

A System-wide Overview of Developmental Education: Implementation Plans, Tools, and Resources

Presented by

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Developmental
Education
Alignment
Project:
Overview of
Work
Completed
(2020-2022)

2020 - Present – RISE Data Analysis; College Model Flexibility Established while Policy Review was in Process

2021 - 2022 – College Readiness Policy Review – 2014 Definition Reviewed; Other State Policies Reviewed; Update Draft Created; Shared with Presidents Association/Colleges for Feedback

Summer 2022 – College Readiness Definition Approved by Presidents Association

August 2022 – Developmental Education Council Formed

Developmental
Education
Alignment
Project:
Overview of
Work
Completed

(2022-2023)

2022-present – Developmental Education Advisory Council meetings and Subgroup meetings (mtgs. held bi-weekly and monthly depending on agenda topics); Review of Research Conducted; Developmental Education Model Drafted by Council; Model Shared with Colleges for Feedback via Presidents

January/February 2023 – Presidents Association Approved Developmental Education Placement Framework

April/May 2023 – Request for Nominations for Alignment Project Teams Sent; Teams Finalized

May- July 2023 – Faculty Team meetings held; Feedback collected from First Response Team, CAOs, and Developmental Education Council

Recent Developmental Education Alignment Timeline (2023-24)

May/June 2023

Data-driven course design meetings highlight the need to reduce developmental education hours and align courses with gateway needs.

Summer/Fall 2023

Extensive feedback gathered from CAOs, Faculty, Deans, and Department Chairs on initial course drafts; and Course Teams meet.

December 2023

Final CAO feedback survey informs further course revisions; and Course Teams Continue work.

February 2024

Updated courses, with no prerequisites for each other, approved by the CCRC.

April 2024

"Stacking" concerns addressed, reaffirming the focus on reducing course hours and aligning with gateway requirements.



Developmental Education – Framework

Provide a framework for North Carolina Community Colleges that allows colleges to set GPA thresholds within provided parameters.



Proposed Models: Corequisite Model, Prerequisite Model, and Hybrid Model (both prerequisite and corequisite options).

| | | | | | |
|---|---|---|--|--|--|
| Colleges may identify one model for both math and English or two different models (one for math and one for English). | GPA's greater than 2.8 provide access to credit-level coursework statewide. | Colleges may lower the credit-level coursework threshold, but it cannot be set below 2.4. | Colleges must put mandatory academic, and student supports into place for students with less than a 2.4 GPA. | Unweighted GPA thresholds should be set using the following increments: 2.0, 2.2, 2.4, 2.6, 2.8. | Colleges will publish local guidelines that outline the placement of students. |
|---|---|---|--|--|--|



Framework Implementation Policy Requirements

1. Model Choice to implement (see model visuals):

- Prerequisite, Corequisite, and Hybrid Models
- Identify 1 model for both math and English, or 2 different models (one for math and one for English)
- The new Dev. Ed. courses are **not** prerequisites for one another (e.g., MAT 025 is not a prerequisite for MAT 035)

2. GPA thresholds within the provided parameters:

- GPAs greater than 2.8 provides access to credit-level coursework statewide
- Colleges may lower the credit-level coursework threshold, but it cannot be set below 2.4
- Colleges are expected to provide comprehensive academic/student support services for students with GPAs <2.4
- **Unweighted** GPA thresholds should be set using the following increments: 2.0, 2.2, 2.4, 2.6, 2.8

3. It is expected that colleges implement a selected model for 3 academic years.

**Colleges are required to select a model for a minimum of 1 academic year.*

**For data tracking purposes, colleges must report to the SO CAO specific info. on an annual basis (see full Framework Doc for more details).*



Framework Implementation Policy Requirements

4. **Colleges may use the unweighted high school GPA from a U.S. high school**

**(No expiration date on high school GPA)*

5. **Colleges may develop their own placement testing policy to meet the needs of their institution/student population.**

- GPA is THE **primary** factor for placement for developmental education courses
- However, local colleges retain the flexibility to administer placement tests of their choosing for specific populations.
- Specific populations -- when no GPA is available, those seeking challenge tests, or other small, targeted populations

6. **Colleges will publish their local placement testing policy.**

7. **Final grades assigned for all new Dev. Ed. courses will be A, B, C, or F.**

Please note that a grade of 'D' will **not be utilized in these courses.*

Framework Implementation Policy Requirements

***Note:** Colleges have the ability to create local course versions for ENG 045 and MAT 045.

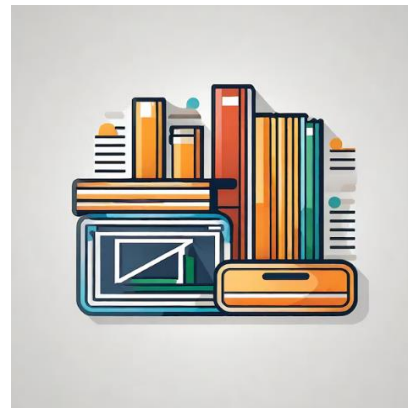
The choice of specific suffixes that could be utilized to differentiate the local versions of the corequisite math course, MAT 045, is at the discretion of the local college.

