

PLEASE RETURN BY: OCTOBER 5, 1989

**A SURVEY OF STUDENT ASSESSMENT AND
DEVELOPMENTAL EDUCATION
IN MICHIGAN'S PUBLIC COMMUNITY COLLEGES**

SEPTEMBER, 1989

**A State Board for Public Community
and Junior Colleges Project**

RETURN SURVEY TO:

Barbara J. Argumedo, Ph.D.
Michigan Department of Education
Community College Services Unit
P. O. Box 30008
Lansing, MI 48909

COLLEGE: _____

NAMES AND TITLES OF PERSONS COMPLETING THIS SURVEY:

Principal Responder: _____

Other Participants:

NAME

TITLE

<u>NAME</u>	<u>TITLE</u>

METHODOLOGY:

All 29 community colleges are being asked to complete the following survey as well as the three four-year universities that serve in a community college capacity by awarding certificates and/or associate degrees. At each institution, the president will be asked to designate one individual who will be responsible for ensuring that all appropriate staff are notified and have input into the completion of this survey. The administrators responsible for academic instruction and student services at each college will receive a copy of the letter sent to the president. At each institution the number of individuals assisting in the completion of the survey may range from one to many, although the expectation is that only one survey will be returned from each college. For this reason it is strongly recommended that at each college a committee representative of the various developmental efforts be formed to coordinate the completion of a single survey form. The president should solicit input from the following individuals in the completion of this survey: (1) Developmental administrator and instructor from each program area, (2) Director of Counseling/Student Services, (3) Registrar, (4) Director of Admissions, (5) Special Needs Coordinator, and (6) ACS 6 contact person or the institutional budget official.

Study reports will be largely statistical, although they may note specific institutional efforts in developmental education. Individual confidentiality is assured for college staff responding to the survey.

In addition to those individuals who participated in the completion of the survey form, every college president will receive a study report. The research report will also be submitted to the ERIC system for use by other developmental educators and policy makers.

The survey is organized according to the following components: assessment/placement, developmental population, assessment methods, services/activities, organizational structure, institutional policies and practices, faculty and staff, external relations, evaluation of developmental efforts, and program narratives.

ASSESSMENT/PLACEMENT:

2. Do you test newly admitted students?

_____ No testing

_____ Optional testing

_____ YES

3. What type of students are tested? (Check all that apply)

_____ All students

_____ Full-time credit students

_____ Full-time non-credit students

_____ Part-time credit students

_____ Part-time non-credit students

_____ Evening students

_____ Community service students

_____ Customized business and industry training students

_____ Testing is based on specific course requirements

_____ Freshman only, not incoming transfer students

_____ All transfer students

_____ Only transfer students who have not taken English
or math

_____ Self- or faculty-referred students

_____ Off-campus students

_____ Other (specify) _____

DEVELOPMENTAL POPULATION:

6. What populations are your developmental services prepared to accommodate? (Check all that apply)

- Unprepared/illiterate
- Underprepared/academically disadvantaged¹
- Limited English proficient (LEP)
- International students
- Handicapped²:
 - Learning disabled (i.e, dyslexic)
 - Mentally or emotionally impaired
 - Traumatic brain injured
 - Speech or language impaired
 - Hearing impaired
 - Visually impaired
 - Deaf/blind
 - Mobility impaired
 - Multi-handicapped
 - Other disabled students (specify:)

Other (specify) _____

- ¹ a. New enrollees from a secondary educational agency whose basic academic or overall G.P.A. is below 2.0 on a 4.0 scale, or persons who demonstrate inability to succeed based upon standardized test procedures.
 - b. G.P.A. of less than 2.0 on a 4.0 scale in those courses designated for the occupational training program during the current and/or previous enrollment periods in a postsecondary institution.
 - c. Students with a record of repeated withdrawals who have enrolled or intend to enroll in an approved occupational education program.
 - d. Secondary educational program drop-out without a high school diploma or a G.E.D..
- ² a. Persons who have been diagnosed as handicapped by a physician, psychiatrist, psychologist, or other recognized professional who is licensed and/or certified by the State of Michigan to make such determinations.

