming the students who tested directly into those courses. Of course, some students still failed the developmental course, but something interesting happened. The students who failed came back to try again. "Grit" is another one of those buzz words in the education zeitgeist. Well, folks, if that isn't grit, I don't know what is.

Student success is often measured in pass rates and persistence data, which is important, but also a rather cold and machine-like measure. I think it needs to be deeper than that. Have we had success with this approach? Has it increased student success? Absolutely. However, I think the greatest success I have seen is how it has increased student engagement and built a learning community. Students create a support structure for one another. Instructors become more than just teachers; they become academic coaches. I would not say that this makes teaching more "fun." In fact, if I am being honest, it makes teaching a lot more emotionally draining than it already is. However, teaching becomes more rewarding. It is not an approach for every teacher, but for the right people, it will remind them of why they became teachers in the first place.

Brandon Feres

Brandon Feres: *I began my higher education experience at a community college, mostly because I spent the majority of my high school years "working below my potential," as my instructors always said. My time at community college is what inspired me to become an educator in the first place, so when I completed my Master's Degree at Stony Brook University in Stony Brook, NY in 2005, I returned to the same community college to teach developmental composition because I believed in the mission of community college education—to give an honest chance at higher education to those whom others may have prematurely written off. Over the past nine years, I have worked extensively in developmental education, first in my home state of New York, and for the past five years, at the Community College of Aurora in Aurora, Colorado.*

At CCA, I have worked to develop several integrated and/or main streamed developmental English/Reading courses. Additionally, I have worked with the Colorado Community College System as a part of the team which designed the competencies for the CCR (College Composition and Reading) courses that are currently being implemented state-wide. Because of this work, I have presented multiple times at the annual NADE Conference, as well as the ALP conference, and I have conducted numerous workshops at state conferences and individual colleges throughout the CCCS system.

In addition to this, I currently serve as CCA's Faculty Senate President and CCR faculty mentor/supervisor, in addition to my duties teaching English, Reading, and Literature. In case you couldn't tell, I like to stay busy.

WHEN I WAS APPOINTED AS LEAD FACULTY FOR COLLEGE COMPOSITION AND READING AT FRONT RANGE COMMUNITY COLLEGE LARIMER CAMPUS

When I was appointed as lead faculty for College Composition and Reading (CCR092) at Front Range Community College Larimer Campus, I thought my biggest challenge would be integrating reading and writing content into a single five-credit course that would prepare students who test two levels below the college-level for English Composition (ENG121). As a Composition faculty member, I wondered if I had the background to develop an integrated curriculum that could teach reading as effectively as it had been taught by my reading colleagues in the traditional sequence. With the help of the wonderful reading faculty with whom I was able to collaborate, I was relieved to find that this task proved much less daunting than I had initially anticipated. However, what I wasn't prepared for were the challenges I would face in integrating student services into the course. To my surprise, the student services component of CCR092 has been the most challenging and rewarding aspect of the curriculum development for this course. I feel that the student services activities available through embedded advising will ultimately be the greatest contributing factor to the success of this curriculum on our campus.

> "... when [our first developmental education redesign] students went on to their 100-level courses, they were outperforming students who tested directly into those courses, which is quite a victory."

According to the recommendations from the Colorado Developmental Education Task Force, the CCR092 curriculum must incorporate a thematic emphasis on affective issues and integrated student services. For me, this requirement meant first focusing reading and writing assignments around topics related to students' affective needs. We chose readings from writers such as Carol Dweck and Malcom Gladwell who encouraged students to think about their own mindsets and attitudes toward failure. We asked students to write about their goals for college and form arguments about the best ways to be successful. In this way, students were thinking about these "soft skills" even as they were developing and practicing their skills in reading and writing. The second component of our focus on affective issues involved working with colleagues in advising, tutoring, our English Language Learners (ELL) program, and the Writing Center to address student services issues in a direct and purposeful way.

As it turned out, I was interested in the concept of embedded advising and tutoring without really knowing what that meant. On our campus, we knew that in order for the redesign to really succeed, we needed to do a much better job of involving student services or at least support services that would typically fall under the student services discretion.

Our goal was to promote students' informed decision-making, helping learners in developmental courses see themselves as college students in order to become more successful. As I delved further into the practical aspects of building the course, I found this task to be much more difficult than I had initially imagined.

The biggest challenge that we faced in integrating student services into CCR092 on the Larimer Campus was a lack of adequate resources needed to embed them. I thought it would simply be a matter of identifying potential support personnel and budgeting to pay them on an hourly basis. However, our advising and Writing Center staff are already spread so thin that there was not enough staff available to embed these individuals in all of our CCR092 sections. Even though there were resources to pay them, there simply weren't enough student services personnel to adequately staff our sections and still provide their essential services. Consequently, we had to look elsewhere for the resources we needed.

What we found was that the student services area most equipped to provide the kind of support we needed was in tutoring, specifically the Learning Opportunity Center (LOC) on our campus as well as the Student Success Coach position funded by the Trade Adjustment Assistance (TAA) grant itself. Between the tutoring director and the student success coach, we assigned all of our pilot sections a support person who was able to play a consistent role in each section. For lack of a better term, we came to refer to the support we were getting as "embedded coaching."

These coaches attend classes on a full-time basis for the first two weeks of the course and then one day a week for the remainder of the semester. In addition, the embedded coaches provide monthly presentations and workshops on issues related to student success, including time management, learning styles, SMART Goals, campus resources, and registration. Some of these presentations connect directly to assignments that count toward students' grades—including a direct scaffolding of the SMART Goals workshop into their first reflective essay—while others are simply designed to help students navigate the services provided by the college, including a tour of campus resource centers that takes place during class time early in the semester. In addition, the coaches provide significant support outside of class, meeting with students during office hours and arranging tutoring sessions. Meanwhile, foreign language resources and instruction are available both in and out of class for ELL students enrolled in CCR092. We even have an ELL faculty member teaching a designated section for ELL students in the upcoming fall semester. We have also been fortunate to have input from advising and the Writing Center (where appropriate) so that the responsibility of supporting students has been shared in a manageable and practical structure.

Overall, working with the LOC and Student Success Coach has been an extremely positive experience for our students and instructors alike. We anticipated some challenges with getting students to buy into the idea of utilizing student support services. However, this concern didn't turn out to be the case. It seems as though everything we thought would be difficult turned out to be easy and everything we thought would be easy turned out to be difficult.

Everyone teaching the class feels that it would be impossible to achieve the goal of preparing students for college-level composition in five credits without the kind of support that embedded coaching provides. Particularly in regard to the student success coach's involvement, our instructors feel that "it's vital to the success of this class and our students that we keep this position going[.]" As one instructor remarked, "it's been fantastic having [the student success coach] doing this position for this class…I'm pretty positive that there are at least five or more students from my class that would not still be in class if it weren't for her support."

This is a common theme among all of our pilot sections. In regard to one student of concern in particular, the coach "helped to get him support from the right resources, as he's been doing well in class and will hopefully continue to do so[.]" The same applies to the involvement of support personnel from the LOC, Foreign Language Lab, and Writing Center. According to one instructor, "We are getting a lot of mileage out of the embedded [student services] in CCR092; they are tending to some out-of-class matters that would claim students' semesters." We all know the challenges developmental students face when it comes to balancing school with their jobs, families, and other responsibilities. My colleagues and I feel that "we're doing a better job of holistically addressing obstacles to success, not just in English Composition but in all ways." This is particularly profound because the goal of addressing students holistically was our primary focus in embedding these services in the first place.

I don't know yet what the future looks like for embedded student services in CCR092 or how we will be able to continue this project as we move beyond our pilots and as the funding from the TAA grant comes to an end. This is a big project that we will need to investigate further over the next academic year, and there are still a lot of uncertainties. However, what I do know is that my colleagues and I see this part of the curriculum as extremely effective in helping students achieve the goal of persisting into college level Composition. With that as the essential charge of the redesign, we feel that we are doing our job and the right thing for our students.

Amy Holly

Originally from Kentucky, **Amy Holly** *holds a Bachelor of Arts in English from the University of Kentucky and a Master of Fine Arts in fiction writing from Colorado State University. She is currently full-time faculty at Front Range Community College's Larimer Campus, where she teaches courses in English, Creative Writing, and College Composition and Reading. She lives in Loveland, Colorado with her husband and daughter.*

WORK HARDER, LAUGH EVEN LOUDER

(Overheard conversation: August 10, 2013, 2:27 p.m. Brian and John meet to plan for their learning community class. There are no lawyers present.)

Dickson: It's imperative we do CCR 093 from 2-3:15 and cover all of my content.

O'Leary: It's even more imperative we cover all of the LIT content from 3:30-4:45.

(A long, tense pause).

Dickson and O'Leary (in unison): Let's chuck all of that and try something new!

PART I—RELATIONSHIP BUILDING

When we first met to plan our learning community class, we did not know what to expect. We do not recall how those pedagogical discussions went exactly in the beginning; however, they were inquiry based, questioning our assumptions about students' learning. We quickly stumbled on the idea that taking risks was vital (and still is) to our innovative partnership. Our planning sessions are often an hour or more, as we explore in detail what we want to accomplish in class the next week. There are plenty of detours during this messy trail. We design curriculum that shows students it is okay to inhabit this less-than-tidy space, conveying in the process that learning occurs when you veer off the predictable path.

