



## **Breaking Through Peer Learning Survey Responses Summary:**

We know from experience that practitioners in cutting-edge community colleges are the experts in how to advance low-skilled adults to college programs and degrees. This document provides a brief summary of the responses received from the BT survey sent out to colleges in September.

Colleges were asked to share their innovations in any of the following areas:

- Restructuring Programs to accommodate Employers,
- Restructuring programs to accommodate part time, working students
- Institutionalizing Occupational pathways
- Contextualizing learning for occupational pathways
- Customizing Instruction for adult learners at different levels in the same classroom

A total of fifteen colleges responded to the survey their responses are below:

### **A. Restructuring programs to accommodate employers**

**Name:** Cheri White/Hilda Barrow  
**College:** Pitt Community College

The Developmental Studies Department has collaborate with the Continuing Education Department to examine the implementation of contextualized curriculums in Basic Skills and Continuing Education programs for utilizing specialized career content so students have a chance to interact with vocabulary and readings related to specific program course materials.

**Name:** Linda E. Lewis/Lyric Seymore  
**College:** Southeast Arkansas College

Students were eligible to enter the workforce as a Practical Nurse in a high-wage high-demand field more rapidly which also addressed the critical national nursing shortage.

**Name:** Ellen O'Donnell  
**College:** North Shore Community College

Courses are offered onsite with flexible scheduling including: nights, weekends, off cycle and accelerated. The college offers free or reduced charge for courses offered through grants and outside entity contracts.

**Name:** Clark W. Dimond III  
**College:** Pamlico Community College

The Continuing Education division at Pamlico Community College has been reorganized to put career pathways (health care, fire) under the director of occupational health and emergency services, and support areas (HRD, community service) under the director of occupation extension and community service. This was done to allow employers to have a single point of contact at the college concerning related occupations.

**Name:** Michael E. Harris  
**College:** Forsyth Tech Community College

The college has restructure its non-credit programs by customizing the training utilizing job profiles supported the Career Readiness Certificate (CRC). 144 CRC has been issued. Please visit <http://www.crcnc.com/> to learn more.

**Name:** Linda West  
**College:** Henry Ford Community College

HFCC has an Accelerated Nursing Program that it has done in conjunction with Henry Ford Health System for the past 3 years. This Nursing program trains incumbent workers in a cohort group and is held on site at the hospital. This is one example of a traditional credit program that was changed drastically to meet the needs of the employer.

Another example of new program designed to meet the needs of the employer is our Entry-Level Pharmaceutical Operators training. This is a non-credit program and was designed and developed specifically to meet the needs of a regional employer. This is a pharmaceutical manufacturer that was planning on either expanding in Southeast Michigan or leaving the State. The State of Michigan requested that HFCC work to design and develop a training program for entry level operators. We designed a two-week training program for entry level workers and have been delivering that training for 6 months. The training includes reading, applied math, customer service, conflict resolution and diversity skills and one week of hands-on operator's training. All reading and math is contextualized for the skills needed and the instructors work as a team on development and delivery.

**Name:** Cindy Fiorella/Sheri Plain  
**College:** Owensboro Community and Technical College of Owensboro KY

Debbie Kennedy, age 51, was doing her job as a supervisor in the admissions department at Owensboro Medical Health System (OMHS) in 2006 when a colleague told her about a nursing degree program gearing up that would offer most of the courses on-site at the hospital. "I started a nursing program in Florida 13 years ago, but I was a single mom and working, and I just couldn't do it," Debbie said. She was one of 26 students accepted into the initial class for OCTC @OMHS, an associate degree nursing program customized for the hospital by Owensboro Community and Technical College (OCTC). "Debbie added,

This is a great opportunity, and bless the hospital and college for applying for the grant and making this possible."

