A Survey of Student Academic Assessment and Developmental Education Services in Michigan's Public Community Colleges

Third State Survey - Final Report

October 1997

MICHIGAN STATE BOARD

FOR PUBLIC COMMUNITY COLLEGES

ACKNOWLEDGMENTS

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CHARTS

CHARTS continued

1997 SURVEY OF STUDENT ACADEMIC ASSESSMENT AND DEVELOPMENTAL EDUCATION SERVICES IN MICHIGAN'S PUBLIC COMMUNITY COLLEGES

INTRODUCTION

Consistent with national trends, enrollment in developmental education courses in Michigan's community colleges continues to rise. The 1997 Survey represents a continued commitment by the Michigan Department of Education and the Michigan Developmental Education Consortium to journal how developmental education has been interpreted in Michigan's community colleges and how developmental activities and program outcomes are evaluated.

BACKGROUND

The Michigan Department of Education conducted this third study of student academic assessment and developmental education in Michigan's community colleges. The first study was conducted in 1988, and the second in 1990. This study was funded under an Emerging Technologies Consortium Grant, in cooperation with the Michigan Department of Education - Community College Services Unit, the Michigan Developmental Education Consortium, the State Board for Public Community Colleges, and the State Board of Education.

For purposes of this study, the Developmental Education Study Committee modified the American Association of Community College's definition of developmental education. The working definition used by the Committee is as follows:

Definition of Developmental Education

The term "developmental education" is used in community college education to describe courses and services designed to assist academically underprepared* students in attaining the skills they need to be successful in college-level courses. These developmental courses and services commonly include diagnostic assessment and placement; academic preparedness which involves general and discipline-specific learning strategies, and skills to overcome affective barriers to learning. Target populations include, but are not limited to: recent high school graduates and returning adults lacking college-level skills, working adults employed in business and industry, English as a Second Language students, and other college students who may elect to participate in those courses and services.
defined in Appendix

PURPOSE and SCOPE

The purposes of this study were: (1) to identify the current scope, nature, and practices of student academic assessment; (2) to examine current practices in Michigan community colleges' developmental education services colleges, as perceived by college administrators, student service staff and faculty members directly responsible in some capacity for developmental education; and (3) to assess the changes, which have occurred in the past seven years in Michigan.

It is anticipated that the findings will be helpful to college personnel who wish to review what other colleges in the state are doing in developmental education with the intent of establishing benchmarks for their college.

NATURE OF STUDY

This is a study from the college perspective. It bridges academic and occupational education. Four meetings, regarding the study, were conducted during the spring and summer, 1997, in Lansing. The Developmental Education Study Committee met to (1) discuss and develop the focus and content of the survey instrument used for this third study; (2) approve the completed survey; (3) review data gathered; and (4) determine best methods of reporting the data.

Thirty-three surveys were distributed; a total of 30 surveys were completed and returned for tabulation. **The number *thirty* (30) served as the baseline for all percentage data in this study.**

FOCUS

The study focused on the following: 1) institutional practices and policies, 2) assessment practices, 3) placement practices, 4) demographic information, 5) developmental course/service offerings, 6) measurement of student academic achievement, 7) general practices and strategies, 8) retention practices, 9) successful outcomes (as perceived by college personnel) and 10) looking ahead. This study presents the survey tabulations, observations, limitations, based on committee input and recommendations.

INSTITUTIONAL PRACTICES AND POLICIES

1.a. Does your institution have a college policy/written procedure relative to developmental education?

23 Yes   **7** No
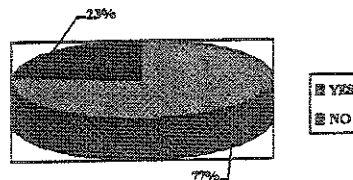
b. If yes, indicate the documents which state those procedures and/or policies:

(Some institutions have the statements located in more than one document)
- 5   policy manual
- 16   catalog
- 3   mission statement
- 2   other
- 5 NA

Observations: The majority of colleges have a policy/procedure relative to developmental education. The college catalogue was the most frequent medium mentioned as being used for stating procedures and practices; it was cited 16 times (55%). Others cited were the policy manual (17%) and mission statement (10%).

Limitations: The responses to question 1 depended upon how institutions chose to answer they answered the questions "Why is developmental education important?" and "Whose responsibility is developmental education?"

2. a. Is there a centralized developmental education department or unit at your institution?

8 Yes   **22** No
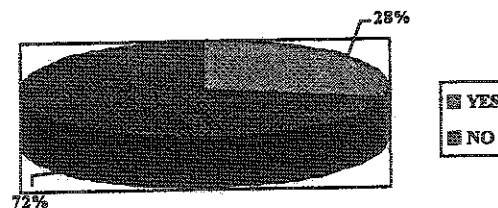
*Answers by *like* colleges, based on the Michigan Community Colleges Activities Classification Structure (ACS) Enrollment Trends: used as a reference for all the questions related to group responses, i.e., questions 2, 5, 8, 17, 18, 39, 50, 56, and 57.