Our planning discussions do result in a framework, chunks of time spent on this outcome, etc. Because of our time spent together outside of class and inside the class (90% together), we are able to modify our framework rapidly. We are able to read each other and insert something into the learning process without second guessing ourselves. Again, it is important to emphasize this does not take place in the outer regions of Antarctica. Our partnership is near the end of its third year, and we still have our secret code word: "Hey, I have a tweak . . ."

Take

t**W** o

Engagement pills

And call me

Kontrolled khaos

I would like to pick up on Brian's (a former Spelling Bee champion) point about "Kontrolled Khaos." When we first met, we talked about questions such as "what separates an exciting, high-level learning class from a functional, but uninspired class?" I remember suggesting that classes where laughter was a norm seemed to indicate a high level of learning, or at the very least, a high level of student-engagement. We segued from"laughter" to the topic of risk-taking on the part of faculty and not just students. Why? Because in order to design an innovative curriculum, (50% to 70% of our curriculum is fully integrated), we would both need to take risks. In fact, I would argue that innovation is impossible without a high element of risk-taking.

But anyone knows risk taking is dangerous and also somewhat thrilling. A natural concern is "what if I embarrass myself in front of a colleague? How can that be a good thing?" Actually, to some degree, it is. I am amazed at some of the lesson plans Brian and I initially created in that first semester we taught together. They resembled the flight pattern of a paper airplane: interesting, oddly compelling, but a bit random. By the next semester, with just a few, well-timed tweaks, these same lesson plans soared forward with all the intensity and purpose of a modern jet. This process of collaboration and innovation takes time and patience on both sides, but the payoff is a classroom where innovation, risk-taking, and laughter become the norms, and it only gets better each semester you teach together.

PART II—A LIVELY IDEA FROZEN IN TIME

I came across the website Thinglink.com two years ago. I could not figure out how to make it work as a scaffolding assignment for the short-story fiction section and work as a College Composition and Reading (CCR093) assignment that bridges into the theater section of the class. The website allows users to upload an image and place explanatory tags on it, interpreting the image. The tags can be text, links to websites, videos, or other graphics. Students had the choice to work alone or in pairs, with their goal to create a "frozen moment in time" of what they considered a pivotal moment in a story. For our assignment, students' text tags required literary analysis of their scene with in-text citations as well.

Students could add other tags besides text. For example, one student chose the ending in Shirley Jackson's, "The Lottery;" the title of her project, "Becoming Tessie." You can check out her "frozen moment" by clicking on this link: www.thinglink.com/scene/437772217384697857.

> "In fact, I would argue that innovation is impossible without a high element of risk-taking"

What I enjoy the most about her assignment is the creativity in the tiniest of details. A slip of paper with the black dot is in her right hand and two stones are neatly placed on her abdomen and chest plate. The latter is not in the story, but why not have those stones there? Her interpretation adds a sliver of tenderness, as if the village had a ritual for a proper goodbye. The analysis could use some bolstering with some contextualizing and literary digging. Conversely, as a formative, scaffolding, attempt, high marks were earned. Overall, the class would have loved to have more similar projects like Thinglink.

The "thinglink" assignment speaks to an important curriculum design element that both Brian and I value: flexibility. I mean this in both the design of the curriculum and the teaching. For the theatre unit, (with Brian's input, no doubt, peering through the page), I designed a two-track option for the major project: a 10-minute original play or an academic/thesis paper. Students choose. Both tracks work on character analysis, the development of a thesis, the use of symbols, and the other elements of theatre. Brian and I facilitate the work, but there is no "sage on stage." Instead, students work independently and collaboratively on their chosen track for four weeks. Brian and I rotate from one group to another (in the physical classroom), and this adds variety and depth to the types of feedback students receive.

And finally, flipped reading logs. These seven question reading logs were co-designed by the two of us. The first four questions are written out in their journals. The last three questions are typed up and handed in for points. We wanted our students to be more prepared for the group work, so we started these logs this year, and so far, they have worked well. The assignment sounds simple enough, but it has morphed through four "tweaks," and there may be more down the road! And what is my definition of a tweak? Here it is:

The

Wonderous

Endless

Art of:

"**K**eep trying, but differently!"

EPILOGUE

(Overheard dialogue 15-minutes before Brian and John submitted this draft. Lawyers were present.)

Dickson: It's been fun working with you, but in the spirit of full disclosure, I have to tell you something. My sections are much better than yours.

O'Leary: I've also had my share of laughs, but in the spirit of full transparency, I have to tell you something. My sections are far superior to yours.

(Long, awkward pause. The sound of thunder rolling in the distance.)

O'Leary and Dickson (together): Let's chuck it all and try something new!

Brian Dickson & John O'Leary

Brian Dickson: *There was a moment when Brian realized what education meant for him. It was his first year teaching at CCD in 2007 when he read a quote by the poet Charles Simic, from his book Dime-Store Alchemy: The Art of Joseph Conrad. It says, "A vision for your life is a work of art." He never thought of his life that way before—life as education, as a messy art form, and learning, whoa learning, that unwieldy canvas where wayward brush strokes reveal happy accidents . . . and not-so-happy accidents. This vision has led him to creativity. How does one infuse creativity into as many moments as possible in a day? So it goes into cooking, gardening, writing, letterpress printing, worm growing, riding a bike, relationships, and, of course, teaching. Let's just say the canvas is endless.*

Brian has met so many passionate people with their vision for helping students on their journey. He has absorbed that energy, made it his own, and blended the canvas of his life with the canvas of teaching.

John O'Leary: *I have been teaching at CCD since 2008, and in the CCD Fast-Start program from 2010-2014. As for my teaching philosophy, I focus on the class as a community (and on each student as a member of that community), and by doing this, the experience of learning is fundamentally transformed. I also like to use creative, kinesthetic activities like theatre games, individual presentations, and debates, as these activities challenge students to gain confidence in expressing themselves verbally, socially, publically, and kinesthetically. I do not feel that "content" is sacrificed by this approach.*

I co-presented with Brian Dickson at a national Conference (NADE-National Association for Developmental English). Our topic was "Acting out in the Classroom," and it dealt with how to use creativity and theatre games in order to teach content. We also did this same presentation at CoADE in 2014. Finally, as the lead contact person for CCD's "Dev.Ed" accelerated program, I taught three levels of ENG (030/060/090) in a single class from 2008-2014. This modality redefines the class as an "independent" study. The success rates for 1 level of English were 80%, and the success rate for 2 levels of English in a single semester were 25%.

STUDIO D: DECONSTRUCTING THE DISCIPLINES

Studio D, or College Composition and Reading 093 (CCR093), fills an important niche within the larger developmental redesign project. Whereas CCR094 emphasizes success primarily in ENG121, Studio D prepares students for success in any 100-level GT transfer course by contextualizing reading and writing instruction in discipline courses—hence the "Studio D" moniker. At the Larimer Campus of Front Range Community College (FRCC), we selected a traditionally high-enrollment, high-fail rate course, Psychology 101, to serve as the linked discipline within which CCR093 would be contextualized.

"Linked" means that all of the CCR093 students are co-enrolled in any one of 10+ different sections of Psychology 101. Distinct from learning communities, which pair courses on a one-to-one basis, CCR093 links to the entire range of Psychology 101 courses and teaches applied and imbedded reading and writing skills for any developmental student taking any section of Psychology 101. Because of its rigor, many under confident, under-prepared developmental (and transfer) students fail Psychology 101 on their first attempt, gravely undermining their chances of ever succeeding as a college student. To address this problem, the primary goal of the CCR093 course is to equip students with the knowledge, skills, and often overlooked—encouragement they need for immediate success in a credit bearing college-level course. CCR093's second goal is to prepare students for success in ENG121 and as college students in general. The immediate applicability of reading and writing skills in a discipline course provides an invaluable lesson for emerging students: reading and writing aren't isolated skills—a.k.a. busy-work—rather they are necessary tools for success in any academic or professional environment.

In trying to explain just what CCR093 is like, I often get asked why so much effort has been placed on helping the students in psychology discipline courses read and write. This concern is legitimate: should writing programs be responsible for teaching discipline specific reading and writing skills alike? For example, should students learn to write lab reports or historical essays? The short answer: No. That purpose is served—or should be served—by the 20% to 25% formal writing requirement already in place in guaranteed transfer (GT) transfer courses. However, many discipline instructors

> "The Psychology 101 instructors were, substantially, helping me teach the reading and writing skills at the heart of all CCR courses."

do not feel especially well qualified or confident to teach the underlying, non-specialized reading and writing skills that college-level assignments assume (often falsely) students acquired in high school. This situation leaves an important space where CCR courses can help redesign not just our own reading and writing courses but also the reading and writing assignments offered in other disciplines. In fact, most of the curriculum redesign meetings for CCR093 were spent with psychology instructors creating a scaffolded sequence of writing assignments and workshops that would help all psychology students find success, including those enrolled in CCR093. Consequently, the CCR093 curriculum could be structured around—seemingly in service to—the psychology reading and writing curriculum.

However, the flip-side of all that preparatory—"helping"—work was that the CCR093 students (and psychology students) would receive additional reading and writing instruction from their psychology instructors. The Psychology 101 instructors were indirectly helping me teach the reading and writing skills at the heart of all CCR courses. This approach helped for a couple of reasons: the CCR093 students are exposed to reading and writing challenges in multiple disciplines at the same time, and, in teaching the CCR093 course, I was better able to draw on students' experiences and difficulties in writing in Psychology 101. This additional layer of instruction provided much needed context for students who might otherwise view reading and writing as an isolated, discreet skills. With that context, students gained motivation to pay heed to the lessons from CCR093 because those lessons provided a valuable tool for chipping away at the often-overwhelming burdens placed on them by a for-credit, transferable college course. By providing a meaningful context for applying reading and writing skills, the Psychology 101 discipline served to inform and motivate students about the expectations of college-level readers and writers.