- ❑ Here is a list of the suffixes several colleges have mentioned they will be using:
 - MAT-045**M** corresponds to MAT-110
 - MAT-045**A** corresponds to MAT-121
 - MAT-045**Q** corresponds to MAT-143
 - MAT-045**S** corresponds to MAT-152
 - MAT-045**P** corresponds to MAT-171

***Link to Full Framework Document Here: [LINK!](#)**

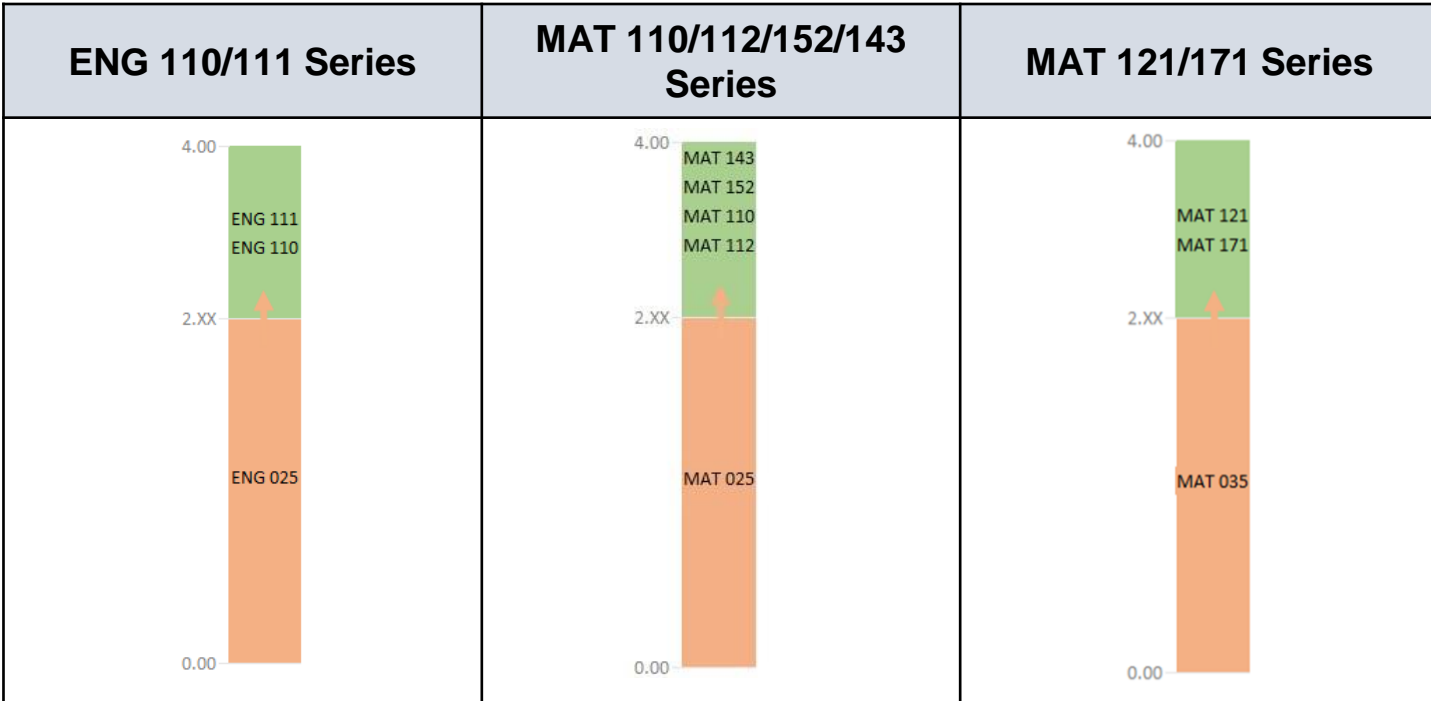
Prerequisite Model

The Prerequisite model utilizes a course sequence where students must successfully complete prerequisite math and English courses covering foundational material before progressing to the gateway course.