7. Are your institution's developmental education services available only to students who tested as needing developmental assistance?

YES NO

(Explain): _____

REPORTING CAUTION FOR QUESTIONS 9-12:

For questions 9-12, include all students enrolled in credit and non-credit courses, students in business and industry contracted instruction, and students in special programs supported by state and federal funds. Do not refer to IPEDS (Integrated Postsecondary Education Data System) data from Fall Enrollment Form Part C, 1.a., as the IPEDS data only includes students enrolled for credit and would result in an undercount of developmental students served.

9. Please identify the number of students by race and sex who tested as needing remediation in one or more developmental areas in Fall term, 1988.

Note: Students may be counted more than once.

FALL 1988

Remedial/ Developmental	Black Non-Hispanic		Hispanic		Asian/ Pacif. Island.		Amer. Indian/ Alaskan Nat.		White Non-Hispanic		Non-Resident Alien		Other		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Reading																
Writing																
Math Computation																
Algebra																
Science																
Other (specify)																

11. Please identify the number of students by race and sex who enrolled
in one or more developmental course during Fall term, 1988.

Note: Students may be counted more than once.

FALL 1988

Remedial/ Developmental	Black Non-Hispanic		Hispanic		Asian/ Pacif. Island.		Amer. Indian/ Alaskan Nat.		White Non-Hispanic		Non-Resident Alien		Other		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Reading																
Writing																
Math Computation																
Algebra																
Science																
Other (specify)																

ASSESSMENT METHODS:

13. Do you use standardized tests?

_____ YES (Go to 14)

_____ NO (Go to 15)

14. If YES, check all that apply:

_____ ASSET (Check components used)

_____ Writing Skills

_____ Reading Skills

_____ Numerical Skills

_____ Advanced Mathematics

_____ Elementary Algebra

_____ Intermediate Algebra

_____ College Algebra

_____ Geometry

_____ College Board MAPS (Multiple Assessment Programs & Services)

_____ College Board CLEP (College Level Examination Program)

_____ Standardized Reading Test (List names):

_____ T.O.E.F.L. (Test of English as a Foreign Language)

_____ Other (Specify)

17. Do you use other methods to identify students who need developmental education ?

_____ YES (GO to 18) _____ NO (GO to 19)

18. If **YES**, check all that apply:

_____ College Instructor/Counselor Referral

_____ Student Referral

_____ High School Record

_____ Transfer Record

_____ ACT Scores

_____ SAT Scores

_____ Business and Industry Referrals

_____ Other (specify) _____

19. Of the methods you use from the previous lists, are there any with which you are dissatisfied?

(Please explain) _____

23. Do you have a system for monitoring student progress across developmental areas?

_____ YES (GO to 24) _____ NO (GO to 25)

24. If **YES**, in what developmental subject areas does monitoring take place? Check all that apply and provide the percentage (%) of students from the total enrolled in the institution who receive these services.

<u>Monitoring:</u>	<u>Percentage of Students</u>
_____ Reading	_____ %
_____ Writing	_____ %
_____ Math Computation	_____ %
_____ Algebra	_____ %
_____ Science	_____ %
_____ Other(s)	
_____	_____ %
_____	_____ %

25. What skill areas are included in developmental education? (Check all that apply)

Skill Areas:

- _____ Literacy (0-sixth grade)
- _____ High School Completion
- _____ G.E.D. Preparation
- _____ Basic Skills (Reading, Writing, Math)
- _____ Study Skills (e.g., note taking, test taking)
- _____ Critical Thinking/Reasoning Skills
- _____ Technology literacy (to bridge gap between basic skills and machine specific training)
- _____ Employability Skills
- _____ Life Survival Skills (e.g., Orientation to College Life; other affective components)
- _____ Other (specify) _____

27. What academic support services are used to meet the needs of students in developmental education? Check all that apply and provide the approximate percentage (%) of students needing services that receive them.

