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Dana M. D'Orazio
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**The Report Committee for Dana M. D'Orazio
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**Successful Movements in Higher Education: Lessons Learned and
Applied to Developmental Education**

**APPROVED BY
SUPERVISING COMMITTEE:**

Supervisor:

Uri Treisman

Cynthia Osborne

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Dana M. D'Orazio, B.A.

Report

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Abstract

Successful Movements in Higher Education: Lessons Learned and Applied to Developmental Education

Dana M. D'Orazio, MPAff

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Supervisor: Uri Treisman

Developmental education is a vital component to the transition from secondary to post-secondary education and has been the subject of much discussion related to current challenges faced in the changing academic environment. Through examination of three successful movements in higher education, the service-learning, Open Educational Resources (OER) and sustainability movements, attributes of effective reform will be discussed and analyzed. Levers for transformative change in post-secondary education will be discussed and applied to developmental education in an attempt to resituate developmental education and provide proactive suggestions for reform.

Table of Contents

List of Tables	vii
List of Figures.....	viii
Chapter 1: Defining the Problem.....	1
Current challenges facing higher education	1
The role of developmental education in higher education	5
Developmental Education Implementation and Structuring	6
Chapter 2: Defining Change in Higher Education.....	11
The unique lanscape of higher education	11
The multifacets of change.....	12
Successful Elements Of Change	14
Understanding the Context for Change	14
Clear Messaging	16
Collaboration.....	18
Identifying Required Resources	19
Chapter 3: Examining Successful Movements in Higher Education.....	21
The Service-Learning Movement	21
The Sustainability Movement.....	24
The Open Educational Resources Movement.....	27
Drawing Parallels.....	30
Chapter 4: Lessons Learned and Applied to Developmental Education	32
Revisiting the current state of Developmental Education	32
Recommendations	34
Bibliography	37
Vita	40

List of Tables

Table 1: Percentage Distribution of parents' highest educational level among 2003-4 beginning community college students, by Community College Taxonomy: 2006.....	5
Table 2: Analysis of Developmental Education	32

List of Figures

Figure 1: Percentage Distribution of 2003-04 Beginning Community College Students, by Community College Taxonomy: 2006	3
Figure 2: Three Phases of Change	13
Figure 3: Ewell and Kezar’s Successful Elements of Change in Higher Education	15
Figure 4: Summary of Elements of Successful Change.....	20
Figure 5: Central Role of Education in Sustainability Movement	25

Chapter 1: Defining the Problem

Post-secondary education is an increasing topic of discussion related to graduation rates, job-readiness and overall global competitiveness. The role of community colleges in developmental education has become integral to successfully ushering students through post-secondary education and to providing the necessary skill sets required to compete in the workplace and the global economy. What follows is an examination of the current landscape of higher education including current challenges higher education institutions are facing as well as the current needs of today's incoming student body.

CURRENT CHALLENGES FACING HIGHER EDUCATION

Higher education has seen a number of changes occur on campuses nationwide, including increased diversity of the student body as well as a marked increase in unpreparedness for college-level work. Diversity in the student body is a culmination of numerous factors both cognitive and non-cognitive including student age, educational background (including students' parents' level of education attainment), employment and personal motivations and goals in pursuing a degree or certification.¹

Community colleges account for over 40% of all undergraduate students enrolled in post-secondary education. Campuses are faced with the challenge of maintaining educational accessibility for all while managing a highly diversified

¹ L. Horn, "On Tract to Complete? A Taxonomy of Beginning Community College Students and Their Outcomes 3 Years After Enrolling: 2003-04 Through 2006," National Center for Education Statistics (2009): iv-viii, 11-18, <http://nces.ed.gov/pubs2009/2009152.pdf>.

student body with varying levels of skill sets required to be successful in higher education.² Over two thirds of students entering community colleges have weak skill sets that interfere with degree attainment. Nearly 60% of all entering students have taken at least one remedial course.³

In addition, community colleges face the challenge of student retention and degree attainment. As detailed in a recent study by the National Center for Education Statistics, 55% of students are still enrolled in a post-secondary institution after three years, with 39% still enrolled but not having attained a degree. While 45% have completely left higher education with no credentials.⁴

The factors effecting student achievement and degree attainment are highlighted in the Community College Taxonomy (CCT) approach used as a measurement factor in the longitudinal study by the National Center for Educational Statistics. The CCT classifies students based upon their current motivations in pursuing higher education, their intentions of degree completion, rate of attendance and enrollment in a program of study.⁵

These three factors have been found to correlate to degree attainment and based upon these three characteristics students are classified as strongly directed, moderately directed or not directed in their post-secondary educational endeavors. A student who is classified as strongly directed enters community college with the intent to complete a degree or transfer to a four-year institution, attends at least

² Horn, "On Track to Complete?" iii.

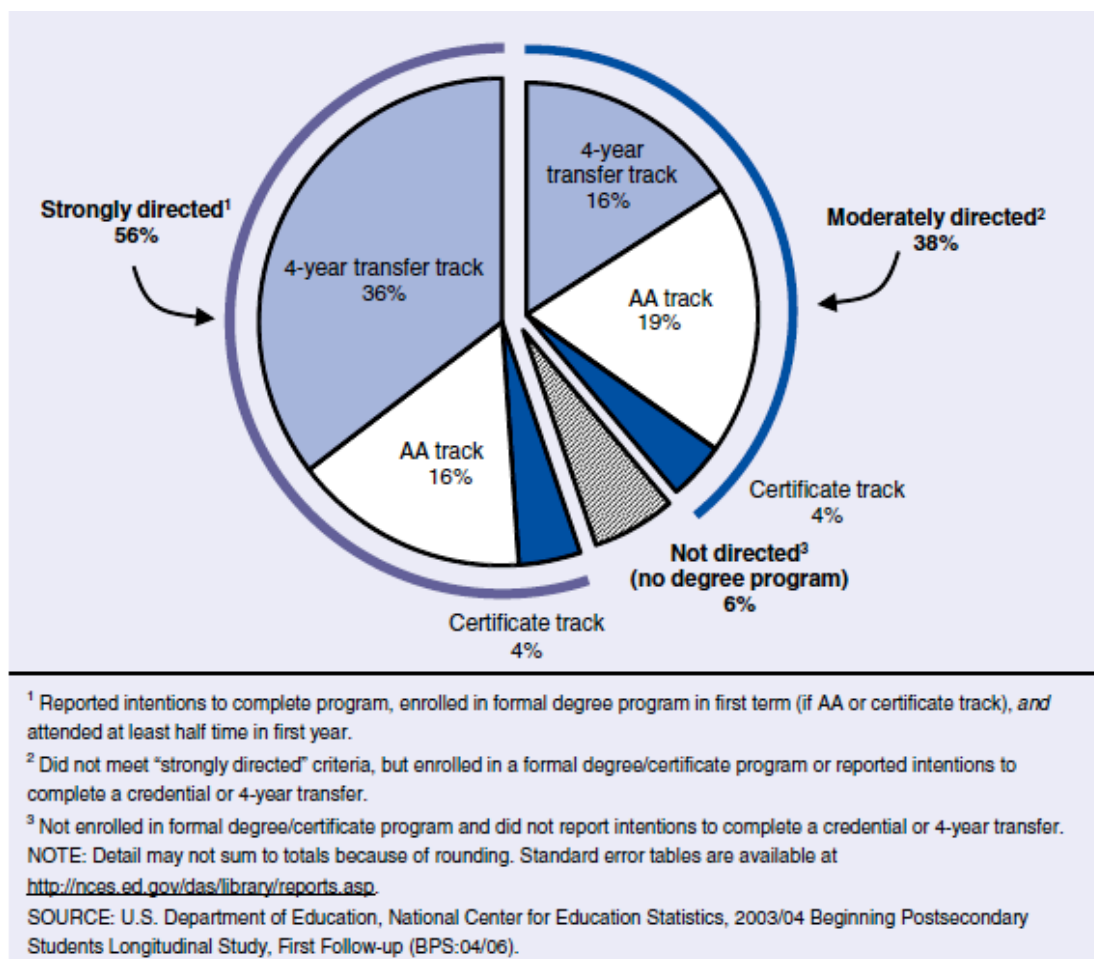
³ Thomas Bailey, "Rethinking Developmental Education in Community College," Community College Research Center Brief 40 (Feb. 2009): 1-4.