Prerequisite Model



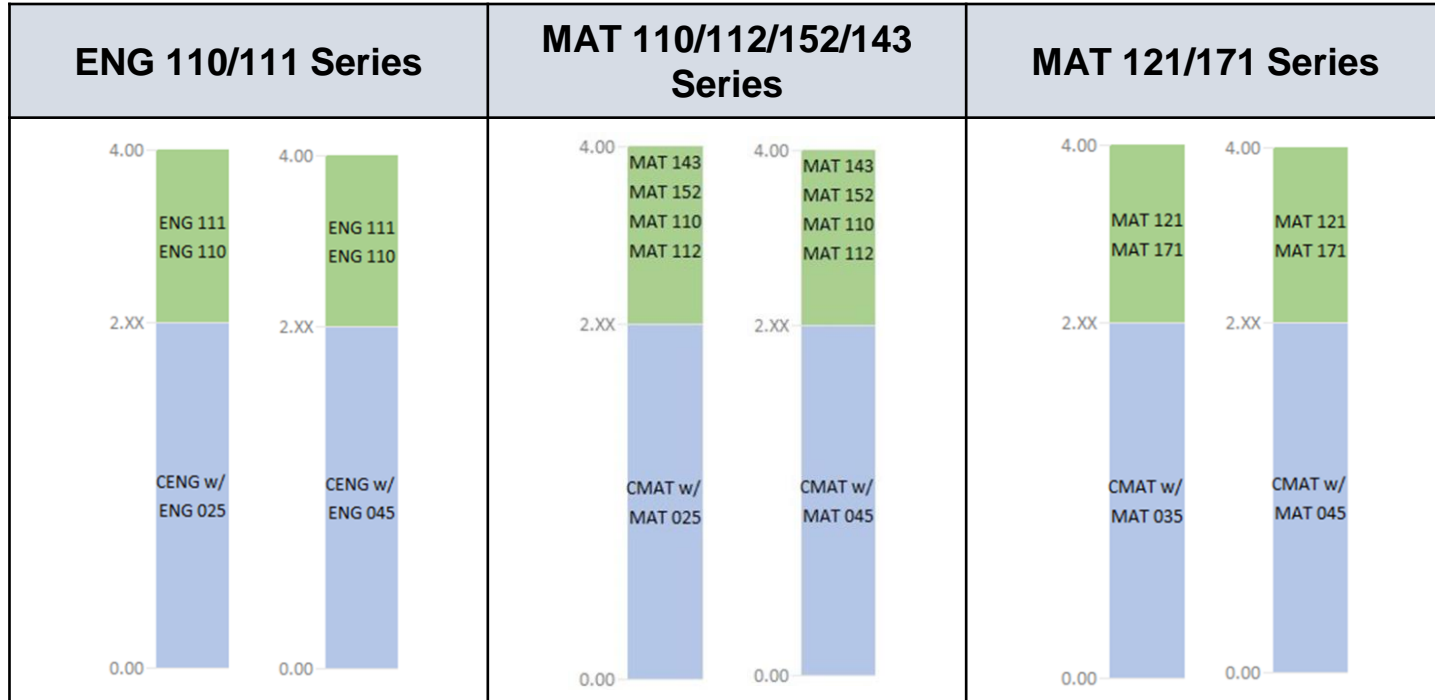
Corequisite Model



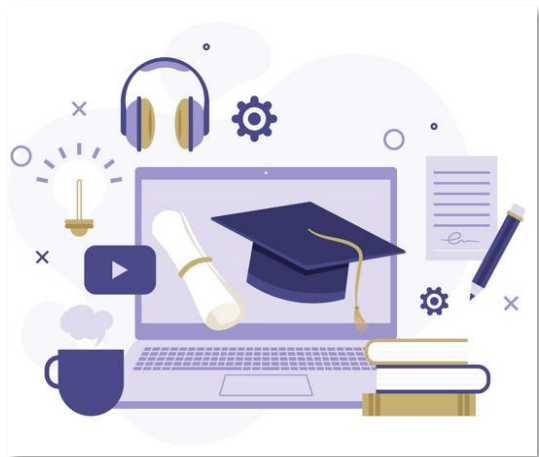
The Corequisite model refers to a system where students enroll in two courses simultaneously – the gateway course and the corresponding support course.