OCTC's work as a Breaking Through Leadership College led to the successful design and implementation of OCTC@OMHS, a restructured, hybrid degree nursing program funded by a three-year grant from the Robert Wood Johnson Foundation in conjunction with the Hitachi Foundation. Breaking Through fostered both a core of knowledge and a collective understanding of some of the critical components necessary for successful transitions and credentialing of lower skilled, time challenged adults. OCTC developed career-advancement plans for the OCTC@OMHS students that map their goals and identify barriers that will require attention to ensure their success in the program. Most of the coursework is done online and/or delivered in a hybrid format. The OCTC@OMHS degree program comes with strong support systems such as tutoring and technology help as well as a Cyber Cafe and Virtual Student Union. Now in its second year, OCTC@OMHS features:

- Accelerated Learning. The program provides the option to complete all postsecondary degree requirements within a 2 1/2 year period (general education and nursing coursework).
- Incentives. Significant learner incentives are provided by OMHS including: tuition, books, fees (including hundreds of dollars in testing fees), supplies, and uniforms. Many employees required makeup coursework from past academic deficiencies and even ACT prep coursework. The hospital pays eight (8) hours of educational release time per pay period (every two weeks) for each participant.
- Support. Learning cohorts of 25 per year are selected and provided with academic and life coaching assistance. Cohort members are co-selected by the employer partner and college. Allied healthcare career counseling/postsecondary program options are offered to all employees on-site twice a week.
- Relevance. General education course requirements are contextualized to allied health wherever possible to provide greater relevance to participants as well as further successful application in the nursing coursework. English, computer, communication and math classes (ENG 101 and 102, IT 100 COM 252, and MT110) are all contextualized and delivered in hybrid format. Wherever possible, other coursework, including Anatomy and Physiology courses are offered at the worksite.
- Remediation. A hybrid, contextualized MT 055 (Developmental Math) course has been recently developed for employees interested in pursuing allied health postsecondary coursework including the OCTC@OMHS program.

**Name:** Sheila E. Manley  
**College:** Cuyahoga Community College

Currently in the planning stages, is the development of a Distance Learning program for struggling students interested in a career in healthcare. This program would accommodate employers by offering classes using modern technology through Distance learning. The employees could attend classes at the work site during designated hours. The instructors communicate with students via interactive live TV, Blackboard, and /or phone. During the development stages the instructors have utilized E-mail and phone calls to connect with students.

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## **B. Restructuring programs to accommodate part time, working adult students**

**Name:** Cheri White/Hilda Barrow  
**College:** Pitt Community College

Developmental Studies realizes that teaching strategies need to be learner- centered so many of the Developmental Studies programs are being evaluated to ensure that the current multicultural approach is optimal to implementing curriculum and providing assistant to the needs of the students. PCC has a dedicated Achievement Coach to guide and support students as they journey through their academic process. Students who have special needs due to part time and working status are now able to connect with someone who can direct them to answers.

**Name:** Linda E. Lewis/Lyric Seymore  
**College:** Southeast Arkansas College

The contextualized fast track allied health developmental education is offered in a block four days a week from 8:00 a.m. until 12 Noon to accommodate those students who work in the evenings. This track is also offered in the evening and on Saturday to accommodate students with daytime jobs. (The evening track enables students to complete the reading and writing dev ed in two 8-week modules; however, math takes two full semesters on Saturday, as we ran out of days for instruction!)

**Name:** Ellen O'Donnell  
**College:** North Shore Community College

We offer a web-based math program for students to achieve math proficiency and evening/ weekend tutoring sessions

**Name:** Clark W. Dimond III  
**College:** Pamlico Community College

Recognizing that part-time, working adults cannot always commit to long-term courses of study, PCC added stackable certificate programs to both the Medical Assisting and Electroneuodiagnostic Technology programs. There are now 4 certificates in each program (1 for each semester that a student spends in the program). A new certificate is also being added in cosmetology. Short-term certification programs were created through Continuing Education to provide intensive instruction in Phlebotomy, EKG, and Medical Billing and Coding. Classes were offered at night and on weekends when working students were more likely to be able to attend.

**Name:** Kurt Simonds  
**College:** Portland Community College

PCC offered one cohort during evening hours.