⁴ Horn, "On Track to Complete?" xi, 21-22.

⁵ Horn, "On Track to Complete?" 7.

half-time and is enrolled in a degree program. Those students classified as moderately directed either have the intention to complete a degree or are enrolled in a formal degree program and their attendance rate was not part of their classification. Those who did not fit the above criteria were classified as not directed. Figure 1 shows the breakdown of students' levels of direction.

Figure 1: Percentage Distribution of 2003-04 Beginning Community College Students, by Community College Taxonomy: 2006⁶



⁶ Horn, "On Tract to Complete?" 9.

Further correlations have been made relating to students direction and their age, parents' level of educational attainment, and previous high school preparation. The study found that most highly directed students are younger, 22 years of age; while those classified as moderately and not directed were older, 26 and 31 years of age respectively. Those who had taken higher levels of math courses in high school fell into the strongly directed group while those who had not completed math courses in high school beyond Algebra 2 fell into the moderately and not directed categories. Only 35% of students had taken high school courses beyond Algebra 2.⁷

Over 70% of students' parents had no post-secondary degree. Those students whose parents attained a Bachelor's degree or higher were more likely to be strongly directed while those students whose parents had obtained a high school degree or less were most likely to be not directed (See Table 1).

Also worth noting is the remediation situation in which those requiring the most support are least likely to obtain remedial services. The longitudinal study found that the highest concentration of students who enrolled in a remedial course in their first year were those classified as strongly directed. However, in total only 28.5% of students enrolled in a remedial course.⁸

Therefore the challenges facing higher education are multifaceted and highly individualized. Community colleges, especially, are faced with meeting the needs of a varying incoming student body, navigating their academic needs and accounting for their diverse backgrounds, with the ultimate goal of ushering

⁷ Horn, "On Tract to Complete?" 18.

⁸ Horn, "On Tract to Complete?" 19.

students to a vocational certificate or on to a four-year university and degree. The foundational issue at hand is developmental education and defining its role in higher education.

Table 1: Percentage Distribution of Parents' Highest Educational Level Among 2003-4 Beginning Community College Students, by Community College Taxonomy: 2006⁹

Community college taxonomy	High school or less	Some college	Bachelor's degree or higher
Total	42.4	28.7	29.0
Program direction levels			
Strongly directed ¹	38.5	30.8	30.6
Moderately directed ²	46.0	26.8	27.2
Not directed ³	55.3	20.3	24.3

¹ Reported intentions to complete program, enrolled in formal degree program in first term (if AA or certificate track), and attended at least half time in first year.

² Did not meet all three "strongly directed" criteria, but reported intentions to complete or enrolled in formal degree program in first term.

³ Did not report intentions to complete and was not enrolled in formal degree program in first term.

NOTE: Students attending more than one institution were excluded. Detail may not sum to totals because of rounding. Standard error tables are available at <http://nces.ed.gov/das/library/reports.asp>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003/04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).

THE ROLE OF DEVELOPMENTAL EDUCATION IN HIGHER EDUCATION

Developmental education revolves around the issue of bridging the gap between secondary and post-secondary education. Developmental education encompasses foundational beliefs in a student's progression of skills and aptitudes and many rely upon the initial work of Arthur Chickering and his seven vectors of college student development: developing confidence, managing emotions, moving

⁹ Horn, "On Tract to Complete?" 16.

through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose and developing integrity.¹⁰ Today, however, developmental education is seen in more tangible terms focusing on competencies in reading, writing and mathematical skills. This skill set is the prerequisite for all first year students, yet many arrive at higher educational institutions unprepared.

The need for developmental education is clear; each year over 2 million students enroll in developmental courses.¹¹ Over two-thirds of all students entering community colleges are identified as unprepared and lacking the necessary skill sets to be successful in college-level coursework. Close to 60% of students in community colleges enroll in a minimum of one developmental course, and 44% enroll in one to three remedial courses¹²

DEVELOPMENTAL EDUCATION IMPLEMENTATION AND STRUCTURING

Higher education institutions take varying approaches to remedial education. Developmental programs differ in implementation and internal structure, assessments, placements, skill level benchmarks, participation requirements, and services offered.

Higher education institutions, especially community colleges, rely evenly upon both a decentralized and centralized administration, with most institutions

¹⁰ Jeanne L. Higbee, "Defining Developmental Education: A Commentary," The University of Georgia, Ohio Association for Developmental Education, <http://www.oade.org/defining.htm>.

¹¹ Hunter R. Boylan, "Targeted Intervention for Developmental Education Students (T.I.D.E.S.)," *Journal of Developmental Education Spring Vol 32 Issue 3* (2009): 14.

¹² Thomas Bailey, "Challenge and Opportunity: Rethinking the Role and Function of Developmental Education in Community College," Community College Research Center. Working Paper No. 14, (Nov. 2008): 2.

housing their developmental education courses under their academic affairs departments. Roughly 56% of community colleges utilize a decentralized structure relying on individual departments to administer and implement programming. The remaining 44% of institutions rely upon a centralized administration, which has been identified in studies as a more effective approach to remediation administration.¹³ Each institution implements their remedial program differently. Half of the institutions with a centralized administration offer direct support services. Of the schools using decentralized administration one-third of the campuses focus on academic support with most offering additional assistance through learning centers if no direct support services are available to the students. Of these methods direct student support has been found to be most effective.¹⁴

Utilization of assessment related to developmental education has shown an increased trend especially in 2-year institutions; the use of assessments has increased from 14% of higher education institutions in 1992 to currently 62% of two-year institutions using developmental assessments.¹⁵ Assessments vary institution to institution with the majority of colleges, 97%, utilizing either the COMPASS or ACCUPLACER tests produced by ACT and ETS.¹⁶ Many institutions also use students' SAT and ACT scores as an initial screening in

¹³ Katherine Gerlaugh et al., "National Study of Developmental Education II: Baseline Data for Community Colleges," *Research in Developmental Education Vol 20 Issue 4* (2007): 2.