Corequisite Model



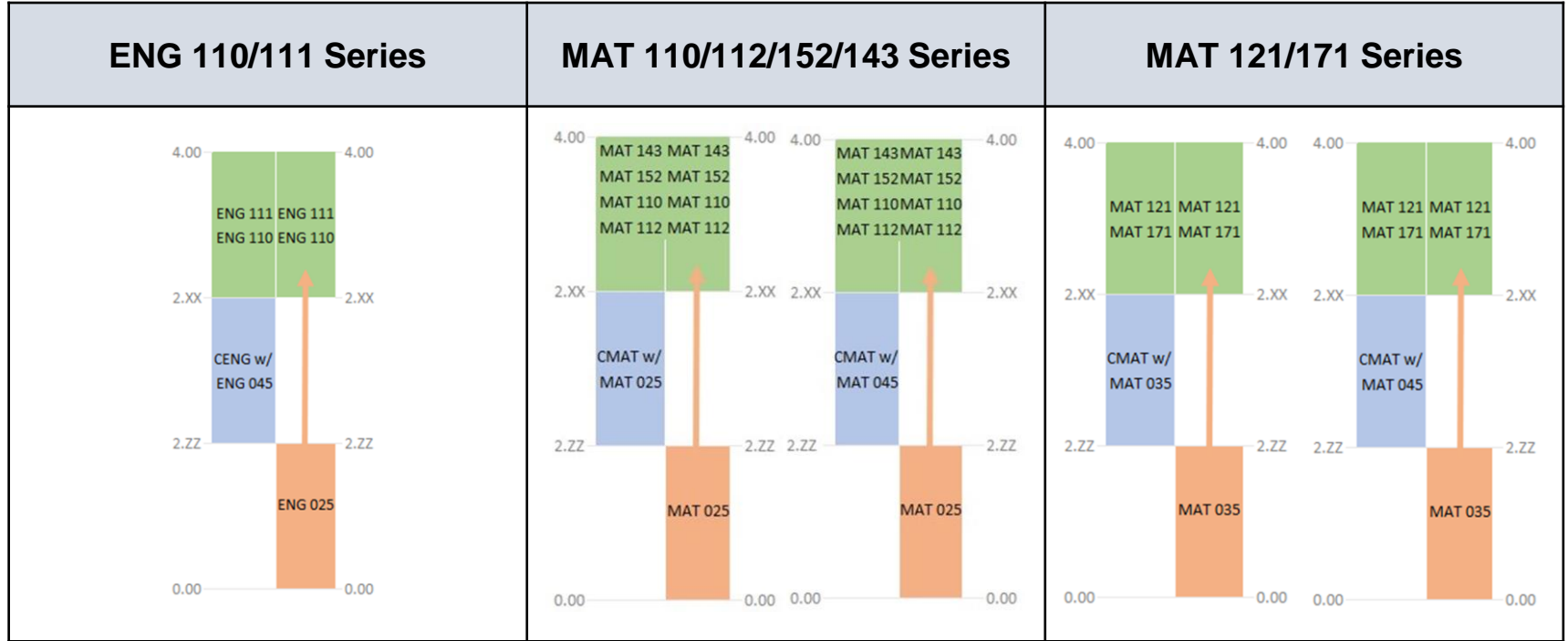
Hybrid Model



A hybrid model combines prerequisite & corequisite courses with two GPA thresholds and ensures students with lower GPAs have the necessary foundational knowledge, while students with a GPA in the 'mid-range' receive targeted 'just-in-time' support, maximizing their success in gateway courses.



Hybrid Model





Model Selections

| | | MATH | | | |
|---------|--------|--------------|-------------|--------|-------|
| | | PREREQUISITE | COREQUISITE | HYBRID | TOTAL |
| ENGLISH | PREREQ | 25 | 1 | 2 | 28 |
| | COREQ | 4 | 8 | 1 | 13 |
| | HYBRID | 3 | 1 | 13 | 17 |
| | TOTAL | 32 | 10 | 16 | 58 |

| ENGLISH | | 2.40 | 2.60 | 2.80 | | ACCESS KEY | |
|--------------|--------|----------------------------|--|--|--|---|-----------------------------------|
| Prerequisite | | Martin ○ Rowan-Cabarrus | Sandhills South Piedmont | Fayetteville (Sp25) ○ Lenoir ○ Robeson (Su25) ○ Sampson ○ Southeastern ○ | Bladen (F24) Brunswick Caldwell (Su25) Cape Fear (F24) Carteret Coastal Carolina (Su25) Coll of the Albemarle (Su25) Edgecombe (Su25) Guilford James Sprunt | Mayland Mitchell (F24) Nash Pamlico Randolph Richmond Tri-County Wayne Wilson | ○ Allows direct access to ENG 110 |
| | Hybrid | | 2.00 Hybrid Montgomery ○ | 2.20 Hybrid Cleveland Craven Davidson-Davie Durham Haywood Roanoke-Chowan (Su25) Southwestern Stanly | 2.20 Hybrid (continued) Surry Western Piedmont Pitt ○ Wake (Sp25) ○ | 2.40 Hybrid Asheville-Buncombe (Su25) ○ McDowell (Su25) | |
| | | | 2.20 Hybrid Central Piedmont | | | 2.60 Hybrid Vance-Granville ○ | |
| Corequisite | | ENG 045 Forsyth ○ | ENG 045 Central Carolina ○ Halifax | ENG 025 Wilkes ○ | ENG 045 Alamance ○ Beaufort County ○ Blue Ridge ○ Rockingham ○ | ENG 045 Gaston Isothermal (F24) Johnston Piedmont | |
| | | | ENG 025 Catawba Valley ○ | | | | |

| MATH | | 2.40 | 2.60 | 2.80 | | | ACCESS KEY | |
|--------------|--|-------------------------------------|---|---|--|--|---|--|
| Prerequisite | | Martin ○ Rowan-Cabarrus ○ | Sandhills | Alamance ○ Asheville-Buncombe (Su25) ○ Beaufort County ○ Brunswick ○ Caldwell (Su25) ○ Cape Fear (F24) ○ Coastal Carolina (Su25) ○ College of the Albemarle (Su25) ○ Edgecombe (Su25) ○ | Haywood ○ Lenoir ○ McDowell (Su25) ○ Mitchell (F24) ○ Rockingham ○ Sampson ○ Wayne ○ Wilkes ○ Wilson ○ | Bladen (F24) Carteret Fayetteville (Sp25) Guilford James Sprunt Mayland | Nash Pamlico Randolph Richmond Southeastern | ○ Allows direct access to MAT 110 |
| | | | | | | | | |
| Hybrid | | 2.00 Hybrid MAT 045 Montgomery ○ | 2.20 Hybrid MAT 045 Roanoke-Chowan (Su25) Southwestern Stanly Tri-County Wake (Sp25) Western Piedmont | 2.20 Hybrid MAT 045 Craven ○ Davidson-Davie ○ Durham ○ Robeson (Su25) ○ | 2.20 Hybrid MAT 025/035 Pitt Surry | 2.40 Hybrid MAT 045 Isothermal (F24) | 2.60 Hybrid MAT 045 Vance-Granville | F24 – Implementation in Fall 2024 Sp25 – Implementation in Spring 2025 Su25 – Implementation in Summer 2025 |
| | | | | | | | | |
| Corequisite | | MAT 045 Forsyth ○ | MAT 045 Central Carolina ○ Halifax ○ | MAT 045 Gaston ○ Johnston ○ Blue Ridge ○ | MAT 025/035 Cleveland Johnston | | | * No term listed means implementation in Fall 2025 |
| | | | MAT 025/035 Catawba Valley ○ South Piedmont | | | | | |