In addition to providing motivation, the Psychology discipline provides the CCR093 with a meaningful content about which to read and write. Many students signed up for psychology simply because the content of the course draws them in—sex, dreams, violence! Or, in reality, how the brain works, how to cope with stress, what motivates behavior—these subjects are more meaningful and relevant to students' lives than traditional topics like abortion, gun control, euthanasia, or climate change. One student pursuing a degree in early child education conducted research and wrote an analytical essay on the effects of marijuana use during pregnancy on fetal brain development and later wrote a persuasive essay against the stigmatization of women who used drugs or alcohol during pregnancy. Another student wrote about the dangers of using hypnotically retrieved memories in psychotherapy, and yet another wrote about possible new ways to preempt the occurrence of phantom limb pain. Aside from unusually proficient writing for "developmental" students, the common theme across student essays was the clear relevancy to their careers, personal lives, or academic goals and to the discipline of Psychology, which at first seems daunting but has the potential to enrich the knowledge, self-awareness, and confidence of students—key traits of those who are likely to succeed as readers and writers.

Not only does the CCR093 work in tandem with the content of Psychology 101, it prepares students for long-term success. Often, the most feared aspect of Psychology 101 (and many other courses) is the formal argumentative researched essay. But, because Psychology 101 already requires a lengthy formal essay, the CCR093 course has the freedom to offer a low-stakes environment to focus on the reading, writing, and thinking processes necessary for academic success: time management, goal setting, process writing, deep revision, critical thinking, and peer-collaboration. Students benefit from having the whole semester to incrementally build the array of skills needed to write academic arguments: summary, analysis, synthesis, source evaluation, and finally argumentation. Moving forward, one key revision to the course will be to de-emphasize the point-value for the formal essays in CCR093 and to place more value for the process work and collaborative activities that help students perform better in Psychology 101. As a result, more emphasis can be placed on student-centered activities: peer-review workshops, one-on-one conferences, or timely discussions of sentence-level grammar issues. Ideally, the class does not revolve around any particular academic discipline but, instead, revolves around students' most immediate and pressing needs as they work through the process of acquiring academic discipline, discipline over and above (or maybe through) the disciplines.

In reflecting on the CCR093 course experience, the main theme of student responses was a strong enthusiasm for the cross-disciplinary structure of the class. They distinctly appreciated the fact that the college designed a program specifically to help them perform better. I think a big question moving forward will be how we might scale-up to the transfer level the contextualized, interdisciplinary, student-centered, and accelerated pedagogies that CCR redesign brings to developmental education. Looking to pre-existing, already successful programs and initiatives—learning communities, service learning, writing across the curriculum, to name a few—has been and I think will continue to be a source of inspiration moving forwards.

Mark Hussey

Mark Hussey: *I graduated from Colorado State University with a Masters Degree in Literature, but with an interest in theories of writing and how writing provides both access to power and the means of exercising power. I have taught the last five years at Front Range Community College, mainly in developmental writing and learning community classes. Over the last year, I collaborated with a cohort of psychology instructors to develop and implement the CCR 093 curriculum. When not teaching, I enjoy escaping on backpacking trips into the mountains or throughout the western desert.*

POVERTY, SOCIOLOGY, AND COMPOSITION

"What does this game about social class have to do with writing papers?" "Why are we making a movie about homelessness?" These are questions that invariably pop up in the classes I have taught since using themes to guide the curriculum of my developmental English classes. The goal of these themes is to create a more immediate purpose for the assignments so that students are not presented with reading and writing tasks seemingly out of context of anything other than the class itself. They don't just write

a comparison essay about a topic of their choosing: they compare their experience in an interactive game played in class to their experience of real world conditions. They don't just write a narrative about a significant event in their life: they develop a script to perform and record as a voice over for a short movie. Using a theme for a class contextualizes the content and creates more authentic assignments that students are likely to encounter in their college careers.

The Community College of Denver adopted the team-taught learning community model already in place in our FastStart program for the CCR-093 redesign. This model has both instructors developing the curriculum for a particular learning community as well as sharing class time by teaching together at least 80% of the time. Lesson plans are developed by both instructors to contextualize the content of the class at every step of the way, from assignments designed for both classes, to shared readings, projects, lectures, and exams. As in CCR-092 and CCR-094, the very structure of the course creates a certain amount of contextualization of the course content.

Using a theme for the class creates a deeper contextualization of the content for both courses, which we demonstrated by using "poverty" as the theme of a CCR-093 course paired with Sociology 101. The readings and assignments were based around a progression of understanding what poverty is, how it is addressed in our society, and what, if anything, can be done about it.

> "Basically, students were presented with familiar experiences through the lens of sociological concepts, and then asked to write about their understanding of those concepts and experiences."

Three five-week modules were created following typical reading and writing modalities; narrative/description, compare & contrast and/or process analysis, and persuasion. On the sociology side, the broad range of topics and ideas typical to an introductory course were introduced through the reference point of poverty so that the concepts were consistently applied to this overarching theme. Basically, students were presented with familiar experiences of poverty through the lens of sociological concepts, and then asked to write about their understanding of those concepts and experiences.

Early in the semester, the class played an interactive game called Star Power. It was developed in 1969 as way of demonstrating how the economic system of the United States creates certain structures that influence not only the behaviors of individuals, but the actual perception of the system itself in terms of fairness, relevance, and importance. Because the game involved students moving about the classroom, interacting, and forming groups, it helped build community while also serving as an experiential text that students described and analyzed as they would a traditionally written text. More importantly, it served as the primary reference throughout the rest of the semester to explain issues of class and social structure during lessons on sociological perspectives, societies and social networks, class stratification, and race and ethnicity. The specific writing assignments associated with this game included summary-

response and a comparison essay with a prescribed topic of comparing the game to the US economic system.

After various other projects, the final contextualized lesson on poverty was a digital story on neighborhoods, which also happened to be the final project for the class. For this project, students wrote a script to serve as the voice over for a short slide-show type film using images, video, music, and narration in place of a traditional essay. Students used contemporary video editing software on whatever device they were comfortable using, such as a smartphone, tablet, or laptop. In this class, students were assigned the topic of their neighborhood and they had to address issues of class, socioeconomic status, social networks, and culture. They received a grade in both classes for this assignment since they were able to show proficient understanding in both content areas. In sociology, they were able to contextualize their understanding of the above topics to their own life outside of the college classroom. In the CCR class, they were able to contextualize both reading and writing outcomes to various stages of the project, from writing the script to analyzing their own movie with a written viewing guide modeled after broadside fliers distributed at film fests.

The successful implementation of CCR-093 in a team-taught learning community format is conducive for this kind of theme-based class, but it does pose some challenges. The first is that the coordination and contextualization of the day-to-day lesson plans is a time consuming task. During this pilot semester, CCD paid instructors of new course pairings a total of six credit-hours—three for their discipline class and three for the paired class. This can be a difficult investment from an administrative point of view and many schools simply cannot afford to pay instructors for this kind of work. The second is that there were times when the theme caused confusion for the students since the sociological concepts often required them to think beyond the confines of poverty. This necessitated constant adjustment on the part of the instructors to create more time when needed to work through difficult concepts. Furthermore, students were asked to contextualize on two levels, both in the class itself in terms of the reading and writing concepts being applied in both disciplines, and then to the broader theme of poverty as understood through their own experiences. Although this sort of tiered contextualization deepens the learner's understanding of the concepts, it can be overly challenging for some students.

Of course, college is meant to be challenging. And so when answering the questions posed at the beginning of this essay, I simply state: we play the game and make a movie because the skills learned in developmental classes are meant to be applied in various ways throughout all college classes. Students will rarely be asked to write an essay exactly like one of the essays I assign in my class, but they will be asked to write in almost every class they take, and in doing so, they will be expected to use the same skills and strategies that I have them use to complete my own writing assignments. That being said, it is also true that employing the poverty theme worked extremely well in a more traditional composition class that was not tied to any other discipline. The following semester, I used a variation of the poverty theme for a CCR-094 course (CCD used the strict ALP model from Baltimore City Community College) by posing a general guiding question for the class: does income inequality matter in the United States? It worked very well in terms of student outcomes and was well-received by the students. Other

faculty were also intrigued and showed interest in applying the idea of such a theme to CCR-092 courses as well as ENG-121. Overall, giving context to the content in CCR courses with the use of a theme shows signs of improving retention and success.

Peter Lindstrom

Peter Lindstrom: *I am currently an instructional designer at the Colorado Community Colleges System office, but I was part of the Community College of Denver's developmental English faculty from 2009 through 2014. During that time, I was heavily involved with innovative pedagogies and course design, from accelerated and compressed hybrid courses to a variety of team-taught learning communities in the FastStart program. My own path into working in higher education was as circuitous as many of the students finding their way to community college—I graduated from CU Boulder with a BA in English and Criminology, went to Naropa University for an MFA in Creative Writing, then worked in the construction industry for over ten years before teaching my first class at CCD. And like many of the students who finally make it through our doors, I found my true path after walking into that classroom on the first day, connecting with students while helping them understand the strange dialect of Academic English. Outside of the classroom, I still write fiction, spend time with my wife and son, and enjoy the urban life on the edge of Five Points next to downtown Denver.*

TELL THEM THEY CAN: MAINSTREAMING IN THE ENGLISH CLASSROOM

Teachers all over the globe have learned that students will often perform to our expectations, as Harvard University's Robert Rosenthal and Lenore Jacobson documented in their 1968 report, Pygmalion in the Classroom. In my own community college classroom, I have learned that if I ask a lot of my students, in most cases, they will rise to the occasion, especially in an atmosphere of positive peer pressure. Though there have been many successes and challenges in our developmental English program redesign at Community College of Aurora (CCA), it has been inspiring for me to see the benefits of "mainstreaming" our students, including developmental English students in our college-level composition classrooms.