Hunter R. Boylan et. al., "Program Components and Their Relationship to Student Performance," *Journal of Developmental Education*, Vol. 20, Issue 3, Spring (1997): 1.

¹⁴ Gerlaugh, "National Study of Developmental Education II," 2.

¹⁵ Gerlaugh, "National Study of Developmental Education II," 2.

¹⁶ Gerlaugh, "National Study of Developmental Education II," 2.

addition to administering the COMPASS or ACCUPLACER. These assessment tools, often referred to as “computer-adaptive instruments”, gauge students’ skill levels by individualizing the test, adjusting questions based upon students’ responses. The focus of these assessments is mainly on gauging cognitive skills related to students’ English, reading and math aptitudes. Only 7% of post-secondary institutions currently assess for non-cognitive skills.¹⁷ These skills include attitude towards learning, motivation, willingness to seek out assistance, desire to increase effort, motivation, independence and desire to collaborate with peers and instructors.¹⁸

There exists strong support backed by evidence of the relational nature of cognitive and non-cognitive skills relating to student achievement. Boylan, in his *Targeted Intervention for Developmental Education Students (T.I.D.E.S.)*, cites the correlations made by Chickering and Erickson relating the interplay of these skill sets, arguing strongly for the case of non-cognitive skills compensating for and balancing weak cognitive abilities. Therefore, there is a push toward including non-cognitive assessment in an effort to gain a holistic view of students’ abilities as well as areas requiring remedial intervention.

Relating to the practice of assessment is the level of skills post-secondary institutions agree are acceptable or classifies a student as “college-ready”. Currently, there exists no national consensus on the definition of “college-ready” and no current nationally embraced standards defining required skill levels.¹⁹ The

¹⁷ Gerlaugh, “National Study of Developmental Education II,” 2.

¹⁸ Boylan, “Targeted Intervention,” 14-15.

¹⁹ Paul Attewell et al., “New Evidence on College Remediation,” *Journal of Higher Education*, September/October, Vol. 77, Issue 5 (2006): 887.

depth of variation in benchmarks is seen statewide and locally; state standards are inconsistent and vary while individual campuses provide additional variability in their ability to set campus-specific benchmarks and cut-off points.²⁰ Without accepted standards and related directives as to who is placed in developmental education programs, placement remains an area of non-consensus and varied practice.

Participation requirements add an additional level of inconsistency to developmental education. These requirements include participation in assessment as well as enrollment in developmental programs as a prerequisite to college-level courses. Requirements run the full scope of options. Some campuses mandate assessment while not requiring enrollment in developmental courses. Others mandate both assessment and enrollment as a requirement to enroll in college-level courses. The inconsistency in the practice of assessment and placement has been highlighted in recent studies showing high levels of enrollment in college-level courses by students deemed as “ineligible” at campuses with mandatory remediation requirements. A recent study by the Achieving the Dream initiative found that close to 21% of students referred to remedial math courses failed to enroll within a three year time span, while only 33% of students referred to remedial reading enrolled in a three year time span.²¹

Finally, the services campuses choose to offer cover a wide spectrum, ranging from counseling, courses and learning labs. Additional services take the form of tutoring, advising and learning centers. The most commonly utilized

²⁰ Bailey, “Rethinking Developmental Education,” 1.

²¹ Bailey, “Challenge and Opportunity” 3.

developmental service is courses; 90% of community colleges and 70% of universities implement developmental courses. Courses range in their scope of subject area, including instruction in concepts related to reading, writing and math, as well as study skills and other strategies to successfully manage college-level work.²²

Therefore developmental education currently faces a number of challenges. At the foundational level, the current state of developmental education is unstable due to the lack of consensus in higher education as to what constitutes college-readiness, how institutions measure college-readiness and the mandates and requirements in providing remediation. These foundational pieces are the stepping-stones to the larger issue of operation and effectiveness of the education system.

²² Hunter R. Boylan, "Developmental Education: Demographics, Outcomes and Activities," *Journal of Developmental Education*, Vol. 23, Issue 2, Winter (1999): 2-6.

Chapter 2: Defining Change in Higher Education

The unique landscape of higher education has been highlighted in the numerous struggles of education movements and reforms to gain traction. Identifying the type of change, systematic or operational, is a first step in understanding the developmental issue in higher education. Additionally, grasping both the context and motivations relating to change in higher education are vital components to successful change and also provide a framework to view reform.

THE UNIQUE LANDSCAPE OF HIGHER EDUCATION

An essential aspect to any innovation, augmentation or reform relating to post-secondary education is an understanding of the environment and landscape of higher education.²³ Higher education is marked by a notably decentralized authority structure, a value-driven operating mentality, a diffuse incentive system with dichotomous academic sections and departments, and an ambiguous and, at times, diverging goal orientation.²⁴ Each of these characteristics bears a barrier to implementation of change and tends to sustain and promote an inertial outcome.

Aside from innate aspects of the higher educational system, the sector culture and mentality toward change initiatives is skewed by the usual guise by which “change” is presented. New initiatives in higher education often are defined by dichotomous terms; many initiatives are represented as alternatives to the

²³ Peter T. Ewell, “Across the Grain: Learning from Reform Initiatives in Undergraduate Education,” *American Association of Higher Education* (August 2002): 2.

²⁴ Adrianna Kezar, “Synthesis of Scholarship on Change in Higher Education,” *University of Southern California*, 9.

present status quo. This immediately presents an oppositional situation. Other representations of change are tagged as experimental therefore implying a short-term trial, leaving no room for full embrace of an initiative, which may very well be sustainable long-term. Finally, change initiatives are often terminal due to their basis in short-term funding.²⁵ These are major hurdles new reform movements face and therefore the challenge remains in navigating the higher education context as well as defining change.

THE MULTIFACETS OF CHANGE

Change, to be successful, demands an informed, supported and defined change agent. Defining what type of change is required is vital. Is change needed sector-wide, systems change, or on a smaller scale only at individual institutions, organizational change. Kezar in “Synthesis of Scholarship on Change in Higher Education” highlights the need to define the type of change, detailing the different aspects demanded by the scope of the intended reform; systems or sector-wide reform versus institutional or organizational reform. Each requires their own strategies and resources for a successful initiative. Successful change initiatives have clearly understood their role as change agents as well as operated from a clear scope of concern.²⁶ The service-learning, sustainability and OER movements are all examples of successful movements that have embraced this philosophy of change and will be examined in later chapters.