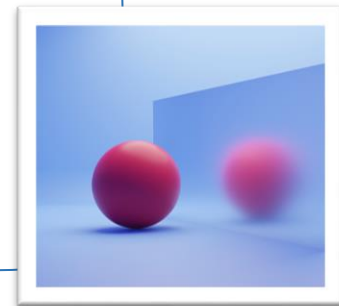
Parallel CCR Courses

CCR 'Mirror' Courses:

- ENG 8025
- ENG 8045

CCR 'Mirror' Courses:

- MAT 7025
- MAT 7035
- MAT 7045



- These courses are the same as the curriculum counterparts – number of credit hours, contact hours, SLOs/content, grading, etc.
- If a college chooses to run CCR 'Mirror Courses,' they must still run Curriculum versions of the courses as well!



ENG Parallel CCR Course Usage

| | ENG 025 | | ENG 045 |
|---------------|---------|--------|---------|
| | Pre-req | Co-req | Co-req |
| Using CCR | 11 | 0 | 5 |
| NOT using CCR | 34 | 2 | 23 |
| TOTAL | 45 | 2 | 28 |



MAT Parallel CCR Course Usage

| | MAT 025 | | MAT 035 | | MAT 045 |
|---------------|-----------|----------|-----------|----------|-----------|
| | Pre-req | Co-req | Pre-req | Co-req | Co-req |
| Using CCR | 11 | 1 | 10 | 1 | 3 |
| NOT using CCR | 36 | 2 | 38 | 2 | 17 |
| TOTAL | 47 | 3 | 48 | 3 | 20 |



Homework Systems & Placement Tools

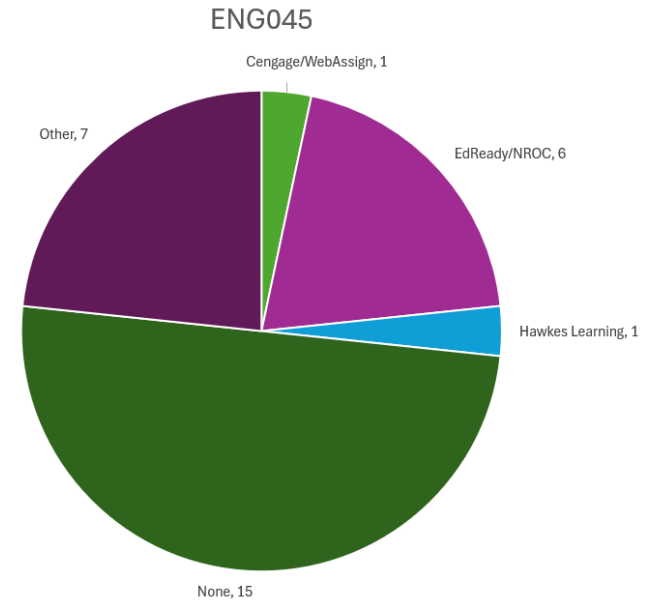
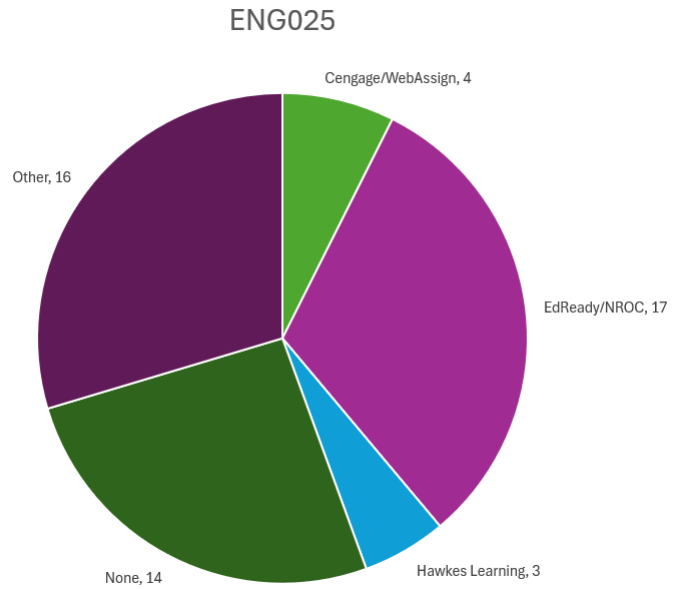
- ❑ What are some of the options colleges are choosing to utilize in the new Dev Ed courses?
- ❑ What are some of the college (gateway) ready placement test options colleges are choosing?