For many years, our developmental students at CCA took from one to four writing and/or reading courses, depending on their placement scores, in our Academic Enrichment (ACE) Department. Often a student had to take two or more full semesters of developmental work, without transcript credit, before she could enroll in college-level composition (English 121 in the English Department). This demanded time and money from the student, but she also faced frustration, a blow to her motivation, and even sometimes the shame that comes with not being "good enough" to hit the college ground running. Students in this situation were taking different courses, in different departments, in different classrooms, than the students who were "ready" for English 121. To many students, this situation seemed like deferring a dream. Therefore, it is not surprising that we lost more than half of these students along the developmental way.

So we, like many schools, changed everything. In Fall 2013, we blended our reading and writing courses, blended the ACE and English Departments, and, most significantly, blended our students. Though there are many reasons our redesigned courses are

showing early signs of success, this student mainstreaming is among the most important reasons. Now students who placed one level below the college level go directly into English 121 while they concurrently take a College Composition and Reading 094 course (called Studio 121). Their English 121 classes are blended; they consist of eleven English 121-ready students and eleven Studio 121 students. This was important to us because we wanted to release our students from the "developmental stigma" and because we knew that these students could be successful with a little support help from their Studio 121 classmates. They work on all the same assignments as their English 121 peers in the same space at the same time. Usually (and ideally) English 121 and the Studio are taught by the same English Department instructor, which further dispels the "us and them" mentality.

> "Though there are many reasons our redesigned courses are showing early signs of success, this student mainstreaming is among the most important reasons."

What has been fascinating to watch is how seamlessly this has played out in the classroom. On the first day, and often for the rest of the semester, no one in the English 121 classroom knows who is "ready" for it and who is not. There is no great divide, either socially or academically. If one were to look at our English 121 grade books or an average day in class, it would be hard to tell which students are also in the Studio 121 class because they are rising to the challenge. They are performing as well as their English 121 peers and often are even outperforming them, both in classroom participation and assignment quality. They are often leaders in class discussions, do the most valuable process work, and show the most awareness of the course's goals. More often than not, the Studio 121 students are the first in English 121 to volunteer to share their essay drafts with the class and to ask productive questions.

There are many reasons behind this: the six-credit hour commitment of the Studio 121 students (three credits for ENG121 and three credits for CCR094),the one-on-one attention they receive in Studio, the culture of community that is fostered in Studio, and the supplementary work assigned in Studio. These Studio 121 students know the high stakes of preparing themselves for college reading and writing and passing both classes. But I believe we can also thank the students' new confidence that this mainstreaming gives them. They know that we have trusted them to live up to the challenges of English 121, and they want to prove that they can at least match the work that their fellow English 121 students are producing. Our students who are aware of our old system are the first to praise the new one, largely because it lets them prove themselves while they work towards their goals not before. Many times Amie, a Studio 121 student and English Language Learner, comes to English 121 class with the draft she worked on in Studio 121 class, offers to let the class read it on the LCD projector, and asks for feedback. She has worked with her instructor and classmates on the outline in Studio 121 class; she feels a close camaraderie with the eleven students with whom she shares her Studio class; and she feels comfortable with her instructor, whom she sees six (not three) hours a week.

Whatever insecurities she felt at the beginning of the semester about being unprepared for English 121 have waned, and she thrives in the main streamed classroom. Some

colleges have struggled with co-requisites and the scheduling hassles this creates, and, therefore, have created two different kinds of English 121 sections (some with all Studio students, some entirely without). However, at CCA, we have learned that adding eleven developmental students to a class with 11 college-level students equates to 22 college-level students. Because we expect our students to live up to the goals of college-level composition work right away, they do. They want this to model to work even more than we do, maybe to show us that we were right to trust them with the difficult tasks that English 121 asks of them. If we give a little focused help along the way and tell developmental students they can do it, they will.

Candace McClelland-Fieler

Candace McClelland-Fieler *is a regular faculty member at the Community College of Aurora. She has been at CCA for seven years, in both the Academic Enrichment Department and the English Department. After receiving her B.A. from the University of Cincinnati and M.A. from Miami University, she taught high school English in Ohio and Washington for ten years and English as a Second Language to adults in Denver. She has found her niche in community college teaching, partly because she's inspired by George Bernard Shaw's quote, "Education is wasted on the young," and partly because she knows good adult students don't waste a single drop!*

WHEN I WAS FIRST INTRODUCED TO THE CONCEPT OF COLLEGE COMPOSITION AND READING 094, I WAS INTRIGUED, AND, HONESTLY, SOMEWHAT OVERWHELMED

When I was first introduced to the concept of College Composition and Reading 094 (CCR094), I was intrigued, and, honestly, somewhat overwhelmed. How does one take students who would previously be placed in an ENG090 class and place them directly into ENG121? What does this even look like? After some discussion with my colleagues and much percolation, I finally constructed a basic plan and wryly told my colleagues that we would just jump off and see what happened. As most classes go, I found that some things worked well and some things did not. Now, after two full semesters, I have become a strong advocate for the new design, primarily because of one unexpected benefit: CCR094 is the perfect environment for developing strong learning communities. While curriculum is important, these learning communities have proven to be the glue that holds the framework together.

The Framework. Since there was no specific prototype to follow, I went with the overall concept of the class as a support for ENG121 and chose that for the design. My goal was to begin the semester with team building activities, reviews on the basic writing process, and one major writing assignment. As the semester progressed, I carefully built in other reading and writing assignments as additional support for ENG121 activities while including in class activities meant to strengthen grammatical and reading skills. Finally, I finished the semester with a portfolio that showcased my students' work with some specific reflective writing. My intention was to use the class to strengthen the students' abilities without overwhelming them and give them a valuable resource to utilize while

they worked through the process of ENG121. While I used a basic framework to ensure that I met all of the requirements for the class, I allowed more flexibility in my lesson plans to allow me to work with students on questions that had come up in the prior class. By allowing time for students to ask questions and workshop, I was able to touch base with the students and give more direct, one-on-one help.

> "While curriculum is important, these learning communities have proven to be the glue that holds the framework together."

Persistent and Successful College Students. One of our course objectives for CCR094 is for students to "demonstrate knowledge of and ability to engage in the behaviors of persistent and successful college students." Helping students forge connections with the campus enables them to become invested in their education as they form a larger learning community. So, as part of the curriculum, I involve students with on-campus activities when possible. If there is a campus event occurring during class time (e.g., a speaker or presentation), I will often integrate that into the lesson plan. I find that this enhancement adds excitement, piques interest, and allows students to form deeper relationships with their peers. One semester, I was also able to incorporate monthly visits from an advisor who discussed study skills, registration, and related topics with the students. My students had questions about their schedules, meeting with an advisor, financial aid, registration; the advisor quickly provided answers in a comfortable environment. Almost all of the students made appointments to register with that advisor in class, and I was also able to consult with the advisor when issues arose that extended past my level of expertise. All of these activities allowed students to see what our campus offered them in a safe environment. Those who were shy and/or hesitant benefitted extensively from learning about the many resources available, and CCR094 connected them with individuals who could help them throughout their academic career.

Learning Communities. Another key component of the class is the focus on group work. In both CCR094 and ENG121, I utilize group work significantly—in almost every class. Students work in groups to discuss paper topics, examine a reading, answer questions, and compose small projects. While I do form the formal peer review groups, students form their own groups for class discussion and small class projects. During the first semester, I noticed several distinct learning communities appeared as the class progressed. These were not just groups of friends; these were students focused on helping each other succeed. Soon, the groups spilled over outside of the classroom. They would come to class, casually discussing how they had been at the other's house the previous weekend working on their papers. If a student was sick or late, without fail, at least one other student knew of the situation and made sure that I received the student's e-mail or phone call. The students made significant efforts to help even those who didn't easily fall into a group. If they noticed a struggling student, many would go out of their way to help. One offered her computer to a student who didn't have easy access. Another one brought research she had found while doing her own research for a classmate. In one class, a student who worked in a drug treatment program formed a close bond with a classmate who was fighting to overcome an addiction. He called him, gave him phone numbers for treatment, and kept him accountable regarding his

treatment progression. At the end of the semester, one group had connected so well that they coordinated their class schedules for the next semester in order to continue studying together.

Real Life. One of the most distinguishing moments of the semester occurred toward the end of the semester. Anne was a non-traditional student who worked full-time; in addition to having a schedule that changed daily, she was also dependent upon public transportation. To make things more difficult, she did not have a computer at home and struggled with navigating technology. By this point in the class, she was extremely frustrated. She could not do her research or type her paper at home without a computer; however, her job situation and limited transportation made it difficult for her to be on campus to do her work. Furthermore, she was struggling with the overall concepts presented in the research essay. All of this came to a head one early Friday morning. As I fielded the usual questions at the start of class, Anne began to unload. She told us how she just couldn't cope with all of the assignments, and there was just no way she could complete what was needed. As I listened, mentally preparing a response, another student jumped in: "You know, you just have to do it. While Mrs. Lee wants to help you, there's nothing she can do about your job, your transportation, or your technology. We all have challenges; you just have to make up your mind that you are going to do this and DO it." With that, she proceeded to facilitate a conversation to brainstorm ways that Anne could succeed. The other students joined in the conversation, and I just sat back and let the ideas roll. By the end of the exchange, Anne was calmer, had a better grasp on the assignment, and was reminded that she was ultimately the one in charge of her assignment.