Group 1:	Group 2:	Group 3:	Group 4:
Alpena	Jackson	Delta	Lansing
Bay De Noc	Kellogg	Grand Rapids	Macomb
Glen Oaks	Lake Michigan	Henry Ford	Oakland
Mid Michigan	Monroe	Kalamazoo Valley	Community College
Montcalm	Northwestern	Mott	
North Central	St. Clair	Schoolcraft	
West Shore	Southwestern	Washtenaw	
Gogebic	Muskegon	Wayne County	

Group 5:
Ferris   Michigan Technological
Lake Superior   Northern Michigan University

Group 1
5 no   3 yes
Group 2
5 no   3 yes
Group 3
8 no
Group 4
2 no
Group 5 (universities)
2 yes   2 no

Observation: It may be that the larger the community college, the more likely it is that there will be a centralized developmental education department or unit.

    b. If yes, for which activities/services is it responsible?

(Each bullet represents the response from one institution)

- Reading, tutoring, Special Pops, mentoring, SI, study skills, workshops, writing and math lab
- Counseling, reading, study skills, career, orientation courses – everything except the writing lab (English 074)
- Developmental math and English courses, Individualized learning center, tutoring, SI, Special Needs Counseling/Services
- Staffing developmental classes, tutoring, CAIL, Advisory Program Research, assessment
- We have a Round Table and we have a specific curriculum-program targeting developmental education students.
- Basic Skills assessment; academic, career, and transfer advising; personal and academic counseling; tutoring; basic skills classes in reading, writing, math, and study skills/college orientation; computer lab, writing center
- Developmental education, remedial writing, reading and math, plus tutoring

- The Transitional Studies Unit is responsible for assessment; operation of the reading, writing, and math centers; tutoring; ESL instruction; and all courses numbered below college level.
- Instruction in basic math, writing, reading and study skills
- However, developmental education activities at the college are coordinated by a campus-wide committee which represents all the college departments which provide developmental education services.

3. Of the total funds budgeted for developmental education, approximately what percent came from the following sources for the **1995 Fall Term**? (Check the percentage that best fits the total funds for the following services.)

   1. **Assessment**

	0 - 25%	26 - 50%	51 - 75%	76 - 100%
Institutional Operations 4 NA	(5)	(1)	(7)	(13)
Federal/State 10 NA	(10)	(6)	(2)	(2)
Business/Union Contracts 21 NA	(8)			

ASSESSMENT

Legend:
- □ Institutional Operations
- ▤ Federal/State
- ▦ Business/Union Contracts

5
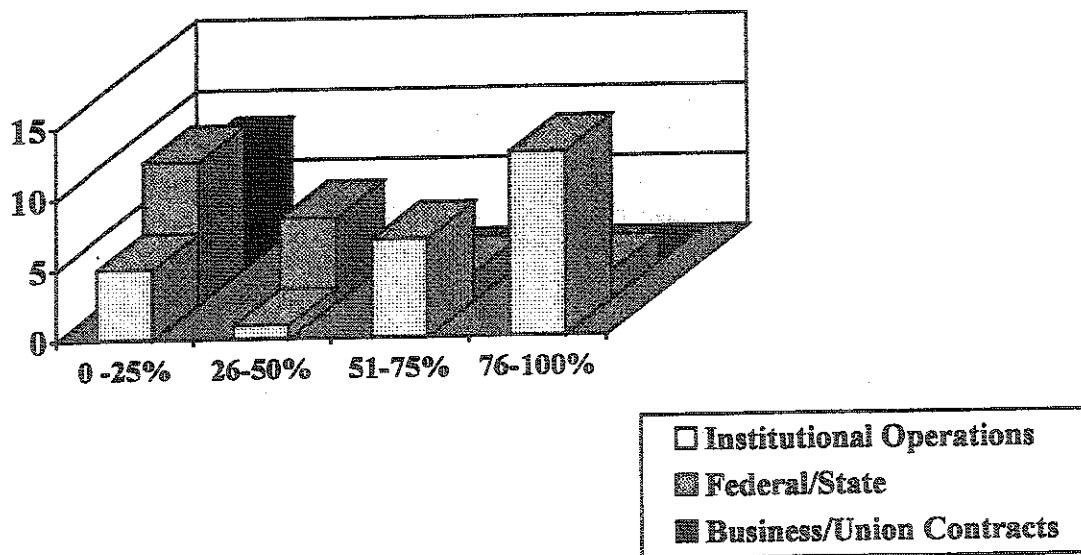
2. Placement (1 missing)

	0 - 25%	26 - 50%	51 - 75%	76 - 100%
Institutional 6 NA Operations	(4)	(1)	(6)	(13)
Federal/State 11 NA	(12)	(3)	(3)	(1)
Business/Union 23 NA Contracts	(6)			