**Name:** Michael E. Harris  
**College:** Forsyth Tech Community College

The college has restructured its supported services for students. How students are advised, assessed and place in programs. The Breaking Through initiative was incorporated with the school attainment of a Title III grant.

Title III Grant Activity: By September 2010, a new paradigm of Student Success is adopted that uses student goal attainment as the primary determinant of “success” and will be measured by the following master activity outcomes:

1. 100% of new credit students will participate in career planning and orientation sessions.
2. 100% of new students will participate in the development of an Electronic Student Profile.
3. Effective advising through the Student Success Center will ensure 75% of students attain their educational and career goals as determined by their Individual Learning Plan.

Title III Grant Activity Objective: Design and implement a more effective and efficient academic advising system to engage the student and advisor in an interactive relationship that will support the attainment of the student's educational and career goals.

**Name:** Carol Easley  
**College:** Tallahassee community College

We have morning, afternoon and evening programs that would accommodate working adults.

**Name:** Linda West  
**College:** Henry Ford Community College

There are 2 “traditional” credit programs that are delivered in a format specifically designed to accommodate the needs of working people. They are the Accelerated Nursing Program and the CISCO Networking Academy offered in the evening. HFCC has a number of classes offered on-line and our Workforce Development Department is the department designed to be flexible and meet workers needs. While some of our (Workforce Development) programs have been credit programs, most have not.

**Name:** Lisa Silverstein

**College:** Community College of Denver

Self-paced, night courses are offered.

**Name:** Christine Kelly-Kleese/Greg Bellamy

**College:** Durham Technical Community College

Classes are held mornings from 8:30 to 12:15 for students who work in the afternoons or evenings. Classes are also held from 6pm to 9pm Monday through Thursday for students who work regular day shifts. Additionally, the computer lab has been made available for students who need tutoring in ABE and GED coursework.

**Name:** Cindy Fiorella/Sheri Plain

**College:** Owensboro Community and Technical College in Owensboro KY

Dean Autry, manufacturing faculty at OCTC, spent quite a few evenings, weekends, and holidays helping students catch up when they had to miss class due to a shift change or production problem at work. "It is our responsibility to do whatever it takes to accommodate students who work." said Dean. With his leadership, OCTC developed and launched an alternative delivery option known as IMAC (Industry-Based Modularized Accelerated Credentials). Breaking Through provided OCTC the opportunity to pilot IMAC and build support services to reach time-challenged and often low-skilled working adults.

IMAC currently offers two options: a credit-bearing, modularized electrical certificate imbedded in the Associate Degree for Industrial Maintenance and a Team Leadership Certificate imbedded in the Associate Degree in Business Administration. A blended delivery approach (web-based and instructor led) with extensive "open" lab hours and group "GameDays" allows participants self-paced, competency-based learning. IMAC offers adult learners the ability to learn at their own pace; to complete web-based coursework "anytime and anywhere"; and the opportunity to demonstrate and receive credit for knowledge already attained.

**Name:** Sheila E. Manley

**College:** Cuyahoga Community College, Cleveland, Ohio

The BT Prep programs conduct classes to accommodate students day, evening and weekends. The preparation program is designed for students reading and performing math skills under an eight grade level. Students can participate in either/ or GED classes, tutoring or Prep classes to receive direct instruction.

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### **C. Professional Development for Traditional Teachers Instructing Non-Traditional Students**

**Name:** Cheri White/Hilda Barrow  
**College:** Pitt Community College

PCC is planning to include mini workshops in the spring 2009 Instructors Opening Meeting. Other follow-up meetings will be given on an ongoing basis to remind instructors of the changing dynamics of students and how to effectively provide learner-centered instructions to this changing population.

**Name:** Linda E. Lewis/ Lyric Seymore  
**College:** Southeast Arkansas College

Yes, however, the focus was on low-income, low-skilled non-traditional students. We utilized John Gardner's tutelage and Bridges Out of Poverty seminars to engage the College's faculty.

**Name:** Ellen O'Donnell  
**College:** North Shore Community College

Offering Teaching English to Speakers of Other Languages course from World Learning's SIT Graduate Institute in spring semester.