This small scene reminded me that the ultimate purpose of CCR094 is to help students become independent, strong students and writers. Many of the crucial soft skills necessary for this development are often more "caught than taught," and learning communities provide the necessary environment for this type of learning. While I can teach my students the basic curriculum, they will learn these soft skills from each other the best. As I continue to develop curriculum for my CCR classes, I keep this idea at the forefront, implementing activities that allow students to develop their own individual learning communities. It is my hope that students leave my class confident in their abilities as students, secure in their support by the campus, their teachers, and their peers, and determined to succeed.

From my experiences, I have learned that CCR it is far more than what we ever intended. It is a new design, yes. Certainly it is a bridge for many of our students. But beyond all of that. . . . It is something distinctly special, and I'm privileged to be a part of it.

Kari Lee

Kari Lee *is currently English faculty at Pueblo Community College. As a student at Trinidad State Junior College, she rediscovered her enthusiasm for both teaching and writing while earning her A.A. and went on to receive her B.A. and M.A. in English from Colorado State University-Pueblo, as well as her secondary endorsement. While furthering her education, she taught as an adjunct instructor first at Trinidad State Junior College and then at Colorado State University-Pueblo and Pueblo Community College. In 2013, she became full-time faculty at Pueblo Community College where she focuses on CCR 094 and Composition I. Kari enjoys creating*

assignments that help students engage in critical thinking and learn real-world skills, and her favorite part of her job is meeting the amazing people she is privileged to teach on a daily basis. She considers herself very lucky to get to do what she loves each day and hopes she can play a small part in others achieving that same goal.

STUDIO 121 GOES DIGITAL: HOW WE LEARNED TO STOP WORRYING AND LOVE CCR094 ONLINE

Instructors who face the challenge of teaching CCR courses online may wonder whether this model can actually work in an online classroom. After piloting the new CCR094/ENG121 integrated courses online, we have concluded that despite many doubts, developmental students can be successful in online CCR courses.

Whereas ENG 121 is a more product-oriented class, we developed materials for CCR094 that emphasize process work, reflection, and reading strategies that allow instructors to work individually with developmental students to help them engage in a meaningful writing process that supports their success in ENG121. The major assignments we have incorporated into CCR094 include journals, discussions, and mini peer review sessions; however, the strategy that we have found most innovative and successful has been the use of digital portfolios.

In general, the digital portfolio process works as follows: When a student submits a draft for his/her instructor's review, he/she also creates a screencast to direct the feedback that he/she will receive from the instructor. The instructor will then read the draft and view the student's screencast, creating a screencast reply where the instructor offers suggestions for revision. The student then creates one final screencast to respond to the instructor's feedback.

Here is a student screencast example to illustrate what some of this process looks like: http://screencast-o-matic.com/watch/c2nhjdn6gQ

When developing the digital portfolios as a teaching and learning tool, we took into consideration many pedagogical factors. Instructor presence is important to student success in online classes. The digital portfolios enhance instructor presence by recreating the in-person conferences instructors may hold with students in residential classes. As in all of the assignments we created for online CCR094, the digital portfolios also emphasize process work and reflection and allow the instructor to focus on global concerns and formative assessment while having an ongoing conversation with each individual student about his/her writing. Finally, during the digital portfolio exchange, we emphasize metacognition by asking students to think critically about their rhetorical choices, writing process, and revision plans, thus motivating students to take ownership of their writing.

While those of us piloting CCR094 online felt confident in the pedagogy behind digital portfolio screencasts, we still began the semester with anxieties about how these assignments would actually play out in our online classrooms. First and foremost, we recognized that screencasts ask students to become familiar with a new technology outside of the Desire 2 Learn system) and to interact with their instructors in a unique way. We wondered: Would students struggle with the technical aspects of the screencasting website? Would they balk at the requirement to purchase a headset? And, most importantly, would they "buy in" to this crucial component of the course and have valuable ideas to share through their screencasts?

On our own end, we worried about the time investment of digital portfolios for instructors and about how to fit this strategy into the overall course calendar. The screencast exchanges typically occur in the week or two prior to a final essay deadline in ENG121. As such, this requires a week of time (or more) for students to submit their initial drafts and screencasts, for instructors to create their feedback screencasts and for students to reply. Thus, building digital portfolios into CCR094 necessitated adjusting our course calendars in ENG121 and committing to blocks of time within that one-week window that would be devoted to viewing and responding to students' work.

Although scheduling continues to be a challenge, our initial concern about using this outside technology was unfounded, and the majority of students have had few problems in creating their own screencasts. Our primary concern about how our students would react to this central requirement was also baseless. One of the biggest surprises of these screencast exchanges is how they foster interpersonal communication in an online environment. As one student said at the beginning of her first screencast, "It's so unique and interesting to be able to get feedback from your professor before turning in your paper." As composition instructors, we regularly give students feedback before final drafts, but the personalized nature of these audio/visual comments seems to inspire students to revise more than written comments do, which can be easily ignored and just as easily misunderstood. This has ramifications for traditional face-to-face classes as well as online classes.

> "The screencasts from students force us to be quiet as we listen to them, giving us insight into their anxieties, challenges and writing histories as they discuss their strengths and weaknesses in the draft and in their writing in general."

The interpersonal benefits of digital portfolios are central to helping our online students meet their writing goals. First, online students see us as "real people." They are no longer submitting their work to a dropbox, but to a person invested in their success. Second, the screencasts determine the nature of our feedback, in part, because we see our students as "real people" too. The screencasts from students force us to be quiet as we listen to them, giving us insight into their anxieties, challenges, and writing histories as they discuss their strengths and weaknesses in the draft and in their writing in general. Knowing this means we give

better individualized feedback because we are privy to their past writing anxieties and have more understanding about what they really want to convey in a particular essay. Our goal then becomes how we can help students accomplish this purpose rather than helping them meet our own idealized version of their essay.

In addition to the way digital portfolios helped us forge stronger connections with our CCR094 students, these assignments reinforce the developmental redesign goal of helping students succeed in ENG121. The first, and perhaps most central, course objective of ENG121 asks students to "plan, write, and revise multi-paragraph compositions," and digital portfolios particularly support the "revise" part of this competency—after students have done some initial planning and drafting. The screencast exchanges help motivate students to revise their work because they require students to interact with an instructor's comments, rather than receive them passively in a written form. In turn, the week-long series of screencast exchanges encourages the practice of "divorcing the draft," such that students must step away from their work and return to it with a fresh perspective several days later. Planning, drafting, and revision cannot occur in a single late-night session when students are participating fully in digital portfolios. Finally, the reflective nature of these projects leads to more thoughtful writing in ENG121, as students must consider and explain the rhetorical choices they made in planning, drafting, and revising their work.

Our take away from this pilot is the realization that developmental writers can be successful in online ENG121 if provided with meaningful, contextualized support through CCR094—Studio 121. For us, the most significant transformation in our thinking came from our continued use of digital portfolio screencast exchanges, where students reflected on their writing process and where we, as instructors, could engage in genuine dialogues with them about improving drafts and growing as writers. Although the idea of screencasting may be new and intimidating to some, and while these exchanges demand a real time commitment on behalf of instructors and students, we encourage those of you who may teach CCR094 online, in hybrid formats, or face-to-face to give digital portfolios a try. To us, the results have been nothing short of remarkable.

Marissa Campbell, Allison Easley, Heather Krebs, & Kerri Mitchell

Marissa Campbell *received her MFA in Fiction Writing from Old Dominion University in Norfolk, VA. Before moving to Colorado, she taught at Tidewater Community College also in Norfolk, VA. She currently teaches ENG and CCR courses at the Larimer Campus of Front Range Community College.*

Allison Easley *was an adjunct faculty member in the Rhetoric, Languages, & Philosophy Department at the Larimer campus of Front Range Community College since 2010. She earned her bachelor's at University of Colorado in Boulder, her master's in English literature at the University of Montana in Missoula, and a secondary education license at Colorado State University in Fort Collins. At Front Range, Allison taught English, College Composition and Reading, and Literature courses, both in the classroom and online. In Fall 2014, Allison became a full-time English/Humanities faculty member at Aims Community College in Greeley.*

Heather Krebs: *I started teaching composition for FRCC online in the spring of 2012. When the opportunity came to pilot the redesigned studio component to ENG 121 online, I jumped at the chance. I have always seen myself as a tutor as much as a teacher given the importance I place on individualized feedback to students at every stage of the writing process. This course allows me to work one-on-one with students to help make them more effective and more confident writers. By the end of the course, my goal is for students to realize they can be successful in writing and in their college studies in general.*

Kerri Mitchell: *I am currently the Online Lead in English for Front Range Community College. While I have taught many residential sections of composition over the last ten years, my current focus is to build meaningful learning experiences for online students, particularly for students who will take composition as part of the new, developmental, statewide, accelerated learning program. My goal is to help online students grow and achieve as much as, or even more than, their residential counterparts. This challenge has been exciting and revealing—during the last two years, I have learned that the online classroom has more to offer than I ever had imagined, and our students are capable of rising to the challenge.*

AFTER TEACHING A REDESIGNED ENGLISH COURSE FOR THE FIRST TIME

I am writing this essay after teaching a redesigned English course for the first time. Though my students were technically enrolled in two courses, ENG094 and ENG121, I interwove the syllabi so that the topics and assignments worked in tandem. As I reflect on my experience with the courses, and my observations of my students' experiences, what I am most pleased with is how the English redesign facilitates teaching writing as a process.