Following recognition of the type of change desired creating a knowledge base of what this change will entail is critical. A knowledge base and general

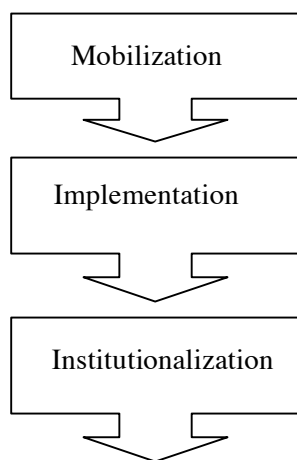
²⁵ Ewell, “Across the Grain,” 2.

²⁶ Kezar, “Synthesis of Scholarship,” 2-3.

understanding of the issue can be a product of structured dialogue, concept papers, action teams or workshops. Whatever the process the goal is a clear definition of what the change is, why it is needed and how it will be achieved and measured.

Next, a general understanding of the process of change is a beginning point for planning and future execution. Kezar simplifies the change process by breaking it into three components.

Figure 2: Three Phases of Change²⁷



The first of these three phases involves creation of a vision, engagement and inciting enthusiasm for the initiative as well as providing the necessary professional development or additional knowledge base needed to grasp the reform. Second, the implementation phase requires support in the form of resources, human, financial and technical as well as establishment of reward structures to highlight exemplar and successful models and practices. Finally, the

²⁷ Kezar, "Synthesis of Scholarship," 5.

institutionalization phase focuses on creating accountability through measures and definitions of success.²⁸

SUCCESSFUL ELEMENTS OF CHANGE

Numerous publications have focused on this sole topic related to successful elements of change in higher education. Upon examination of the current analysis and findings there remain consistently cited elements of successful reforms. Among these are starting at a position of understanding the context for change, including the current practices, culture and pertinent participants; definition of a clear message with tangible means of representing effectiveness; a dedication to collaboration including establishment of clear channels of communication, identification of internal and external participants and partnerships; and finally identification of required resources, staff, financial and technological. The above has been garnered from the works of Ewell and Kezar whose methods of change are summarized in Figure 3.

Understanding the Context for Change

An understanding of the context of a reform is a foundational element upon which all other elements rely. Transformation that originates from a place of understanding current culture and norms has been seen as a successful approach to higher educational reform.²⁹ A contextual understanding includes the history of an institution and current culture and climate of a campus.³⁰ An initial link

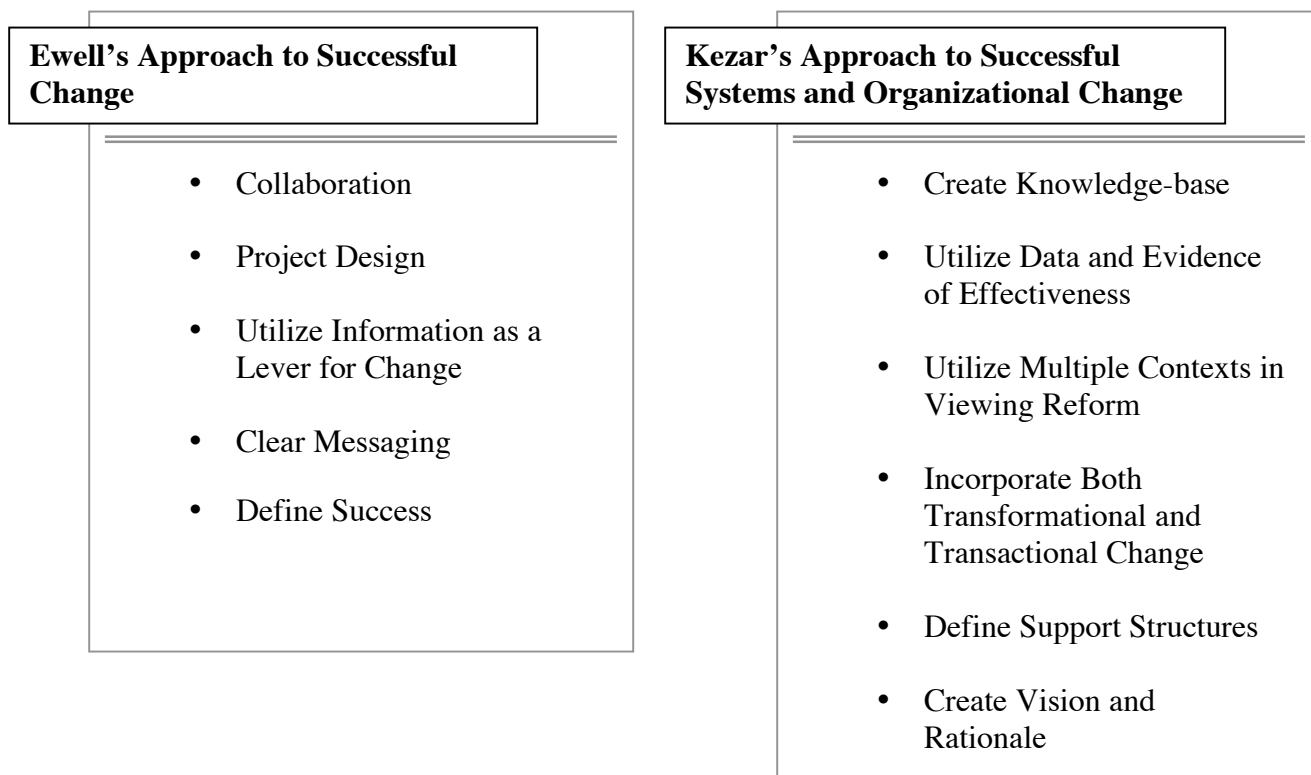
²⁸ Kezar, "Synthesis of Scholarship," 5.

²⁹ Adrianna Kezar and Peter D. Eckel, "The Effect of Institutional Culture on Change Strategies in Higher Education; Universal Principles or Culturally Responsive Concepts?" *The Journal of Higher Education* 73, no. 4 (July/August 2002): 435-7.

³⁰ Kezar, "Synthesis of Scholarship," 5.

between internal structures and external forces needs to be recognized taking an inside-out and outside-in approach.³¹ Lastly, a change initiative requires alignment with current academic needs, and therefore requires a knowledge and inventory of academic inter-workings, current concerns and foreseen obstacles.³²

Figure 3: Ewell and Kezar's Successful Elements of Change in Higher Education



³¹ Ewell, "Across the Grain," 6-7.

³² Robert, Zemsky, *Making Reform Work: The Case for Transforming American Higher Education* (New Jersey: Rutgers University Press, 2009), 203-205.

Clear Messaging

Defining a clear message and need provide the focus for a transformational change initiative. To overcome the oppositional representation of a change initiative, as mentioned earlier as one of the major obstacles to higher educational change, focus should be placed on positioning the initiative as a distinct reform. Ewell recognizes the creation of new terminology by which to describe the initiative as a means to forge a common rhetoric as well as a provide a binding factor for those involved.³³

Defining a clear message is also contingent upon offering both a viable strategy as well as solutions.³⁴ Though this may seem like an obvious component, often in the face of reform change agents have chosen to wag fingers versus offer solutions; Zemsky warns that “broad-scale attacks that are long on strong language and short on realistic prescriptions can only isolate within the academy who promote reform.”³⁵ This further highlights the vital nature of understanding the context in which change is being implemented.