| Homework Systems (Vendors) | Placement Tool (Vendors) |
|----------------------------|-----------------------------------|
| NROC/EdReady | EdReady (NROC) |
| Hawkes Learning | Accuplacer Next Gen / Writeplacer |
| Cengage/WebAssign | Cengage/WebAssign |
| McGraw-Hill (ALEKS) | ALEKS (McGraw-Hill) |
| Pearson | Versant (Pearson) |
| None (Instructor Only) | CASAS (CCR) |
| | TABE (CCR) |
| | Locally Developed Assessment |

**Look for more information on the 'Vendor Week' week being organized now!*



ENG Homework Systems

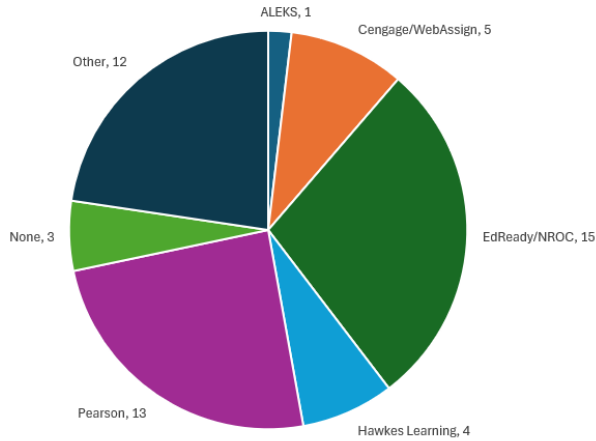


“Other” responses include McGraw-Hill Connect, local course on Canvas, OER resources, and unsure/still deciding