<u>Academic Support Services:</u>	<u>Percentage of Students</u>
____ Student Intervention Activities (e.g., Intrusive Advising)	_____ %
____ Support Services for the Handicapped	_____ %
____ Feedback to Faculty re: the Institution's Efforts with Developmental Students	_____ %
____ Feedback to Faculty re: Individual Student Progress	_____ %
____ Linkage Between Developmental Support Activities and the Instructional Objectives of Non-Developmental Courses	_____ %
____ Computer-Assisted Instruction	_____ %
____ Professional Tutoring, Program Specific	_____ %
____ Professional Tutoring, General	_____ %
____ Peer Tutoring, Program Specific	_____ %
____ Group Tutoring	_____ %
____ Individual Counseling	_____ %
____ Career Planning	_____ %
____ Academic Counseling	_____ %
____ General Education Development Testing Services (GED)	_____ %

31. Developmental Education Assistance is offered through which program/service areas ? (Check all that apply)

Academic Support

Student Affairs/Student Support Services

English Department

Math Department

Learning Assistance Center

Education Department

Other (Explain: _____)

32. Where are your developmental activities conducted?
(Check all that apply)

On Campus

Off-Campus Sites

Local school districts

Area vocational centers

Employer work sites

Community centers

Via telecommunication systems

Mobile units

Other (explain) _____

INSTITUTIONAL POLICIES AND PRACTICES:

39. Do students need to pass prescribed developmental coursework before they can enroll in college-level coursework?

YES NO (comments:)

40. How much credit is allowed from developmental courses toward the completion of the following certificates or degrees? (specify)

<u>Certificate/Degree</u> (list)	<u>Credits toward a Degree</u> (specify *)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

41. Does a student's G.P.A. include credit earned in a developmental course? (Please check only one.)

- Yes
- No
- It is a department's prerogative to include it.
- A limited number of credits are included.
- None of the above (please explain:)

45. If **YES**, how are they used in your institution's developmental activities? (Check all that apply)

Tutorial assistance is given within the instructional component of a developmental or college level course.

Tutoring occurs outside the context of a specific course.

46. What different educational qualifications and personal attributes from those of regular faculty and staff does your institution look for when hiring a developmental educator? (attach a separate sheet if necessary.)

47. Are tenured track positions available to developmental education faculty? YES NO NOT APPLICABLE (No tenure system)

48. How many faculty have the following average years of experience in developmental education? (Provide the number of persons in each category; include lab and classroom instructors)

<u>Educators</u>	<u>#0-3 years</u>	<u>#4-6 years</u>	<u>#7-9 years</u>	<u># 10-15 years</u>	<u>#16+ years</u>
<u>F.T. Faculty</u>					
<u>P.T. Faculty</u>					
<u>Paraprofessionals</u>					

49. Does your college have a professional development program that includes preparation of staff to work with underprepared students?

YES (GO to 50) NO (GO to 51)

54. Is space provided within your institution for neighboring K-12 school districts to conduct adult education courses?

YES NO

55. Does your institution work with community-based organizations to meet the developmental needs of your community?

YES NO

If YES, please explain: _____

56. Does your institution work with Business and Industry to promote ongoing and, if necessary, on-site developmental education programs designed to meet specific industry needs?

YES NO

If YES, state an example: _____

EVALUATION OF DEVELOPMENTAL EFFORTS:

57. Does your institution survey students for their expectations of developmental services?

YES (GO to 58) NO (GO TO 59)

58. IF YES, does your institution survey all students or some students?

All Students Some Students

IF YOU CHECKED 59c., PLEASE COMPLETE Q. 60 IF POSSIBLE

60. What is the percentage of those completing remediation who reach minimum competency on a post-test sufficient to begin college level coursework?