Tangibility is another important aspect of a clear message. Ewell points out the need for tangible practices versus advisory ideas with the latter tending to lose momentum quickly and the former providing a foundation for proactive measures.³⁶ This notion of tangibility is also highlighted by Kezar in detailing the effective nature of showing the need for reform through tangible data and measures. The ability to recognize the utility of a reform initiative proves vital in

³³ Ewell, “Across the Grain,” 6-7.

³⁴ Ewell, “Across the Grain,” 20. Zemsky, *Making Reform Work*, 204.

³⁵ Zemsky, *Making Reform Work*, 203-204.

³⁶ Ewell, “Across the Grain,” 13-16.

gaining support, creating momentum and increasing the credibility of the initiative.³⁷

This balance between tangibility and utility highlight the transformational and transactional component of a clear message. According to the work of Kezar transformational components of the change initiative relate to the overarching vision, while the transactional nature of change refers to the measures by which change is identified and gauged. Both stem from the underlying message of reform.

Kezar suggests use of assessments and data to clearly portray both the need and effectiveness of the reform, another component of clear messaging.³⁸ Others such as Ewell also highlight the importance of measures especially those, which utilize current academic structures in an attempt to recognize success. Ewell also recognizes the fluctuating nature of defining success, stating the continual process of initial identification of success and its future mutability based upon an initiatives progress.³⁹ While Zemsky further highlights the need to incite an internal demand for reform, involving presentation of both the need for and results of reform. For Zemsky the attention given to the clear messaging, involving a strong case for reform through measurement and assessment, is the foundational piece to incite future internal evaluation structures.⁴⁰

³⁷ Kezar, "Synthesis of Scholarship," 7-8.

³⁸ Kezar, "Synthesis of Scholarship," 6.

³⁹ Ewell, "Across the Grain," 27-29.

⁴⁰ Zemsky, *Making Reform Work*, 209-211.

Collaboration

Collaboration is another area embraced by successful change in higher education, and should be examined on multiple levels which ultimately interplay. Both internal and external collaboration are necessary for successful change and each contribute to a symbiotic relationship in which forged internal and external partnerships lead to growth in each forum.

Internal collaboration begins with identifying the key players within academia, navigating within the academic hierarchy, and utilizing the local support present in faculty and staff. Existent polarizing division of departments can prove a formidable barrier to internal collaboration. Attempts to bridge gaps via interdepartmental share in responsibility for reform are a means to limit division. Ownership of reform with shared responsibility for proactive change, reporting and assessment, engage participants and fuel action.⁴¹ Growth of the internal knowledge base through investment in professional development also increases the support base and collaborative opportunity internally.⁴²

External collaboration is just as vital as internal collaborative efforts. External support in the form of strategic partnerships, intermediary organizations, coalitions, conferences and research provide additional support to a reform. Strategic partnerships provide external support structures as well as increase the circle of impact. Partnerships also serve as additional manpower and financial support resources focusing beyond the campus.⁴³

⁴¹ Ewell, "Across the Grain," 13-14. Kezar, "Synthesis of Strategies," 11.

⁴² Kezar, "Synthesis of Strategies," 11.

⁴³ Zemsky, *Making Reform Work*, 206-208.

Intermediary organizations offer both resources and an opportunity to increase the scale of a reform. Campus Compact is an example of an intermediary organization, separate from colleges that enabled the increased scope of the service-learning movement.⁴⁴ Lastly, coalitions, conferences, and research offer additional means of collaboration. These forums initiate exchange of ideas as well as increase the knowledge base of a reform effort.

Successful collaboration balances internal and external relationships as well as aligns internal and external expectations. Establishment of communication enables an informed and engaged support system.

Identifying Required Resources

Resources are the blood flow of any reform. External sources of support can be external levers for bringing about change. The government for example can play a major role in providing both support in a financial sense as well as credibility to a reform movement. Additional resources to consider include staffing reform initiatives, financial resources as well as technological needs.

Funding, as mentioned earlier, is an initial barrier to change in higher education, and is often times viewed as a short-term injection of funds for an initial project. By identifying a sustainable funding resource early on, a reform is then able to gain traction and position itself in a long-term versus a short-term context. A viable funding stream signals to participants the sustainability of a project, which merits initial investments of time and energy.⁴⁵

⁴⁴ Kezar, "Synthesis of Strategies," 4.

⁴⁵ Ewell, "Across the Grain," 4-6.

Figure 4: Summary of Elements of Successful Change

<p>UNDERSTANDING THE CONTEXT</p> <ul style="list-style-type: none"> ➤ Aligning Internal and External Structures ➤ Recognizing Internal Needs ➤ Understanding Internal History, Current Culture and Climate 	<p>CLEAR MESSAGING</p> <ul style="list-style-type: none"> ➤ Defining Distinctiveness ➤ Offer Solutions ➤ Tangible Actions, Benefits and Effects ➤ Embrace Transformational and Transactional Change
<p>FOCUSING ON COLLABORATION</p> <ul style="list-style-type: none"> ➤ Internal Collaboration ➤ External Collaboration ➤ Alignment and Shared Responsibility 	<p>IDENTIFYING REQUIRED RESOURCES</p> <ul style="list-style-type: none"> ➤ Staffing ➤ Funding ➤ Technology

Chapter 3: Examining Successful Movements in Higher Education

Three distinct movements in higher education stand out as exemplars for successful change agents in higher education: the service-learning movement, the sustainability movement and the Open Educational Resources (OER) movement. Each of these three initiatives embody elements of successful reform and serve as working models from which to garner lessons in transformational endeavors such as can be applied to developmental education. What follows is a brief examination of each movement.

THE SERVICE-LEARNING MOVEMENT

The service-learning movement in higher education has focused on merging in-the-classroom-learning with external real-world issues. Service-Learning moves beyond pure cognition by offering an opportunity for physical expression and application through societal interaction.⁴⁶ Three distinct motivations have been identified as fueling this movement in higher education: alignment of education and service, a desire to broaden the scope of service to move towards social justice, and the utilization of service as a vehicle by which students can gain essential skills to be effective citizens.⁴⁷

What has set this movement apart and led to its success are first and foremost the support-base for service-learning and the collaborative nature of this support both internally and externally. One glance at the timeline of events of

⁴⁶ Nadinne I. Cruz, Dwight E. Giles Jr., and Timothy K. Stanton, *Service-Learning: A Movement's Pioneers Reflect on Its Origins, Practice, and Future* (California: Jossey-Bass Inc., 1999), 1-5.