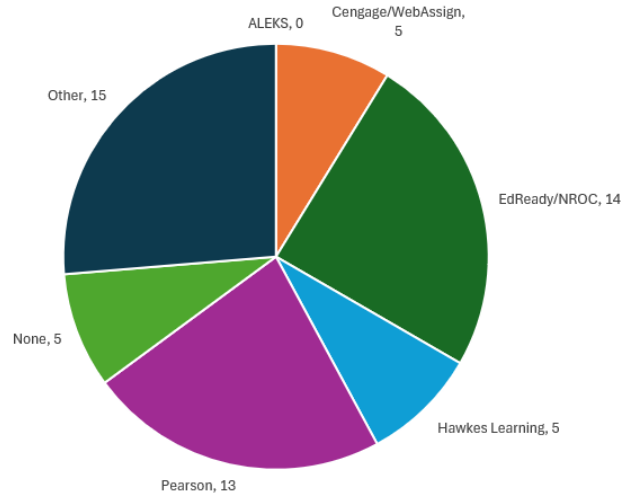


MAT Homework Systems

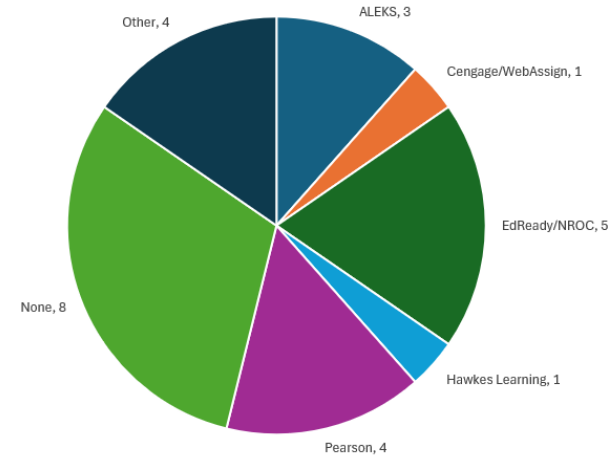
MAT025



MAT035



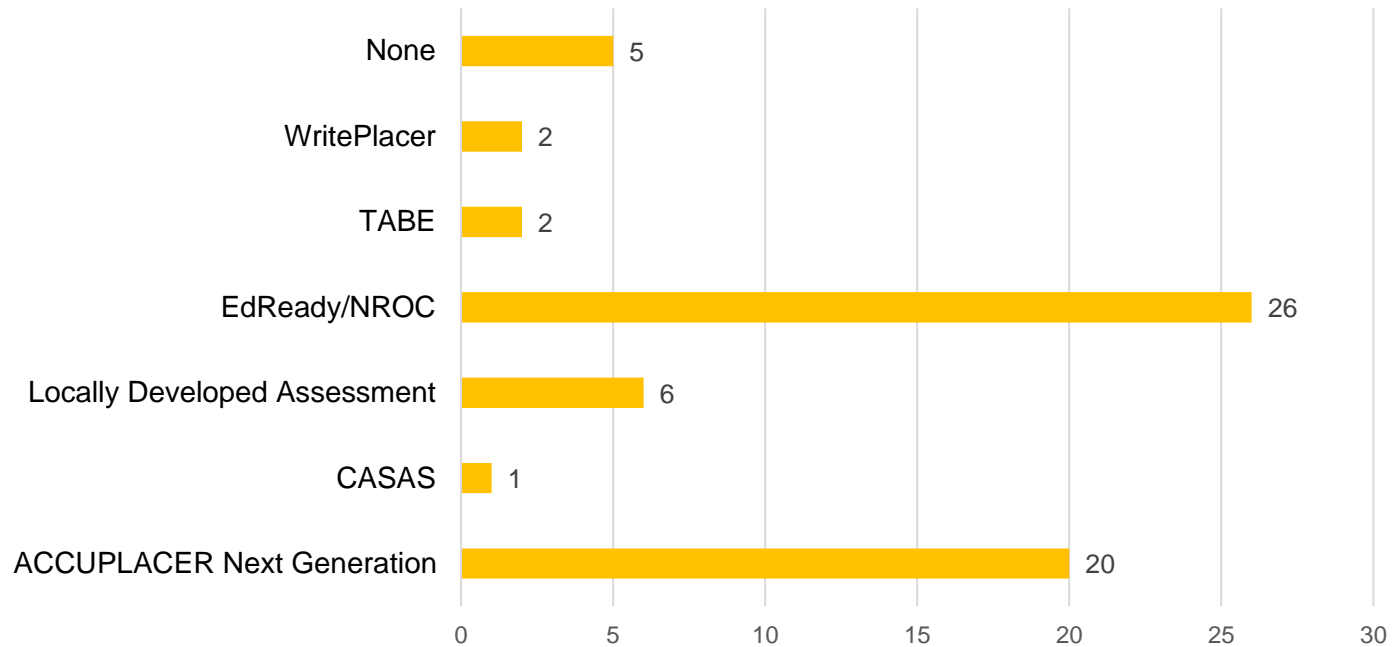
MAT045



“Other” responses include locally developed materials, OER resources, and unsure/still deciding



Placement Tools



Next Steps for Evaluation

- **Fall 2025:** Review incoming data, check for inconsistencies.
- **Summer 2026:** Produce descriptive statistics on enrollment in developmental or credit-level ENG and MAT by GPA, demographics, model, and student load.
- **Fall/Winter 2026:** Create interim report of success trends by model, accounting for student-level characteristics.



Next Steps for Professional Development

- 'Vendor Week' (April 7 –11)
- Additional Dev. Ed. PD/Trainings coming in April/May/Summer



Early Adopter Colleges

FALL 24:

- Bladen ✓
- Isothermal ✓
- Cape Fear ✓

SPRING 25:

- Fayetteville Tech ✓
- Wake Tech ✓

SUMMER 25:

- Edgecombe ✓
- College of the Albemarle ✓
- McDowell ✓
- Roanoke-Chowan ✓
- AB Tech ✓
- Coastal Carolina ✓
- Caldwell ✓
- Southeastern ✓

FALL 25:

- Everyone else!





Developmental Education – NCCC Website

- ❑ **New Developmental Education ‘landing page’ on NCCC Website!** → [Link to New Landing Page!](#)
 - This comprehensive resource provides students, faculty, and staff with easy access to information about our developmental education programs, support services, and resources!

- ❑ **Placement landing page on the NCCC Website** → [Link Here!](#)
 - This wonderful landing page/resource is now ‘Live’ as well!
 - Crosswalks & Placement Guides viewable on this webpage!
 - We are in the process of defining clear guidelines for cut scores, differentiating between standard assessments and locally determined ranges. More information will be available soon!



Developmental Education – Helpful Documents

- ✓ Developmental Education Alignment Models & Framework Info.
- ✓ Developmental Education Framework Q & A
- ✓ Developmental Education Alignment Technical Guidance
- ✓ Developmental Education Framework – Facts Sheet
- ✓ Crosswalks
- ✓ Placement Guides
- ✓ Developmental Model Selection
- ✓ Resource Guide – Wraparound Services for Developmental Education
- ✓ New Developmental Education Math Course Descriptions

Developmental Education – OER Website & VLC Courses

⑥ New Developmental Education Groups on ‘OpenNCCC’ (OER) Website

- <https://opennccc.nccommunitycolleges.edu/>
- 3 Groups ~ Math, English & Advising
- The resources have been & are continuing to be posted for sharing!

⑥ New VLC (Virtual Learning Community) Developmental Education courses in the works as well

- SMEs have been chosen and the design & creation of these new courses is well underway!
- Once they are completed, they will serve as yet another resource for colleges to use as a “plug & play” option for the new Developmental Education courses.

Questions?

For more information about the NC Community College Developmental Education Program or Research and Evaluation, please contact:

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Thank you!

Resource Information





MAT 025 - Concepts of Essential Math/Stat

Class 3 Lab 0 Clinical 0 Work 0 Credit 3

This course provides an opportunity to customize foundational math content and statistical concepts specific to real-world applications. Topics include decimals, percentages, ratios, proportions, solving basic equations, geometrical concepts, dimensional analysis, financial applications and elements of statistics and probability. Upon completion, students should be able to successfully demonstrate the use of mathematics, technology and statistical concepts to solve practical problems while developing positive academic habits, learning strategies and growth mindset.