Percentage (%)

READING _____

WRITING _____

MATH
COMPUTATION _____

ALGEBRA _____

SCIENCE _____

OTHER _____

61. How often are developmental programs or services evaluated, either formally or informally? Check either F (Formally) or I (Informally)

<u>Content Area</u>	<u>Each Term/ Semester</u>		<u>Annually</u>		<u>Every Two Years</u>		<u>Other</u>	
	<u>F</u>	<u>I</u>	<u>F</u>	<u>I</u>	<u>F</u>	<u>I</u>	<u>F</u>	<u>I</u>
1. <u>READING</u>								
2. <u>WRITING</u>								
3. <u>MATH COMPUTATION</u>								
4. <u>ALGEBRA</u>								
5. <u>SCIENCE</u>								
6. <u>OTHER(S):</u>								
7. _____								

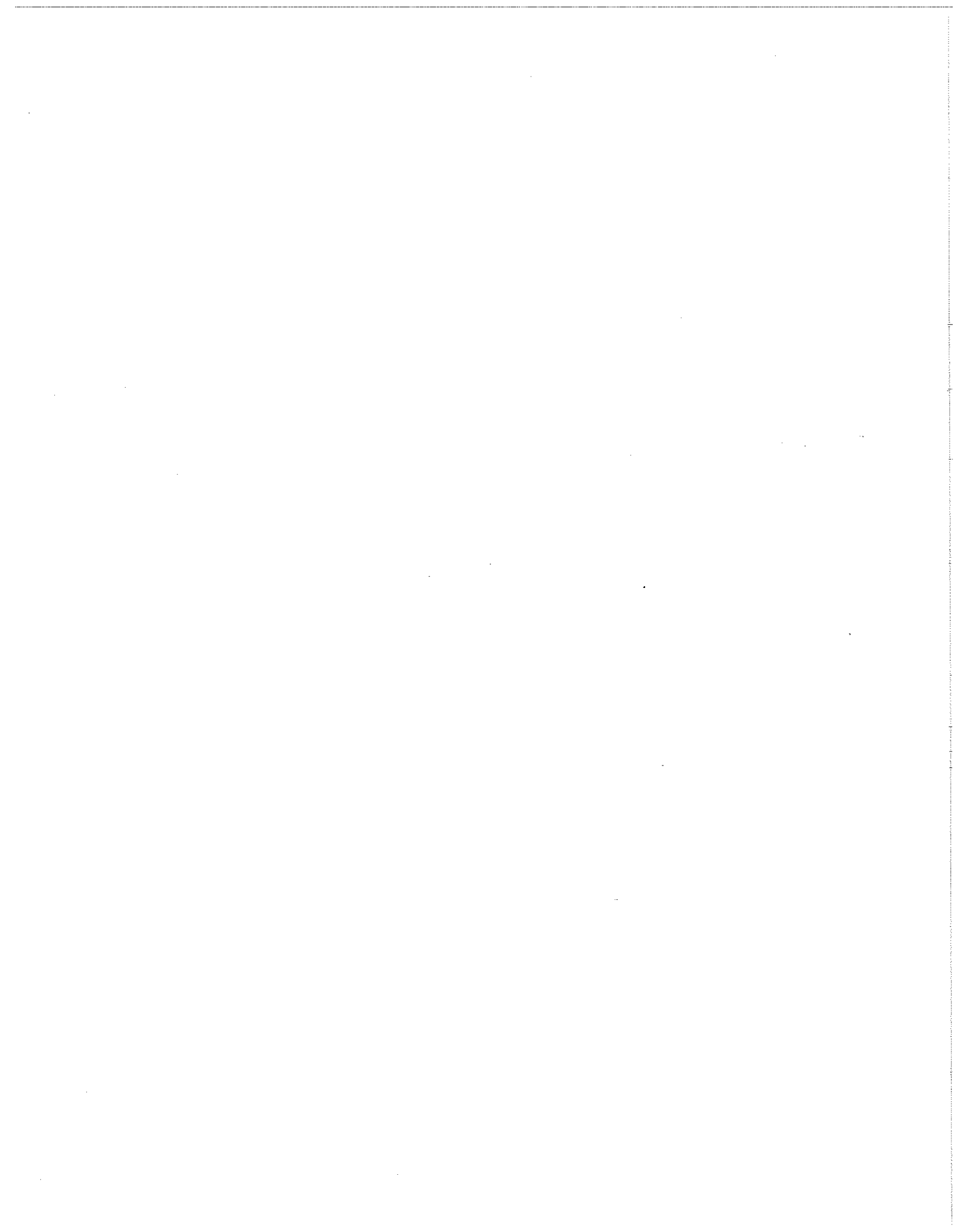
65. If you answered NO to Q. 64, please provide your own working definition of developmental education or the points of difference in the stated definition:

PROGRAM NARRATIVES:

66. Using the following five headings, provide a process description of your developmental activities or program incorporating answers to the questions: who, what, when, why, and how as appropriate. This narrative will be an important component of the final report and should be written to be of utilitarian value to developmental educators and policy makers.

Academic Instructional Practices

Academic Placement Practices



QUESTION 63:

List five specific strengths of your developmental efforts and five areas of major concern.

<u>Strengths:</u>	<u>Number of Colleges</u>
1. - Assessment tests used	1
- ASSET, Nelson Denny	1
- Reasonably accurate ASSET placement of students in proper courses	
- Assessment	5
- Well established and well staffed testing center	1
- Individual diagnosis	1
- Standardized testing	1
- Mandatory assessment (Jackson)	1
- Mandatory testing and placement (Schoolcraft)	1
2. - Computerized access to student records	1
3. - Federal/state grant programs support developmental services	3
- Funding available for initial activities	1
4. - Increasing faculty cooperation in advisement process	1
- Formal orientation and intrusive academic advising program	1
- Academic advising	1
5. - Centralized dean of instruction/student services	1
- Improved coordination with a chair now designated	1
6. - Faculty commitment	11
- Staff involvement integrated across departmental lines	4
- Developmental class offerings	1
- Faculty is concerned and knowledgeable in developmental education teaching	5
- Experienced faculty and staff	2
- Three full-time and 23 part-time dedicated, experienced, caring, and enthusiastic staff (Washtenaw - mathematics)	1
- Awareness of the variety of student needs and a dedication to providing several options to suit them	1
- Linked to classroom	1