⁴⁷ Cruz, Giles, Stanton, *Service-Learning*, 54.

integration of service and education reveals a lineage of supporters starting as early as the 1960's. The early infrastructure for service-learning began to take shape at the 1969 meeting of the Southern Regional Education Board, the City of Atlanta, Atlanta Urban Corps, Peace Corps, VISTA and the U.S. Department of Health, Education and Welfare and continued to take root and grow with the 1985 formation of Campus Compact. A collaboration of Brown University, Georgetown College and Stanford University's presidents as well as the president of the Education Commission of the States, Campus Compact became and continues to be the vital intermediary organization to the service-learning movement.⁴⁸

Strategic partnerships in place include both public and private institutions such as the Federal Government in the form of the Office of National Service and Learn and Serve America, as well as private institutions such as individual university's and as mentioned earlier Campus Compact. These collaborative partnerships have resulted in resources to sustain and expand the movement. Grants and other funding have been made available by governmental agencies supporting both program implementation and research.⁴⁹ Organizations such as Campus Compact provide a clearinghouse of information and serve as a guide for campuses in implementing service-learning programs.⁵⁰

⁴⁸ Campus Compact, "Our History," www.campuscompact.org.

⁴⁹ Maryann J. Gray, Elizabeth H. Ondaatje, Ronald Fricker, et al. *Combining Service and Learning in Higher Education: Evaluation of the Learn and Serve America, Higher Education Program*, (California: RAND, 1999), xv.

⁵⁰ National Service-Learning Clearinghouse, "History of Service-Learning in Higher Education," (January 2008), 1-2, http://www.servicelearning.org/what_is_service-learning/history_hesl/index.php.

The movements clear messaging also played a role in its success. Early on a correlation between service-learning and responsible citizenry was made and sustained, thereby highlighting the need for service-learning. Taking in stride the expected role of educational institutions to serve as places of preparation and instruction of citizenship, the service-learning movement appealed to both the academic sector as well as a broader constituency, highlighting mutual benefits and utility of linking service and education.⁵¹ A focused vision grounded in the belief that individuals could be a proactive force in society as well as the recognition of the interdependent nature of service and learning provided further definition and clarity to the movement.⁵²

Lastly, the role of accreditation, recognition and outside measures significantly contributed to the success of this movement. Examples of external recognition of service-learning include: the Carnegie Commission on Higher Education's Carnegie Classification, which analyzes higher education institutions in regards to diversity including assessment of campuses involvement in community engagement;⁵³ The President's Higher Education Community Service Honor Roll; and Campus Compact's numerous student, faculty and institutional awards.⁵⁴

⁵¹ Kezar, "Synthesis of Scholarship," 8.

⁵² Cruz, Giles, Stanton, *Service-Learning*, 73-76, 138-141.

⁵³ The Carnegie Foundation for the Advancement of Teaching, "The Carnegie Classification of Institutions of Higher Education," <http://classifications.carnegiefoundation.org/>.

⁵⁴ National Service-Learning Clearinghouse, "History of Service-Learning."

THE SUSTAINABILITY MOVEMENT

The Sustainability Movement focuses on two distinct areas in higher education: campus sustainability and environmentally focused curriculum. Sustainability activities have taken the form of energy conservation, sustainable building, use of renewable energy sources, waste management, water conservation and sustainable food and dining practices. The integration of sustainable efforts has been seen in institutional missions, visions, college strategic and master plans, policies and sustainability assessments and reports.⁵⁵

In regards to curriculum, campuses have launched environmental and sustainability-themed programs of study including B.A., M.B.A. and PhD programs in sustainability as well as an integration of sustainable coursework in the general education curriculum. The increasing trend of sustainability efforts is seen in the number of programs being established on campuses as well as the internal addition of staff and departments to expand and support sustainable programming.⁵⁶ In 2005 only 3 programs existed and in only two years the number had increased to over 27 programs.⁵⁷

The sustainability movement has gained momentum due to its alignment with campus culture as well as external interest in sustainable initiatives. The high visibility of the need for sustainable measures, education and skills has been highlighted in recent legislation, the evolution of the “green collar” job industry

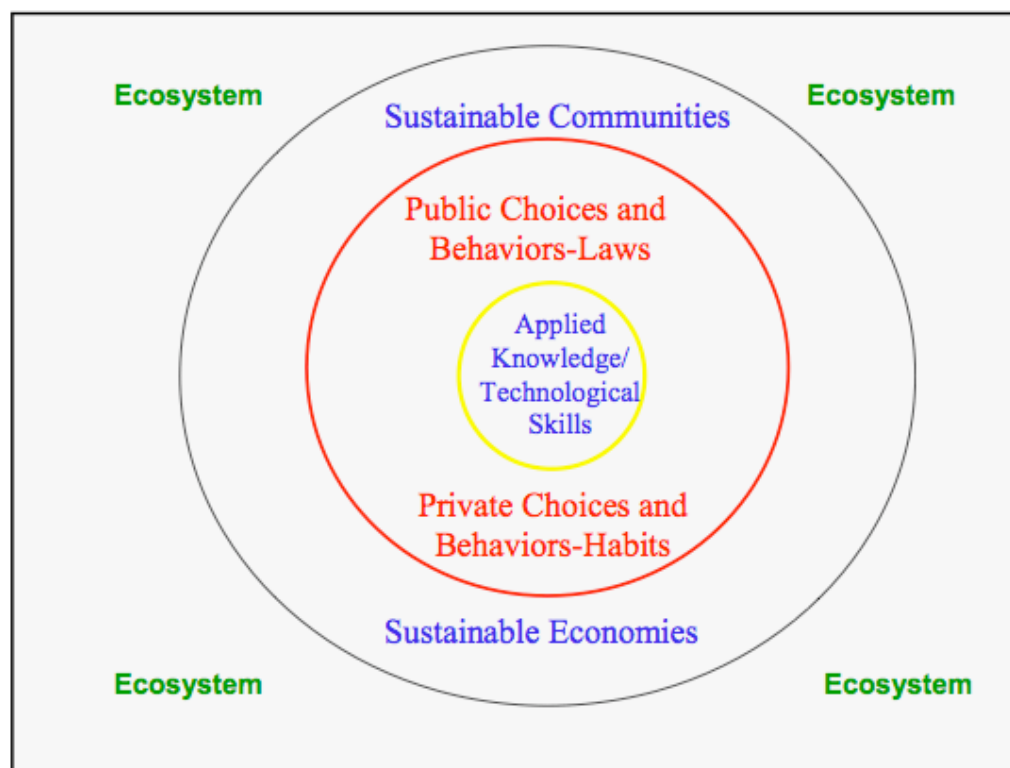
⁵⁵ Terry Calhoun, Debra Rowe and Judy Walton, “Education for a Sustainable Future,” (presentation, Higher Education Association’s Sustainability Consortium and Disciplinary Association’s Network for Sustainability, June 6, 2007): 13, 18-27.

⁵⁶ Calhoun, Rowe, and Walton, “Education for a Sustainable Future,” 13, 20, 26-27.