In ENG090, students typically complete assignments focusing on foundational writing skills such as description and comparing/contrasting. Ideally, once students are proficient in these basic skills, they will ably integrate them into longer essays. Under the old model, successful ENG090 students progress to ENG121 after a winter or summer break and have a new writing experience in a different classroom and with a different instructor. One disadvantage of this sequence is the discontinuity between learning the skills taught in ENG090 and implementing those skills in more advanced ENG121 assignments.

The redesign bridges the acquisition and application of basic writing skills while reinforcing the continuity of pre-writing, drafting, and revising. My first essay assignment in ENG121 requires students to compose a personal essay about an object

that is meaningful to them. Students must select an appropriate object for the scope of the assignment, describe the object in detail, analyze their relationship with it, and use their individual experience as a starting point for discussing ways that other people experience objects. This is an essay that students enjoy writing and on which they are typically successful.

> "...what I am most pleased with is how the English redesign facilitates teaching writing as a process. . .[it] bridges the acquisition and basic application of basic writing skills while reinforcing the continuity of pre-writing, drafting and revising.

Students in my redesigned class complete a series of shorter assignments in preparation for writing the longer essay. They first write a "Topic Selection" assignment in which they evaluate three objects based on their interest in writing about them, the appropriateness of the objects as topics for a relatively short essay (900-1,100 words), and how well the objects support their purpose for writing. The second short assignment ("Object Description") allows students to describe their object in exhaustive detail and then consider which parts of their description might be most effective in their essay. Finally, after students complete the longer essay draft and receive my comments, they complete a "Reflection and Revision Assignment" in which they engage in self-evaluation, consider my suggestions, and map out a revision plan and tentative calendar. This assignment sequence takes students completely through the writing process, from selecting a topic to planning revisions for a final draft they will submit at the end of the semester. The process work does double duty by first allowing students to practice the basic skills they will need to employ when drafting, and then enabling them to immediately integrate the work they do in those process assignments as they develop the longer draft. Establishing a closer connection between the scaffolding assignments and the essay makes the shorter assignments more meaningful and diminishes the lag time between learning, practicing, and implementing basic skills, like description, into more sophisticated writing.

Teaching the writing process in this way was successful overall. During my end-of-semester discussion of the redesigned course with students, several affirmed that the sequencing of the assignments had been very helpful as they prepared their essays for ENG121 and that they especially appreciated the revision experience. I don't have to take my students' word for it, though: several students expressed shock after re-reading their first drafts and discovering a myriad of errors. These moments of ineffective writing confirmed for me that the students had begun to grasp the importance of approaching writing as a process and the necessity of allowing ample time to work through the process. I was truly proud of my students' improvements in the revised drafts of their essays, and I know that I played a part in my students' achievements by organizing the courses in a way that supported them from pre-writing through revision.

I am confident that the redesign will benefit most students. I only qualify that assertion because I have observed that non-educational work loads, language issues, and life events that layer additional stress and time constraints on some of our students can make taking two English courses simultaneously counter-productive. Currently at Red

Rocks, the option to enroll only in ENG 090 is being phased out. This makes sense on paper, since the redesign aims to help students progress more quickly through developmental courses. In practice, though, some of our students are not ready for the demands of taking multiple English courses at once, regardless of the other advantages the redesign offers. Despite this exception, my enthusiasm for the redesign remains strong. It not only provides an opportunity for students to move more efficiently through their first semesters of college, but deepens their understanding of and engagement with writing as a process while doing so.

Elizabeth Stearns

Elizabeth Stearns: *In May 2013 I graduated from Syracuse University with a PhD in English literature. While I taught a range of courses at universities for almost a decade, I've discovered that my favorite students attend community colleges. I am pursuing a teaching career at two-year institutions because I care deeply about creating educational opportunities for everyone and want to play a role, however small, in helping students accomplish their individual goals. When I'm not prepping for English and Humanities classes at Red Rocks, I'm hiking shorter than- fourteeners, making sauerkraut, binge-watching television series on Netflix, and coddling orchids.*

INVOLVE ME AND I WILL UNDERSTAND

Benjamin Franklin said, "Tell me and I'll forget. Show me and I might remember. Involve me and I will understand." This saying represents the approach that the Math Department at Arapahoe Community College (ACC) took as it approached developmental math redesign. ACC faculty recognized that the changes in store for developmental math were daunting, yet attainable through regular communication, frequent collaboration, and proper training on the content and pedagogy of the new developmental math pathway courses: MAT050 Quantitative Literacy and MAT055 Algebraic Literacy.

From the early stages of the redesign, the ACC team was committed to keeping the Math Department informed and involved. Math faculty were updated twice a month at our Math Department meetings and we devoted adequate time to discuss the current topics shared by Developmental Education Task Force (DETF). Given that ACC is not a split department, the developmental math redesign affected all faculty members. Therefore, we recognized the importance of considering the impact of the redesign on both developmental and college-level courses. We strongly encouraged feedback and shared it with the larger, state-wide DETF group at their monthly meetings through our ACC math faculty member who represented us at the DETF meetings.

This open and interactive communication was not limited to ACC's full-time faculty. ACC held a four-hour, Saturday training session once every semester to update our adjunct instructors on the work and progress of the DETF and to provide a forum for these instructors to ask questions and share their thoughts on the redesign. One of our most memorable training sessions was very early on in the redesign when ACC faculty sang and danced to the parody below of Carly Rae Jepson's hit, "Call Me Maybe."

1 The task force gave us a call
It took a year to befall
They gave us new models and all
But the 'old' is in our way

2 We think and research and learn
Have a little concern
We don't know how we feel,
But it's on the way

3 Old way is changing
Triple A, Career Advising
QL, STEM a coming
Tell us what you're thinking baby

4 Hey, you just saw this, and this is crazy
But you'll have questions, so call us maybe
It's hard to look right, at this model
But you'll have questions, so call us maybe

ACC chose this activity to introduce the new pathway model for developmental math because it was a non-threatening, humorous way to share our excitement, nervousness, and commitment to being valuable for conversations about the redesign. Our silliness paid off as instructors began to understand the need for the redesign and showed an interest and excitement for the forthcoming changes.

Given the magnitude of the redesign, a significant number of faculty members needed to support the redesign and its implementation to achieve success. The college administration supported this team approach and allowed multiple faculty members to have release time so that they had the opportunity to take lead roles in the creation and implementation of these new courses. Faculty members took lead positions as MAT050 Course Lead, MAT055 Course Lead, MAT025 Course Lead, Assessment Lead, and Campus Communication Lead. ACC's two Math Department Chairs took lead roles related to scheduling, staffing, and training for the new pathway courses.

While the DETF standardized the new pathway model and the Core Implementation Team created the competencies of the new courses, the delivery model and teaching pedagogy were campus-based decisions. ACC's Math Department had to cultivate a vision for the new classes, both in terms of delivery and pedagogy. This was a big decision, and we knew that input from faculty and adjunct instructors was essential. For this reason, the ACC team divided adjunct instructors into one of three groups (MAT050, MAT055, College Level) based on the level of courses that they teach the most and asked members of each group to reflect on the content and share their vision for the new courses. The faculty groups discussed new areas in the redesign including study skills, metacognitive skills, and critical thinking skills.

As a result of these conversations, the ACC faculty created instructor teaching guides (ITGs) for MAT050 and MAT055. The ITGs include teaching tips related to both content and technology, suggested examples, and open-ended discussion questions that require students to apply their critical thinking skills. For example, instructors will now be encouraged to ask students to "sketch a rectangle that has an area of 100 square feet"

in lieu of a question that gives students the measure of the sides of a rectangle and asks them to calculate the area. The same skill is being discussed and assessed at a much deeper level with multiple correct answers. One adjunct instructor recently shared, "After seeing all the work the math faculty have been putting into the course reboots and their way of teaching the adjuncts about the new classes and their features, it has really inspired me to go that extra mile in my classroom." The ITGs also include activities to help students develop study skills, metacognitive skills, and critical thinking skills. ACC continues its commitment to excellence and the exchange of ideas as we enter the implementation phase by hosting professional teaching communities (PTCs) for our MAT050 and MAT055 instructors. The PTCs provide an opportunity for our department to deliver course specific training on topics related to content, technology, study skills, advising, and overall best practices. It also provides a forum for instructors to share the successes and challenges they are having as they teach the new pathway courses and to build relationships with fellow faculty and adjunct instructors who are teaching these courses. These collaborations have resulted in the adjunct instructors feeling like they have a voice and are making contributions to the department. They appear to be more comfortable approaching faculty with questions and new ideas. Given that the PTCs culminate at the end of each semester, adjunct instructors are encouraged to connect with the Course Captains when they have concerns and suggestions. The Course Captains are available anytime and can answer questions related to syllabi, sample assessments, best practices in teaching, and student services.

> "Our college created instructor teaching guides...[that included] teaching tips related to both content and technology [and] suggested examples and open-ended discussion questions that require [students] to apply their critical thinking skills...after seeing all the hard work [put] into the course reboots...it has really inspired me to go that extra mile in my classroom."