Course Competencies/Student Learning Outcomes:

1. Demonstrate proficiency in operations using rates, ratios, and proportions
2. Use technology to interpret elements of personal finance
3. Compute perimeter, area, volume, and angles of geometric figures
4. Demonstrate proficiency in introductory probability and statistics concepts
5. Interpret tables, charts and graphs
6. Solve and interpret real-world mathematical applications

Note: *This course is designed to align with MAT 110, MAT 143, and MAT 152.*

North Carolina Community College System





MAT 035 - Concepts of Algebra

Class 3 Lab 0 Clinical 0 Work 0 Credit 3

This course covers algebraic concepts with an emphasis on application and analysis. Topics include rational/radical expressions and equations, solving equations and inequalities, concepts of functions, factoring, and exponents. Upon completion, students should be able to successfully demonstrate mastery of algebraic concepts through application and analysis while developing positive academic habits, learning strategies and growth mindset.

Student Learning Outcomes (SLOs):

1. Demonstrate proficiency in various factoring strategies
2. Identify and analyze a variety of functions and their graphs
3. Demonstrate proficiency in polynomial operations
4. Demonstrate proficiency in solving equations and inequalities
5. Solve and interpret real-world mathematical applications

Note: *This course is designed to align with MAT 121 and MAT 171.*

North Carolina Community College System





MAT 045 - Math Skills Support

Class 1 Lab 2 Clinical 0 Work 0 Credit 2

This course provides opportunities for students to build a stronger foundation for success in their gateway math course by obtaining skills through a variety of instructional strategies. Emphasis is placed on foundational skills as well as concepts, skills, vocabulary and definitions necessary to master student learning outcomes of the gateway math course. Upon completion, student should be able to apply mathematical concepts and critical thinking skills to solve problems relevant to the student's gateway math course.

Note: This is a corequisite course only!



MAT 025 and MAT 035 – Optional Faculty Share

MAT 025

This course provides an opportunity to customize foundational math content and statistical concepts specific to real-world applications. Upon completion, students should be able to successfully demonstrate the use of mathematics, technology and statistical concepts to solve practical problems while developing positive academic habits, learning strategies and growth mindset.

Topics include but are not limited to:

- Decimals
- Ratios (e.g., which would be prefaced with Fractions)
- Proportions
- Percentages
- Solving Basic Equations
- Geometrical Concepts
- Dimensional Analysis (e.g., Unit Conversions related to Measurement, which could include Perimeter, Area, Volume, etc.)
- Financial Applications
- Elements of Statistics
- Elements of Probability

** We encourage faculty to organically weave Growth Mindset, Technology, and other relevant topics into the curriculum for these new courses in a way that enhances student learning.*

** In addition to the established SLOs/Course Competencies, faculty retain the flexibility locally to integrate further subtopics based on their professional judgment and available course time.*

MAT 035

This course covers algebraic concepts with an emphasis on application & analysis. Upon completion, students should be able to successfully demonstrate mastery of algebraic concepts through application and analysis while developing positive academic habits, learning strategies and growth mindset.

Topics include but are not limited to:

- Solving Equations
- Solving Inequalities
- Exponents
- Polynomials & Operations of Polynomials
- Factoring (including various factoring strategies)
- Concepts of Functions
 - Identifying [a variety of] Functions
 - Analyzing [a variety of] Functions
- Graphs of Functions
 - Identifying Graphs of Functions
 - Analyzing Graphs of Functions
- Rational Equations & Equations
- Radical Expressions & Equations
- Solving and Interpreting Real-World Mathematical Applications

** We encourage faculty to organically weave Growth Mindset, Technology, and other relevant topics into the curriculum for these new courses in a way that enhances student learning.*

** In addition to the established SLOs/Course Competencies, faculty retain the flexibility locally to integrate further subtopics based on their professional judgment and available course time.*



ENG 025 - College English Skills

Class 3 Lab 0 Clinical 0 Work 0 Credit 3

This course provides the skills necessary for success in college English courses. Topics include reading and writing processes and strategies, such as critical thinking, text analysis, idea development, and application of writing conventions. Upon completion, students should be able to analyze readings and produce unified, coherent, well-developed paragraphs and essays using appropriate document design and standard written English while developing positive academic habits, learning strategies, and a growth mindset.

Student Learning Outcomes (SLOs):

1. Comprehend professional and academic readings.
2. Apply the writing process to compose unified, coherent, well-developed paragraphs and essays.
3. Evaluate ideas and information.
4. Use conventions of standard written English.
5. Employ technology ethically and appropriately when composing writing assignments.

Note: *This course is designed to align with ENG 110 and ENG 111.*





ENG 045 - English Skills Support

Class 1 Lab 2 Clinical 0 Work 0 Credit 2

This course provides academic support for the successful completion of gateway English courses by supplementing and reinforcing classroom instruction. Emphasis is placed on developing a growth mindset, expanding skills in active reading and writing processes, applying editing and revision strategies, exercising standard writing conventions through contextualized instruction, and ethically using appropriate technology when reading and writing. Upon completion, students should be able to apply active reading strategies to college-level texts and produce unified, well-developed essays using standard written English.

Note: *This is a corequisite course only!*