Strengths:**Number of Colleges**

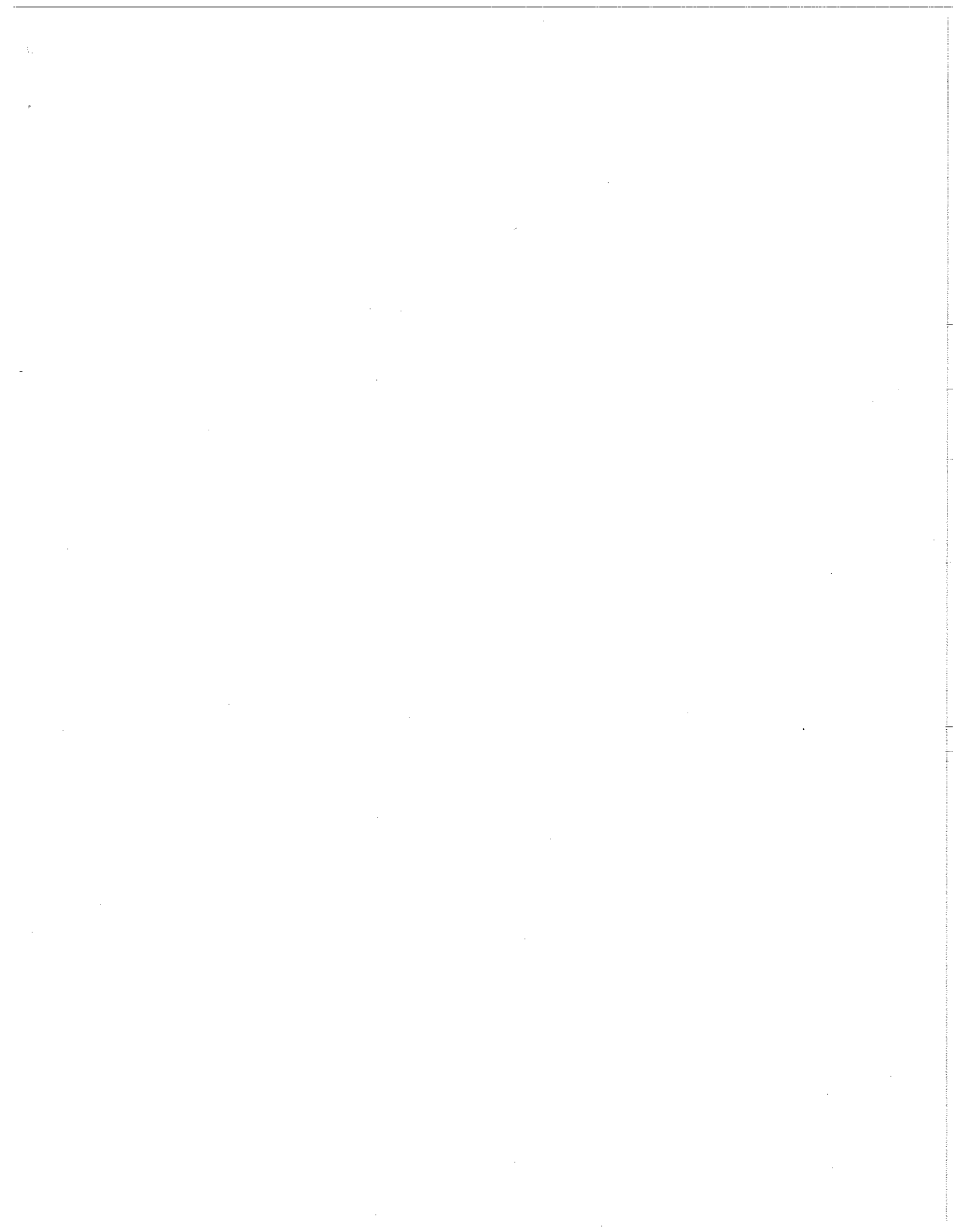
	for students with anxiety and confidence problems	1
	- Accessible to students	1
	- Low student/teacher ratio	1
14.	- Responsive	1
	- Early intervention/developmental instruction leading to long-term student success	1
	- Two-semester course option for English 050/051	1
	- Piloting of Reading 040 and English 050 courses	1
15.	- Cooperative	1
16.	- Institutional commitment	5
	- Support of basic skill pilot program	1
	- Organizational longevity	1
	- Simple	1
	- Administrative commitment	6
	- Identification of administration responsible for leadership of basic skills efforts	1
	- An institution that is capable	1
	- Belief that students have the right to succeed not fail	1
	- High academic demands	1
17.	- Good facilities and equipment	3
	- New learning center	1
	- Good software available to assist students	1
	- Materials	1
18.	- Excellent counseling input/support	2
	- Individual counseling	1
	- Advising process	1
19.	- Independent study materials (CAI, video, cassette/workbook)	1
20.	- Placement	2
	- Mandatory Placement	1
21.	- Instructor's preparedness	1
22.	- Tutoring components	1
23.	- Computers for students	1
24.	- Materials	1
25.	- Achievement Plus program (Kalamazoo Valley)	1