⁵⁷ James L. Elder and Jean MacGregor, “The Sustainability Movement in Higher Education: An Overview,” (December 2008): 3-6.

as well as the high-profile climate change reports such as the Intergovernmental Panel on Climate Change EPA report.⁵⁸ International attempts to highlight sustainability have also provided additional momentum to the movement such as the 2002 United Nations General Assembly resolution to implement the Decade of Education for Sustainable Development 2005-2014 and provision of an action plan for implementation.⁵⁹ All of these initiatives highlight the core educational component and role of higher education in the larger sustainability movement.

Figure 5: Central Role of Education in Sustainability Movement⁶⁰



⁵⁸ Calhoun, Rowe, and Walton, “Education for a Sustainable Future,” 5-9.

⁵⁹ United Nations Educational, Scientific and Cultural Organization, “International Implementation Scheme: United Nations Decade of Education for Sustainable Development 2005-2014,” (October 2005): 5. <http://unesdoc.unesco.org/images/0015/001540/154093e.pdf>.

⁶⁰ Calhoun, Rowe, and Walton, “Education for a Sustainable Future,” 6.

Campus alignment is also seen in the multi-tiered approach to sustainability, ranging from academic programming to building policies and structures focusing on Leadership in Energy and Environmental Design (LEED) certification.⁶¹ This integration at many levels in higher education institutions has created a platform for collaboration involving facilities, operational administration, academic departments and student led organizations.

The collaborative nature of the sustainability movement has also contributed to its scope and success. Similar to the service-learning movement, the sustainability movement has a strong infrastructure of internal and external partnerships as well as established intermediary organizations. The Higher Education Association Sustainability Consortium (HEASC) as well as the Association for the Advancement of Sustainability in Higher Education (AASHE) provide additional infrastructure, resources and support for the movement.

HEASC's focus is three-fold in supporting strong leadership, promoting research and inciting action relating to sustainability in higher education. HEASC fulfills their mission through providing accessibility and proliferation of related publications, offering professional development and training, as well as serving as an active and vocal component of the sustainable and greening movement. In addition, HEASC has forged and continues to manage multiple partnerships.⁶²

AASHE has played a major role in legitimizing the movement through both support as well as assessment endeavors. Most recently, AASHE has

⁶¹ Calhoun, Rowe, and Walton, "Education for a Sustainable Future," 19-24.

⁶² Higher Education Associations Sustainability Consortium, "HEASC," (2007), <http://www2.aashe.org/heasc/about.php>.

launched an assessment pilot in June 2009, the Sustainability Tracking, Assessment and Rating System (STARS) for Colleges and Universities. In addition to support in assessment and standards of sustainable programming AASHE also provides a portal for job listings and hiring practices specifically related to sustainable positions.⁶³

This leads to the final successful element, the standards, recognition and accreditation associated with the sustainability movement. As discussed previously in successful elements of change, an ability to incite internal evaluation and assessment is integral to sustainability of a project and the sustainability movement has accomplished this through various modes and organizations.

As mentioned earlier the AASHE provides a means of assessment of sustainability on campuses additionally the National Wildlife Federation publishes a “National Report Card on Sustainability in Higher Education” and through the U.S. Green Building Council’s LEED certification. Awards range from structural, leadership and student involvement recognitions such as the AASHE’s Leadership Awards, the EPA P3 student awards and LEED recognition and portfolio program.⁶⁴

THE OPEN EDUCATIONAL RESOURCES MOVEMENT

The Open Educational Resources movement focuses on free and accessible digital resources related to learning, instruction and research. Two movements, which have been foundational in the current OER movement, are

⁶³ Calhoun, Rowe, and Walton, “Education for a Sustainable Future,” 14.

⁶⁴ Calhoun, Rowe, and Walton, “Education for a Sustainable Future,” 21-25.

Free and Open Source Software (FOSS) and Open and Distance Learning (ODL). The FOSS initiative pioneered software sharing, use, reuse and distribution defining user rights and restrictions via software coding. ODL was a step forward in expanding the scope and platform for higher education and learning. The OER movement has been noted as a culmination of the two initiatives, taking into context the new demand for higher education resources as well as the global community aspect of learning.⁶⁵

At the forefront of the OER movement were Wikipedia and the Massachusetts Institute of Technology's OpenCourse Ware Project. Wikipedia, the well-known online encyclopedia, was an initial experiment in OER begun in January 2001. This volunteer-created encyclopedia proved successful, quickly gaining participants and in a year's time expanding to over 100,000 articles.⁶⁶

The MIT OpenCourse Ware project proved successful as well. Initially begun in 2002, the OpenCourse Ware project aimed to make course materials available online and embraced a truly public service motivated mission in its inception and implementation. Currently, over 1,900 courses are part of the OpenCourse Ware project with over one million people accessing these materials every month.⁶⁷

What has contributed to the OER movement's success is the collaborative nature of the movement itself as well as the strategic internal and external

⁶⁵ Philipp Schmidt, "UNESCO OER Toolkit: A Guide for Participating in the International Open Education Commons," Version 1.1 (October 2009), http://oerwiki.iiep-unesco.org/index.php?title=UNESCO_OER_Toolkit.

⁶⁶ Schmidt, "UNESCO OER Toolkit."

⁶⁷ Schmidt, "UNESCO OER Toolkit."

partnerships forged. The collaborative nature of this movement has been foundational in providing both tangible and intangible infrastructure in the form of software and partnerships. OER partners not only span industry sectors they also extend to nations across the globe including the Hewlett Foundation, the United Nations Educational, Scientific and Cultural Organization (UNESCO), Sun Microsystems and the Organisation for Economic Co-operation and Development (OECD) to name a few.⁶⁸ These partnerships are rooted in a dedication to identify innovation and excellence, as well as incite participation, nationally and internationally, ultimately fueling creation of a sharing community of learners and educators. Examples of this dedication are seen in the efforts to include and increase access of developing nations, and recognition and investments provided by those in the field.⁶⁹

The tangible infrastructure of this movement is the actual software and programming platforms made available through various projects such as eduCommons, Connexions, and the Creative Commons Project. The development and accessibility of these tools allow for broad use and participation in the OER sharing community.⁷⁰

This movement also aligns directly to present academic needs and desires, responding to the increasing demand for access to educational resources especially in higher education. The benefits of decreased costs and increased

⁶⁸ Schmidt, “UNESCO OER Toolkit.”

⁶⁹ Daniel E. Atkins, John Seely Brown, and Allen L. Hammond, “A Review of the Open Educational Resources (OER) Movement: Achievements, Challenges, and New Opportunities,” (February 2007), 15-21, http://www.oerdes.org/wp-content/uploads/2007/03/a-review-of-the-open-educational-resources-oer-movement_final.pdf.