**Name:** Clark W. Dimond III  
**College:** Pamlico Community College

All of our basic skills instructors undergo an informal orientation and mentoring process, but no formal professional development is offered at this time.

**Name:** Michael E. Harris  
**College:** Forsyth Tech Community College

The college has adopted a Learning Center College Model that has embraced Professional Development. On-going training has been provided throughout the college to Advising faculty and staff on the non-traditional students.

**Name:** Lisa Silverstein  
**College:** Community College of Denver

TL/C workshops offered by peers in the college around teaching strategies. An instructional coach is also available for all instructors, including adjunct for coaching, workshops and feedback. New instructors in FastStart are coached and observed four times in the semester for feedback by the coordinator. Peer coaching is encouraged as well.

**Name:** Christine Kelly-Kleese/Greg Bellamy  
**College:** Durham Technical Community College

Instructors attended Adult Basic Skills Instructor training sponsored Appalachian State University (NC); this training focused on teaching Basic Skills reading, math, and English

language skills as well as effective classroom use of technology. After participation in three trainings, instructors are awarded the “Certified Resource Specialist in Adult Basic Skills” professional development credential. Instructors have also attended college sponsored training sessions through the Teaching and Learning Center at the college as well as departmental in-service trainings.

**Name:** Cindy Fiorella/Sheri Plain  
**College:** Owensboro Community and Technical College in Owensboro, KY

Through a MetLife Civic Ventures Encore grant, OCTC designed a training program to “retool” nurses retiring from direct patient care. Known as the ABC (Adjunct Boot Camp) Training Series –the program provides a two day seminar designed to introduce faculty opportunities as well as the foundational concepts to participants. \$200 stipends are awarded for individuals over 50 years of age. As the result of the grant, an on-line, ARC (Adjunct Resource Center) has been created as well as a formal mentoring program for OCTC new hires. Thirteen participated in the first camp and another twenty are enrolled in this week’s session. The college’s associate dean of nursing is meeting individually to discuss not only clinical instructor positions but volunteer opportunities. One individual has already been hired and interviews set with additional program participants.

The program has allowed the college to develop a career path for nursing faculty as well as a formalized “train the trainer” program for new instructors. The hospital partner not only promoted the camps (including hosting an informational dinner) but has worked through its nurse educational development unit to foster a “help develop the next generation of nurses” culture. Further, OMHS has also transferred the educational repayment obligations of two of its nurses interested in teaching for the nursing program to the college. Finally, the state AARP educational/training office is promoting the program to its members statewide.

**Name:** Anne Greashaber  
**College:** Washtenaw Community College

We have trained many of our full time instructors in On Course. (Skip Downing) which can be very successful with non-traditional students. On Course is strategies for success in college and in life. I have been a reading and study skills instructor for over 30 years and I find this program very powerful because besides looking at skills it also helps students with things in their affective domain, like accepting personal responsibility, I particularly like "victims and creators", "the language of responsibility", and "making wise choices" to start. The On Course classes walk the walk and talk the talk for instructors. You are taken through the activities you will use with your students so you understand how to teach these activities and how they will help your students as they have helped you as the instructor.

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#### **D. Institutionalizing occupational pathways**

**Name:** Cheri White/Hilda Barrow  
**College:** Pitt Community College

The Breaking Through program at PCC is also collaborating with Continuing Education and Basic Skills to structure transitional steps through a national program called Pathways. This endeavor will allow students to possess the critical steps needed to reach their intended goal. These occupational pathways will focus on the jobs that most coincide with industry needs like NA I & II, construction, entry level Healthcare positions, office management and many more.

**Name:** Linda E. Lewis and Lyric Seymore  
**College:** Southeast Arkansas College

The College has embraced the occupational pathways concept and currently has five high-wage/high demand pathways beginning with a Certificate of Proficiency, progressing to a Technical Certificate, and ending with the AAS Degree.