<u>Areas of Concern:</u>	<u>Number of Colleges</u>
- Continuity of full-time and part-time instructors	1
- Maintaining consistency among instructors in providing feedback to students	1
5. - Tracking system for developmental students	1
6. - Adequate developmental course offerings (one-year program)	1
- Inability to offer adequate number of courses and services	2
- Need or variation in format to accommodate individual learning styles	1
- Need for study skill and orientation to college information	1
- Need to incorporate video tapes and computers as alternate delivery sources (mathematics)	1
- Need a drop-in tutor facility as part of the math lab or in a centralized, well-advertised location (mathematics)	1
7. - Lack of formal program	1
- Coordination of overall program	2
- Need for developmental education coordinator	1
- Need for greater coordination of courses and services	1
- Improve link with reading (English)	1
- Clarity of purposes and operations of the program among college constituencies	1
- Improve links with occupational programs and business-industry groups (English)	1
- Decentralized	1
- Lack of time with students	1
8. - No clearly articulated institutional philosophy	1
- Lack of institutional policy regarding both testing and placement	1
- College has not reached agreement on the use of placement testing of (English) students	1
9. - Regular research	1
- Lack of research and future planning	1
10. - Evaluation	1
What does ASSET score mean? (Lake Michigan)	1
- Adequacy of ASSET cut-off scores?	1
- Need for college-wide approach to assessment	1
- Need more effort directed toward program assessment	1
- Proper placement of students	1

Areas of Concern:

Number of Colleges

15.	- Scheduling difficulties regarding developmental education classes	1
	- Limited access	1
	- Outreach to off-campus sites	1
16.	- ESL students	1
	- Dealing with students who are still not prepared for beginning English	1
17.	- Under-prepared students	1
	- Lower level students	1
	- No special program for LD students	1
18.	- Lack of referral networks for learning disabled	1
19.	- Need for more counseling services and referral services for emotionally impaired needing long-term therapy	1
	- Need more counseling among all developmental disciplines	1
	- Delay in assisting students who are not self-motivated to seek help	1
20.	- Delivery system	1
	- Assimilating computers into the system	1
	- Tying reading and writing skills to content areas	1
	- Development of critical thinking	1
	- Flexibility in delivery	1
21.	- Legislative interference	1
22.	- Omnipotence	1
23.	- Retention rates	1



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DEPARTMENT OF EDUCATION

P.O. Box 30008
 Lansing, Michigan 48909

September 7, 1989

Individual to all community college presidents

Dear President _____:

The Michigan Department of Education is conducting a second study of student assessment and developmental education in Michigan's community colleges. The first was conducted in 1988.

A representative group of Michigan community college faculty and administrators developed the focus and content of the survey instrument. This study is being done in cooperation with the Michigan Department of Education, Community College Services Unit, the Michigan Community College Association Executive and Research Committees, and the State Board for Public Community and Junior Colleges.

Enclosed is your institution's copy of the survey. It is recommended that a committee representative of the various student assessment and developmental activities at your institution be formed to coordinate the completion of a single survey form.

The report will be largely statistical and not an evaluation of program effectiveness, although specific institutional efforts may be noted. The advisory group of community college experts will reconvene to review the findings prior to their publication. Copies of the completed report will be sent to each institutional president as well as other participating individuals.

Questions about this survey should be directed to Dr. Barbara J. Argumedo, (517) 335-3087, or Mr. James H. Folkening, (517) 373-3360. Please return the survey to Dr. Argumedo at the following address by October 5, 1989.

Michigan Department of Education
 Higher Education Management Services
 Community College Services Unit
 Post Office Box 30008
 Lansing, Michigan 48909

Thank you for your assistance.

Sincerely,

Donald L. Bemis

Enclosure

cc: Curtis G. Davis (Dean of Instruction)
 Max P. Lindsay (Dean of Student Personnel Services)