When ACC began offering MAT055 in Spring 2014, participation in a PTC was required for instructors currently teaching the course and those planning to teach it in an upcoming semester. We used a survey tool to determine the best times and days to offer the PTCs and used the results to create groups of 8 to 12 instructors. The PTCs met monthly throughout the semester, and an ACC faculty member who was involved in the MAT055 course development facilitated each group. We believed it was very important to have a PTC leader with a solid understanding of the content and pedagogy involved in the design of the new MAT055 course. The PTC leaders met prior to each group meeting to create an agenda with a focus on current training needs. The PTC leaders reconvened after each group meeting to share feedback from their small group. The ACC team made appropriate revisions to the course. For example, we learned that MAT055 instructors wanted the content for the MAT025 co-requisite course embedded in the MAT055 MyMathLab (MML) shell. We made the change and are excited that students will now have just one MML course to access.

The ACC team received positive feedback about the MAT055 PTCs. The instructors found the training and discussions were valuable and one adjunct instructor shared that "the PTC meetings had the greatest impact on my teaching method" in his adjunct reflection paper. Given the success of the MAT055 PTC, we will begin offering a MAT050 PTC. The MAT050 PTC will follow a format that parallels the one used by the MAT055 PTC groups but will meet as one larger group since we found the larger MAT055 group was more interactive. The MAT050 training will incorporate a peer buddy system because of greater changes in pedagogy and course design. The communication of the redesign, the collaboration across the Math Department, and the training involved to create and revise these new courses was not an easy task. It took the expertise and efforts of many people to make it all happen, but we feel that the time and effort were well spent. Our instructors share that they are "excited about the direction the Math Department is headed" and "appreciate being included in this process."

Heidi Barrett & Cathy Schnakenburg

Heidi Barrett: *I earned a B.A. in Secondary Education/Mathematics from DePaul University and a M.S. in Mathematics from The University of Iowa. I started out teaching high school mathematics and transitioned to the community college level in 2000. I was actively involved in the redesign of developmental education in Colorado serving on both the Developmental Education Task Force and Core Implementation Team. I am passionate about helping students who have previously struggled in mathematics achieve success in the subject. Math is empowering and I want each of my students to experience that power and have fun in the process!*

Cathy Schnakenburg: *I earned a B.A. in Mathematics with emphases in Secondary Education and Statistics from the University of Northern Colorado and a M.S. in Applied Mathematics from the University of Colorado at Denver. I started teaching at the community college level in 2007. I attended the meetings of the Developmental Education Task Force for the state of Colorado in my role of Adjunct Coordinator for our department. I have always enjoyed teaching the developmental level courses and enjoy seeing students grow in their math abilities. One of my goals when teaching this level is to inspire confidence in the student so they will be successful in their future math courses, schooling, and life.*

CURRICULUM REDESIGN EXPERIENCES: COLLEGE DEVELOPMENTAL MATHEMATICS

The redesign gave us the opportunity to reimagine our courses and bring in selected statistically-proven best practices that really work for developmental math students. In particular, we are infusing study and organization skills, pedagogical best practices, and new course materials to improve student outcomes.

STUDY AND ORGANIZATION SKILLS

We are including study and organization skills which many developmental students lack, which are necessary not only for academic success, but also for life success.

Planning Ahead: We use the MCC Student Planner & Handbook, a free year-long monthly calendar provided by our Student Services, to help students take note of and plan ahead for important dates during the semester. Students are required to fill in the monthly calendar, noting due dates for tests, projects or papers, last day to drop, last day to withdraw, graduation deadlines, etc. This activity encourages students

to use calendar skills to prepare early for deadlines, improving their ability to succeed both in and out of school.

Time Management: Early in the semester students also complete an hourly/daily schedule of a week, designating times for work, classes, study time and other activities. This time management tool encourages students to schedule in study time for homework and tests, a skill which they will need to succeed.

Organization: We also require students to organize course materials and homework in 3-ring binders called portfolios, which are graded periodically throughout the semester. Training students to stay organized throughout the semester can help them become more organized in other areas of their lives. We find that students who have not experienced academic success often lack organization skills that are particularly needed in mathematics due to the scaffolding nature of math topics.

Group Work and Student Study Groups: Students participate in group work, both in class and outside of class, to foster cooperative skills in working with others. We use group work within lessons to encourage mathematic communication skills and critical thinking, as well as requiring students to work on longer term group projects outside of class. This fosters formation of student study groups, which have been shown statistically to improve student academic outcomes. These skills will help students in their future professions as well, as research studies have shown that one of the main measures of employability is the ability to work cooperatively with others.

PEDAGOGY

In the redesign of courses, we are purposefully employing statistically-proven best practice methodologies including using math manipulatives,active learning, and appropriate uses of technology to maximize students' understanding at a deep level. We are using a wide variety of educational manipulatives to give students a kinesthetic rather than algorithmic experience of mathematics they may not have encountered previously. Research suggests that interacting on a physical level with meaningful representations can dispel students of previous misconceptions they have built regarding math topics. We use many manipulatives to enhance fraction operations including proportions and percentages (e.g., fraction dice and unifix cubes) as well as for geometric concepts of length, area, and volume (e.g., Exploragons, pattern blocks, and geoboards).

The algebra tiles we use give a physical representation while students learn polynomial operations from combining like terms, through multiplying and factoring polynomials, and solving polynomial equations.

Graphing Calculators and Desmos.com: Since simple computational skills are no longer among the learning outcomes in the redesigned courses. We are using graphing calculators more frequently as well as finding online sites like Desmos.com and GeoGebra.com to give students a broader experience of the graph-related math concepts. Students learn graphing skills using pencil and paper initially and progress to broader graph-related concepts like transformations and function families using digital graphing tools.

Games and Active Learning: Students engage daily in active learning experiences, often working in pairs or small groups to complete complex tasks. We use MangaHigh.com online math games, as well as board games (e.g., Equate) to add a new dimension to the learning environment. We also look forward to using the apps currently being developed at Community College of Denver (CCD) for graphing lines(Battleship-style) and finding GCF and LCM (Venn Diagram-related)!

Communicating mathematically: Students must be able to express their solutions in a meaningful manner. Every semester developmental math students write a paper on a real-world topic, integrating the related mathematics. These papers enable students to experience mathematics in a multi-disciplinary format, helping them to understand mathematics as part of the world outside of the classroom. The most recent topic involved using proportions to discuss and compare international currencies, costs of living versus incomes, and standards of living versus happiness quotients. Within the paper, students verbally express their findings, as well as present them graphically and numerically in tables. We ask students to draw conclusions and express opinions, drawing on their growing critical thinking skills.

COURSE MATERIALS

> "One of the greatest benefits in the redesign is the shifted pathways for students going into statistics and math for prospective elementary teachers in that we no longer require them to complete the full algebra sequence."

The new outcomes for MAT050 and MAT055 call for increased emphasis on modeling real-world problems and interpreting the results using complete sentences, graphs, and tables. We have updated course materials to enhance the new outcomes for contextualization of mathematics concepts, as well as using tables and graphs across the content. We reviewed dozens of texts to find one which not only included all of the learning objectives for these redesigned courses but which also introduces each math concept via a real world context. The text we have chosen, "*Developmental Math with Applications and Visualization*," by Rockswold, emphasizes applications and visualization of results through tables and graphs. This comprehensive text (a whopping 1,552 pages) is unwieldy and expensive, so we customized it, matching specific chapters and subchapters to each new learning outcome for MAT050 and for MAT055. Customizing the text diminished the student cost by approximately 67% while still respecting the integrity of the content. We also customized the accompanying workbook for the Rockswold text, creating ease of adaptation for our satellite college centers and adjunct faculty.

CHALLENGES AND OPPORTUNITIES

Many challenges and opportunities have surfaced through the redesign process for faculty and for students.

Opportunity for Faculty: The redesign has created a sense of camaraderie among developmental and college level math faculty throughout Colorado. They can share ideas with one another at an unprecedented level.

Challenge for our Students: The discontinuation of teaching students basic computational skills (MAT030) diminishes our ability to serve outlying communities. Particularly in the rural settings, where fewer services are available to people of limited economic means, we believe this change will substantially affect the most academically and financially challenged students as they seek to improve their situations. While we are planning a continuing education course to teach these skills, many students may not be able to afford a self-funded course without assistance. A statistical look at the distribution of our rural students' placement scores reveals that this segment is substantial at Morgan Community College (MCC).

Challenge for Faculty and Students: Combining MAT060 and MAT090 outcomes (with a net gain of 10 learning outcomes) into a four-credit class while simultaneously lowering the placement score is incredibly ambitious. This is an area which may require some tweaking as we collect data on the redesign.

Opportunity for Students: One of the greatest benefits of the redesign is the shifted pathways for students going into statistics and math for prospective elementary school teachers because they are no longer required to complete the full algebra sequence.

Opportunity for Students and Faculty: Another wonderful outcome of the redesign is the on-going project of creating a new placement test which more accurately reflects the content in the new courses and provides better feedback on specific skill strengths and deficits to both students and instructors.

All in all, we are excited by the possibility for the benefits of the redesign, and we stand ready to address the challenges using data-driven methods.