**Name:** Ellen O'Donnell  
**College:** North Shore Community College

We have developed career pathways for ESL/ Child Development Associate/ Early Childhood Education; para-educator pathway; school age educator pathway and Family Development pathway. We have also developed a career pathway for ESL/CNA/ Allied Health/Human Services pathway  
NSCC's CBO partner, Operation Bootstraps, developed a Financial Services and Healthcare Pathway

**Name:** Clark W. Dimond III  
**College:** Pamlico Community College

At the beginning of the Breaking Through grant, PCC identified eleven different career pathways. The college is now negotiating with the local county high school to match up the college's career pathways to those identified by the high school in order to provide a truly seamless transition for students from secondary school through the associate degree.

**Name:** Michael E. Harris  
**College:** Forsyth Tech Community College

Forsyth Tech is in the process of reviewing all program to determine the pathway between non-credit and credit programs. The college will build its pathways from the North Carolina state initiative pull for the North Carolina Davidson Community College pathways

**Name:** Linda West  
**College:** Henry Ford Community College

HFCC has many certificate programs in its Career and Technical Division that students can complete and build towards an Associate Degree. We have Basic Certificates usually consisting of 12 to 16 credit hour programs, Advanced Certificate programs (36-48 credits)

and all can either be applied toward an Associate Degree or used to find work in a field. These pathways are in Health Careers, Technology, Manufacturing, Business, Culinary Arts, Computer Science, Networking , etc.

**Name:** Christine Kelly-Kleese/Greg Bellamy  
**College:** Durham Technical Community College

There is a strengthened relationship between the Health Technology, Industrial Technology and Basic Skills departments, and there is greater awareness of the need for continued collaboration. Generally, there is increased institutional awareness of the need for matriculation of Basic Skills students and more of a deliberate effort aimed at making sure they know that they are a part of the college family. Breaking Through instructors and staff have met with program directors within the curriculum programs to introduce more applicable content to Adult Basic Skills students and to understand the college-level experiences students will have when they make the transition.

**Name:** Cindy Fiorella/Sheri Plain  
**College:** Owensboro Community and Technical College in Owensboro, KY

OCTC has developed three multi-faceted occupational career pathway options in manufacturing, business, and healthcare. Each of these pathways has supports for adults with low literacy levels, both in the workplace and currently unemployed, to bring their academic skills up to college level and combine college-level technical training, delivered at the workplace and in easily accessible learning centers for technical two-year degrees. The OCTC@OMHS, IMAC, and Team Leadership program mentioned previously are the flexible delivery options available in each of the pathways.

In addition a “Discover College” Nurse Track pathway has been developed for high school students. The emphasis of KCTCS and other state policymakers on high school to postsecondary transitions has resulted in this college holding the highest number of dual enrollments in the Commonwealth. This dual enrollment system (known as Discover College) has a new Nurse Track for high school seniors wanting to become ADN’s. Through the influence of a very engaged P-16 Council (which includes hospital and economic development representatives) and the college’s ongoing efforts to address the nursing pipeline, any senior with an 18 ACT (and an 18 in Reading and Math), 3.25 GPA, a 55<sup>th</sup> Percentile on the CNET and at least a 3.0 in the general education nursing requirements will be guaranteed a slot in the college’s nursing program.

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## **E. Contextualizing learning for occupational pathways**

**Name:** Linda E. Lewis/Lyric Seymore  
**College:** Southeast Arkansas College

The Fast Track Allied Health Developmental Education and Interdisciplinary Practical Nursing Track (IPNT) programs brought institutional change to the SEARK College campus. The most impacting institutional change coming from this project is the Arkansas State Board of Nursing's approval of the contextualized Fast Track Allied Health Developmental Education and the IPNT curriculum as a successful and streamlined model for delivering the Traditional Practical Nursing program. Further campus change for the 2008 Fall Semester is shown by the availability of the contextualized Fast Track Allied Health Developmental Education program to all students seeking admittance to the SEARK College IPNT program for the 2009 Fall Semester. Additionally, SEARK College has developed contextualized fast track developmental education curricula for the Early Childhood and Elementary Education associate degree programs—again showing that the College is open to institutional change.