⁷⁰ Atkins, Brown, and Hammond, “A Review of OER,” 8-10.

accessibility are recognized by those within the academic field as well as outside.⁷¹

DRAWING PARALLELS

Each of the three movements discussed have varying scopes, yet seem to embrace common ideals. Collaboration is one tenet all three movements fully grasp and utilize. The strategic partnerships forged in each of these three movements have ultimately been foundational in identifying internal and external support, in the form of intermediary organizations, funding, outlets for research and information dissemination, resources for professional development and training, additional staffing and technological resources. All of these elements have proven vital to sustaining momentum, inciting growth, expansion, innovation and further participation in each movement.

Additionally, each movement's alignment and understanding of academic structures and culture has shown great success in ultimate integration. Intentional correlation of identifying academic needs and a shown consideration for present structures in movement messaging has equated to an initial firm foundational groundwork from which to implement change agents.

Identification of the resource requirements of an initiative is essential and demonstrated in the types and number of partnerships established by each movement. The connection between available resources and sustainability has been embraced by all three movements. Also each movement's recognition of the motivational and credibility factors of involving assessment as well as some form

⁷¹ Schmidt, "UNESCO OER Toolkit."

of outside recognition to movement participants is another common aspect of all of these movements.

The following chapter will attempt to further situate the successful and common aspects of these three movements as they relate to reform and re-situation of developmental education in higher education.

Chapter 4: Lessons Learned and Applied to Developmental Education

Drawing from analysis of change processes and successful movements in higher education, the following chapter examines the applicable elements to transforming developmental education.

REVISITING THE CURRENT STATE OF DEVELOPMENTAL EDUCATION

As examined in Chapter 1, developmental education faces numerous challenges beginning with a lack of consensus in defining the role of developmental education, its implementation and standards. Outside of other factors such as the current student body makeup, retention rates and effectiveness, these issues remain at the core of beginning to reform developmental education.

Table 2: Analysis of Developmental Education

Analysis of Developmental Education	
<p>Current Success</p> <ul style="list-style-type: none"> ➤ Pre-existing models, tools and materials ➤ Pre-existing knowledge-base ➤ Pre-existing infrastructure ➤ Data and Research 	<p>Current Challenges</p> <ul style="list-style-type: none"> ➤ Undefined tangible goals of college-readiness ➤ Undefined standards and assessment ➤ Inconsistent implementation and participation requirements ➤ Ineffective screening methods

One of the major barriers to developmental education is the lack of focus in its messaging and incohesiveness in its participation. As seen in the service-

learning, sustainability and Open Education Resources movements there exists a clear sense of the mission of the initiative, which allows for informed and collaborative participation. In tackling the definition of developmental education in the context of defining clear and broadly accepted standards, developmental education will begin to come into focus and create a common language and context to discuss reform.

In defining standards thought should also be given to creating consensus in program requirements such as mandatory screening and class enrollment. Not only will this offer further focus to developmental education it also provides a forum to strengthen existing partnerships and forge new collaborations.

Collaboration is also a major element in all three educational movements. Partnerships and collaborative efforts have a role in multiple sectors and the underlying theme remains a commonality in managing an issue, a project or program. As seen in Paul Light's work in the nonprofit sector, capacity building requires an initial state of definition which developmental education needs to dedicate more effort to.⁷²

Each of these movements also have a larger culture: the service-learning movement is a culture of educating while impacting communities, the sustainability movement is situated in a culture of environmental responsibility and related proactive initiatives, and the OER movement is centered on a culture of sharing and increasing accessibility of educational materials. Developmental education lacks this cultural context and identity. In some cases it is seen as an

⁷² Paul C. Light, *Sustaining Nonprofit Performance: The Case for Capacity Building and the Evidence to Support It* (Washington D.C.: The Brookings Institution, 2004), 86-92.

additional responsibility of an already taxed education system, while at the student level it is seen as a negative resulting in an additional time commitment and a barrier to an expected course of study. Therefore, how can this movement in higher education be resituated, and re-branded to both higher education institutions and students?

RECOMMENDATIONS

What does this mean for developmental education? For one, consensus on standards will make clear expectations to both institutions as well as students. Standards are a vehicle by which to both define as well as situate developmental education within the higher education culture and context. Formulating a widely held expectation for both campuses and students will allow for further collaboration as well as provide a clear path for those students that might fall into the category of requiring developmental education upon entering college. The stigma associated with developmental education appears to revolve around ambiguity on both the institution and student perspective of developmental education; definition via standards seems to be a means to remove this ambiguity.

Standards therefore are a first step in resituating developmental education and can serve as a motivating force to new and innovative ways of approaching the subject. Standards will also allow for increased communication both internally and well as externally.

Worth exploring is the issue of the changing student population, and what this means for developmental education. As seen in the T.I.D.E.S. study as well as the work of Chickering and Ericson, a number of indicators of student success

have already been examined. Implementing a better method for capturing some of this data might assist higher education institutions in highlighting the needs of their incoming student body. In the context of non-cognitive skill sets, this data relating to motivations and preconceived realizations of success, willingness to seek assistance, may very well be a foundational piece to incorporating non-cognitive screening as well as assessment for incoming students. Moving developmental education from a cognitive approach to a more holistic view of the student appears to be a viable solution to creating more effective programming.

Re-branding developmental education has its roots in moving towards definition as well as recognizing the participants and their needs. “Individual” does not appear often in the discussion of remedial education rather a seeming mass of unprepared students converging on today’s higher education institutions occupies much of the discussion of developmental education. What would a shift to individualizing developmental education mean for higher education? To analyze this process through a communications or marketing lens this would follow the cycle of identifying developmental education’s audience, defining the desired change in behaviors, highlighting appropriate clear and concise messaging, identifying effective communication channels and a means to monitor and evaluate communications or in this case the programming.⁷³

In taking the notion of developmental education outside of its normal confines the importance of the individual emerges as a possible route to rethinking and reforming developmental education. Additionally,

⁷³ Deborah Edward, “Marketing For Nonprofits,” (lecture, LBJ School of Public Affairs, Austin, TX, July 2009).

individualization seems to offer a positive spin for students if the messaging embraces a clear goal of working for them, with their individual skill sets and needs. No longer would developmental education be an attempted fix-all for the masses but a fine-tuned method, an individualized stepping stone to student success and achievement in higher education; a path versus an obstacle to a degree.

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Vita

A native of Philadelphia Pennsylvania, Dana M. D'Orazio graduated cum laude and received her Bachelor of Arts in English, concentration in Writing and Rhetoric and minor in Philosophy from Villanova University. After completing her bachelors Dana joined the Americorps in Atlanta Georgia and began her work in the education field. Upon completion of her first documentary highlighting her refugee students' educational aspirations Dana pursued a Masters in Public Affairs at the Lyndon Baines Johnson School of Public Affairs at the University of Texas at Austin. Her work at LBJ focused on education policy issues. While at LBJ Dana was inducted into the Phi Kappa Phi Honor Society as well as the Gamma Beta Phi Honor Society.

Permanent address: 25 Trout Run Drive, Media, Pennsylvania 19063

This report was typed by the author.