Kelly Wilderson

Kelly Wilderson *has been teaching mathematics at Morgan Community College in Fort Morgan for three years, having previously taught at Western State in Gunnison and at the University of Montana in Missoula. She began teaching at UM in 1996, having tutored math for sixteen years prior to that. Kelly holds a Masters in Math Education, as well as undergraduate degrees in math sciences, Russian language, and elementary education, with additional certification in secondary math.*

ADDING COLLEGE SUCCESS TO THE EMPORIUM MODEL FOR MATH

In the fall of 2012, Colorado Northwestern Community College (CNCC) decided to move forward with a college-wide developmental math redesign based on a self-paced mastery learning curriculum. This redesign was somewhat like the emporium model that Betty Frost of Jackson State Community College in west Tennessee espouses. The emporium model uses interactive computer software (ALEKS from McGraw-Hill, in our case) combined with personalized, on-demand assistance as the source of math instruction rather than as a support for traditional classroom instruction. The ALEKS program, with its integrated textbook and instructional supports such as animated PowerPoint presentations and short video lectures, replaces a math textbook and instructor lectures, creating an individualized list of modules for each student. Students work on the modules four hours a week in a computer classroom and an additional eight hours a week outside of class, while the instructors float around the classroom and work with students on-on-one or in small groups.

> "Our solution to the problems involved integration of a one-hour-per-week college success program into our first semester of math instruction."

During the implementation of our initial redesign and of the adaptation for the Developmental Education Task Force (DETF) recommendations, the math team saw a number of positive and negative results of the redesigns, some that showed us how well the delivery model worked and others that indicated problems we needed to solve. The positive results appeared during the first year of implementation. Our students liked working only on topics they didn't already know; they enjoyed having an instructor who worked with them individually; they loved picking up the next semester right where they had left off; and they appreciated studying math at their own pace. With that encouragement, we adapted our program for the new math courses recommended by the DETF, selecting and ecombining ALEKS topics to match the specific competencies for MAT 050 and MAT 055.

Of course, we didn't only have positive results for our self-paced emporium model. The most troubling problem was that students were not putting in the eight hours per week outside of class needed to master the course content and complete their developmental math requirement in the time we had designed the program for. It wasn't an issue of students being unable to learn math on the computer. Even students who struggled with math were mastering topics at the rate we had expected, so if they put in the time we asked for, we could have a 100% pass rate, with all students achieving at least a B. The problem was only exacerbated when we changed the courses from self-paced to the new MAT 050 and 055. Although the students didn't slow down under the new courses, they were now required to complete a certain number of competencies within the semester or fail the course. A second serious concern arose because mastery of individual modules didn't always translate into mastery on the every-three-week cumulative assessments. Many students who had mastered forty topics in a three-week period might fail a third or even half of them on the three-week assessment. Finally, because ALEKS focuses on teaching discrete skills that students individually master before moving on to the

next topic, we were concerned that our students were passing the course without also recognizing the connections between topics. For example, an A student, who completed the program, was faced with a problem in a MAT 121 review of square roots, but had no clue that it was a special products problem of the (a – b) (a + b) = (a2 – b2) type.

We tried having the instructors meet with students individually each week to discuss their progress, but that did not result in the students' spending more time on math. In addition, simple reminders to students to review their mastered modules before an assessment had no effect on scores. In ALEKS, mastered modules were not accessible to students, and the worksheets available within the program only covered the last ten topics, so students didn't know how to prepare for a cumulative assessment every three weeks. They needed specific procedural help.

Our solution to the problems involved integration of a one-hour-per-week college success program into our first semester math instruction. Under our initial redesign, classes were scheduled to meet for five hours a week instead of the four necessary for a four-credit course, so we maintained that scheduling and had a study skills instructor teach math success strategies during the extra hour per week. Much of the time has been spent letting students practice success strategies in class. We begin with simple time management skills such as scheduling their classes, job, ALEKS homework, and homework for their other classes. This is followed by helping students set goals and schedule activities to achieve their goals, including such practical matters as tracking their progress toward their goal of passing the course, finding their average rate of progress, using that rate to determine how much time they need to complete their coursework, and deciding what changes are necessary to achieve their goal. We show them resources for when they get stuck on problems at home and how to communicate with the college and instructor. The study skills include how to take notes for math, how to remember topics over a 15-week period, how to prepare for cumulative math tests through the use of weekly worksheets, and how to analyze errors on their tests. The students who have attended this college success component regularly are finding it useful; nearly half of them have individually thanked us for providing it. Equally important, most of the students now maintain mastery on their assessments for more than 90% of the topics they mastered in their modules.

Despite all of the tools and encouragement we built into our college success program, we are still struggling with the issue of time on task. Our thought is that students aren't putting more time into working on ALEKS outside of class because they believe their ability to do math is a fixed quality that doesn't change with effort. In other words, no matter how much they work, they can't pass math, so why try? Using some of the information from Carol Dweck's "Brainology" program, we're trying to change their mindset from fixed to growth and convince them that at this level of math, "inborn talent is just much less important than hard work, preparation, and self-confidence". [1]

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[1] Kimball, Miles and Noah Smith. "There's one key difference between kids who excel at math and those who don't." *Quartz*, 27 Oct. 2013. Web. 19 Mar. 2014.

Because the issues of mastery and time on ALEKS are so critical to students being able to complete developmental math, we focused on them first. Beginning this fall, we're going to tackle the issue of pattern recognition in our math success program by including group-work sessions that focus on helping students see similarities and differences between various kinds of problems. We hope this will better prepare students for their next math courses.

What we have learned in using an emporium model of delivery is that students don't naturally work at a pace that will enable them to complete the course by the end of the semester, even when the instructor discusses their progress with them every week. Nor does mastery of individual modules automatically translate into mastery of cumulative assessments. Neither do students naturally recognize those patterns that instructors used to point out to them if the computer program doesn't explain those connections within its modular structure. To ensure that our students complete their coursework, maintain mastery of their competencies, and are well prepared for their college math courses, we have had to be purposeful about providing an opportunity for college success strategies that address those issues.

Sheila Harper

Sheila Harper: *A Coloradoan since the age of 8 months and a Boettcher scholar in 1973, Sheila Harper studied Mass Communications and English at the University of Denver (DU) and graduated three years later with a B.A. in Mass Communications. In 1986, she was hired by Colorado Northwestern Community College to run the Craig campus literacy program, which she developed into the Adult Learning Assistance Program (ALAP), a combination tutoring/test proctoring/GED prep/developmental studies/academic support program for the Craig campus. In 1990, while working 3/4 time in ALAP, she returned to DU to complete her M.A. in education with a concentration in Curriculum Leadership. In 1999, her ALAP instructor position was changed to a full-time faculty position from which she taught developmental composition, reading, and study skills and directed ALAP. As the chair of Developmental Studies and a member of the college-wide student success team, she was chosen as CNCC's representative to the Developmental Education Task Force. Since 2012, she has been deeply involved in CNCC's developmental education redesign, both in math and in composition/reading, for which she co-wrote and developed the new curriculum. For the past year, she has been teaching integrated college success strategies to first semester developmental math students as well as teaching her regular CCR 092 and CCR 094 assignments. When not at work, Sheila can most often be found in front of her computer, working on a paranormal romantic suspense novel.*

CREDITS AND REFERENCES

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THE DEVELOPMENTAL EDUCATION TASKFORCE

Mary Axelson, Colorado Mountain College
Elaine Baker, Colorado Community College System
Cindy Carey, Northeastern Junior College
Lana Carter, Pueblo Community College
Bill Clarke, Pikes Peak Community College
Bitsy Cohn, Colorado Community College System
Andrea Decosmo, Front Range Community College
Jacquelyn Gaiters-Jordan, Pikes Peak Community College
Paul Gallagher, Red Rocks Community College
Phyllis Gosch, Aims Community College
Cindy Graham, Pueblo Community College
Sheila Harper, Colorado Northwestern Community College
Linda Sue Hoops, Community College of Denver
RuAnn Keith, Otero Junior College
Jeanine Lewis, Aims Community College
Rebecca D FernándezMartínez, Denver Scholarship Foundation
Alicia Massarotti, Trinidad State Junior College
Betty McKie, Morgan Community College
Daniel Metz, Colorado Community Colleges Online
Ashley Moorshead, Community College of Aurora
Kim Moultney, Arapahoe Community College
Ramzi Munder, Community College of Denver
Luis Nazario, Pueblo Community College
Heidi Oberle-Barrett, Arapahoe Community College
Casey Sacks, Colorado Community College System
Sherry Schreiner, Western Colorado Community College
Marilyn Smith, Red Rocks Community College
Cindy Somers, Arapahoe Community College
Lorrie Toni, Colorado Community College System
Curtis Turner, Lamar Community College
Shawna Van, Front Range Community College
Sandy Veltri, Front Range Community College
Tamara White-Johnson, Colorado Department of Higher Education
Becky Young, Lamar Community College

MATH CURRICULUM AND INSTRUCTION TEAM

Heidi Barrett, Arapahoe Community College
Andrea DeCosmo, Front Range Community College
Linda Sue Hoops, Community College of Denver
Chip Nava, Pueblo Community College
Lindsey Small, Pikes Peak Community College
Curtis Turner, Lamar Community College
Debbie Ulibarri, Trinidad State Junior College

COLLEGE COMPOSITION AND READING

CURRICULUM INSTRUCTION TEAM

Brandon Feres, Community College of Aurora
Phyllis Gosch, Aims Community College
Sheila Harper, Colorado Northwestern Community College
Kim Moultney, Arapahoe Community College
Luis Nazario, Pueblo Community College
Debbie Ulibarri, Trinidad State Junior College
Shawna Van, Front Range Community College

FACULTY VOICES PROJECT ADVISORY TEAM

Brandon Feres
Luis Nazario
Linda Sue Hoops
Curtis Turner

voices on education redesign









Colorado Community College System

TEL 303.620.4000 **FAX** 303.620.4030
9101 E Lowry Blvd, Denver, CO 0230-6011

WWW.CCCS.EDU | GO.CCCS.EDU