**Name:** Ellen O'Donnell  
**College:** North Shore Community College

We have developed the following:

- English for Childcare Providers 1 and 2
- Orientation, and tutoring sessions for non-native speakers to assist them in “gate-keeper” credit course
- Series of content- based workshops for childcare providers who were not ready for credit courses to assist them in improving their English language proficiency while at the same time developing skills as childcare professionals

**Name:** Lisa Silverstein  
**College:** Community College of Denver

Career exploration is incorporated across the curriculum. Activities have been introduced to various centers in the college for students to prepare for the Career Majors Fair. A TL/C workshop around integration of career activities in the classroom is included in the classroom and for the Career Majors Fair. Dev. Ed. English students in many classes now are assigned I-Search papers around career exploration. Presentations at the Career Majors Fair will be offered around various industries including job outlook and occupational titles. There will be a moderator in each presentation with CCD programs relating to the careers in the industry. Workforce professionals will be there as well. In the presentations there will be career pathway examples that fit into CCD coursework and majors.

**Name:** Chrisinte Kelly-Kleese/Greg Bellamy  
**College:** Durham Technical Community College

Breaking Through Instructors have partnered with instructors from Health Technologies and Industrial Technologies to help introduce occupational opportunities as well as offer curriculum guidance in developing instructional material at the ABE/GED level.

**Name:** Cindy Fiorella/Sheri Plain  
**College:** Owensboro Community and Technical College in Owensboro, KY

John Evans was a dislocated worker who began taking classes at OCTC in 2005. His main goal was to quickly earn an Industrial Maintenance certificate, so he could get a job and support his family. Because of John's skill and aptitude for learning, his instructors encouraged him to keep working toward a credential after the certificate level. He hesitated since general education courses were a requirement for a diploma and AAS degree.

During the summer of 2006, Introduction to Interpersonal Communication – COM 252 was piloted with a contextualized manufacturing focus to reach students in OCTC's technical programs. Historically, manufacturing students had not pursued or completed an associate's degree because of the general education course requirements. The goal of this course was to combine the best features of in-class teaching with self-paced study to promote active independent learning and reduce class seat time for working adults and dislocated workers facing funding deadlines. Class sessions included instructor-led group discussions of assigned textbook readings, group work, skill practice sessions, and presentations emphasizing communication concepts and skills. Out-of-class work included reading assignments, case studies, tutorials, self-testing exercises, simulations, and other interactive on-line activities. John registered for the contextualized communications class, but was apprehensive about the value of the course to his employment goals. Soon after the class ended, John accepted a job at Unilever, one of the area's premier manufacturers. Less than a month into his new job, John visited OCTC to thank his communication instructor for preparing him with the skills necessary to make a successful presentation to Unilever's corporate office on a proposed manufacturing process improvement.

A total of 15 students finished the pilot course. Since then, English 101 and 102 have been contextualized with a workplace emphasis and a healthcare emphasis, and both COM 252 and a Basic Public Speaking course have been contextualized with a healthcare emphasis.

**Name:** Anne Greashaber  
**College:** Washtenaw Community College

We have an Innovations in Training Grant from the state of Michigan called "Career Pathways". We are looking at the reading, writing, math and computer skills necessary to enter into beginning classes in nine career pathways at WCC. These skill advisories will change both instruction and counseling in the occupational and developmental areas. Already they have made it easier to make targeted overrides into beginning occupational classes making enrollment smoother and earlier for those students.

We have a full time instructor in the Reading department who we have hired to look at entry classes for vocational classes in nine career pathways. Let's take auto service as an example. You can see what she had completed. She looks at the text, does a readability on the textbook, she also includes the amount of reading the student is required to do. She also does writing, math, and computer software they may need to use. The template is sent to a member of the developmental task force in writing and math for sign off, the instructor of the class also signs off on the document.

So far, the counselor in the vocational division has been doing these overrides. He said these documents have made his overrides much simpler, less checking back and forth with the instructors because they have already signed off on the levels. He will be in Austin with me.

The other change is the person in the reading department doing this evaluation will change her developmental reading class to include more specific instruction in occupational areas. We filled these classes in July instead of looking for students in August, hopefully, that will favorably impact persistence, we will see.

We hope to present this to the other counselors and advisors and the developmental task force this fall. Next year we hope to make these templates interactive and put them on our website for students with career videos. One other area I want to research is the physical demands of each of these programs. Unfortunately, they will all have a physical component and if you are retraining, that is something you must consider as well.

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## **F. Customizing instruction for adult learners at different levels in the same classroom**

**Name:** Cheri White/Hilda Barrow  
**College:** Pitt Community College

PCC will be implementing fast track Developmental Math courses in the spring that allow students to work at their own pace with guided instruction. Students will have the opportunity to advance through Developmental Math courses based on their individual rate of concept mastery.

**Name:** Linda E. Lewis and Lyric Seymore  
**College:** Southeast Arkansas College

Contextualization of curriculum originally was written for the 9<sup>th</sup> grade level; however, it was quickly determined that classes could not be filled with students at this grade level. Most of the students were actually at 6<sup>th</sup> grade level—with a few lower, so the curriculum had to be revamped for the cohort. All of the students selected had either a high school diploma or a GED diploma and still needed gross remediation.

**Name:** Ellen O'Donnell  
**College:** North Shore Community College

We utilize ALEKS, McGraw Hill web-based software that provides individualized math instruction to assist adult students in achieving math proficiency. ESL Childcare Provider workshops target adult learners at different levels.

**Name:** Clark W. Dimond III  
**College:** Pamlico Community College

Because of its small size, PCC has utilized the “one room school” approach in its basic skills program for more than a decade. A rich learning environment blending many forms of media allow students to proceed at their own pace and draw on varied learning techniques including individual work with an instructor, using video resources either alone or in groups,

making presentations, working on computers to do research or take tests, and group-based learning. An important element in our classroom is encouraging students to find their strengths and become teachers to other students who may need help in that particular area.

**Name:** Michael E. Harris  
**College:** Forsyth Tech Community College

Key Train software is used in preparing for the Career Readiness Certificate.

**Name:** Carol Easley  
**College:** Tallahassee Community College

We have incorporated utilizing Plato in the classroom to accommodate different levels. We try to balance each class with similar levels.

**Name:** Lisa Silverstein  
**College:** Community College of Denver

This is offered in the self-paced classes with the support of tutors in these classroom settings. In FastStart, set study group times, decided by the class, allow the students additional instruction by the instructor about individuals academic needs in the class.

**Name:** Christine Kelly-Kleese/Greg Bellamy  
**College:** Durham Technical Community College

ABE and GED instructional software is used as an augment to classroom instruction. Students have the opportunity to work in a lab setting or receive one-on-one instruction based on their skill level. As a result, students have the opportunity to move from ABE levels to GED at an accelerated pace if they desire.

**Name:** Cindy Fiorella/Sheri Plain  
**College:** Owensboro Community and Technical College in Owensboro, KY

OCTC launched a “Developmental Math Retention and Pre-College Success” initiative pilot project in August 2006, which offers an alternative for students placing in developmental math. Re-designed courses are now offered in a hybrid format of instructor-led workshops and self-paced computerized instruction. Instructors and learning coaches relate “real world” concepts to their teaching strategies. Learning is supplemented by additional one-on-one and small group instruction available six days a week in SkillTrain, OCTC’s ABE provider. These courses were taught in the past by the OCTC’s traditional faculty with limited success (approximately 30% success rate). In the pilot, eight, 16-week sessions were offered with 146 students participating. A total of 103 students passed resulting in a 71% success rate and an 81% retention rate. Student retention was monitored at the 7-week, 9-week, and 16-week interval. OCTC’s Leadership Team considered the pilot a success, so these courses are now offered every semester through SkillTrain. To date, nearly 300 students have been

served in OCTC's restructured Math 055 courses. This has led to a developmental education restructuring effort at both the local and system level for reading and English.