PLACEMENT

Legend:
☐ Institutional Operations
▨ Federal/State
▮ Business/Union Contracts
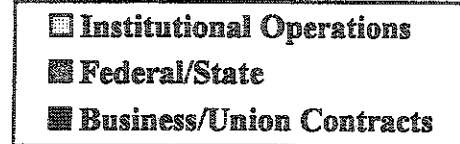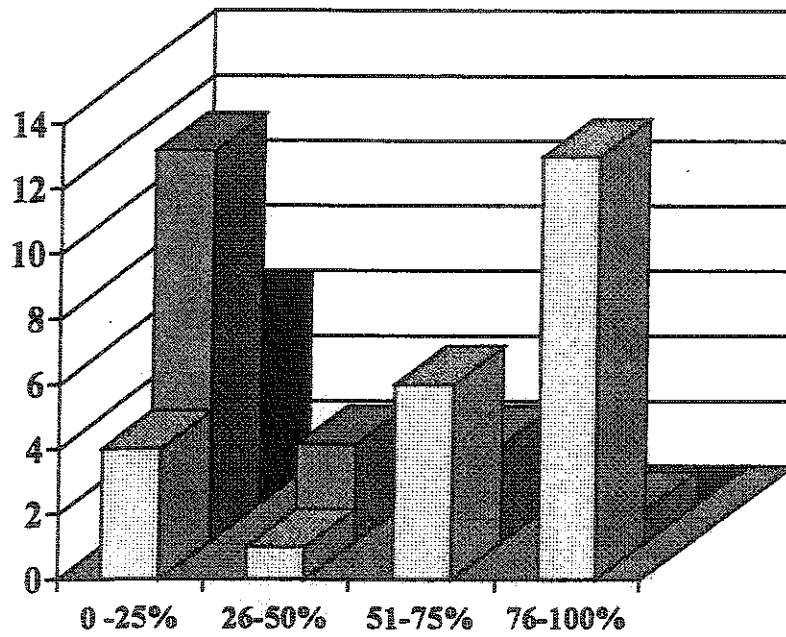
3. Advisement

	0 - 25%	26 - 50%	51 - 75%	76 - 100%
Institutional 6 NA Operations	(2)	(1)	(6)	(14)
Federal/State 11 NA	(10)	(4)	(4)	(1)
Business/Union 23 NA Contracts	(6)			

ADVISEMENT
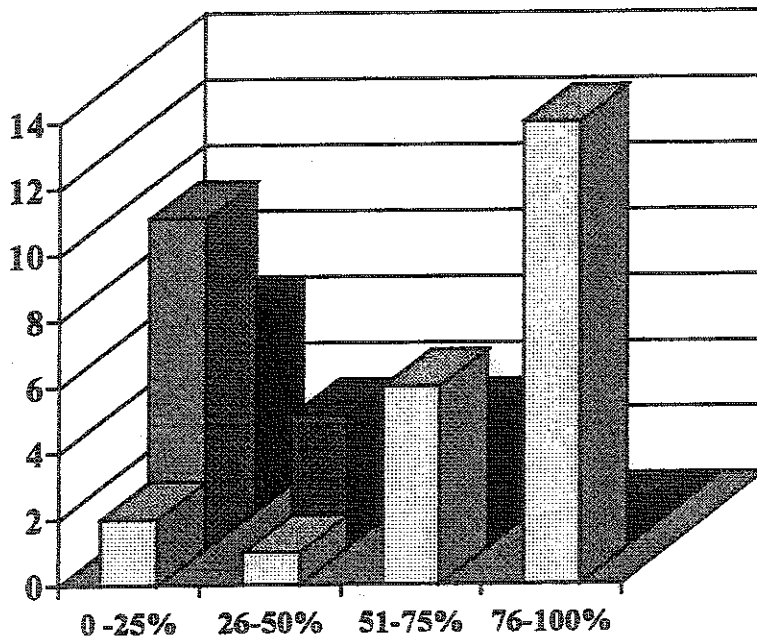
| ☐ Institutional Operations |
| ▓ Federal/State |
| ▓ Business/Union Contracts |

4. Instruction

		0 - 25%	26 - 50%	51 - 75%	76 - 100%
Institutional Operations	4 NA	(0)	(5)	(5)	(16)
Federal/State	12 NA	(9)	(5)	(4)	(0)
Business/Union Contracts	22 NA	(7)			

INSTRUCTION

Legend:
- Institutional Operations
- Federal/State
- Business/Union Contracts
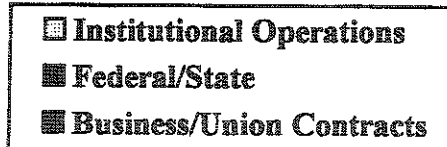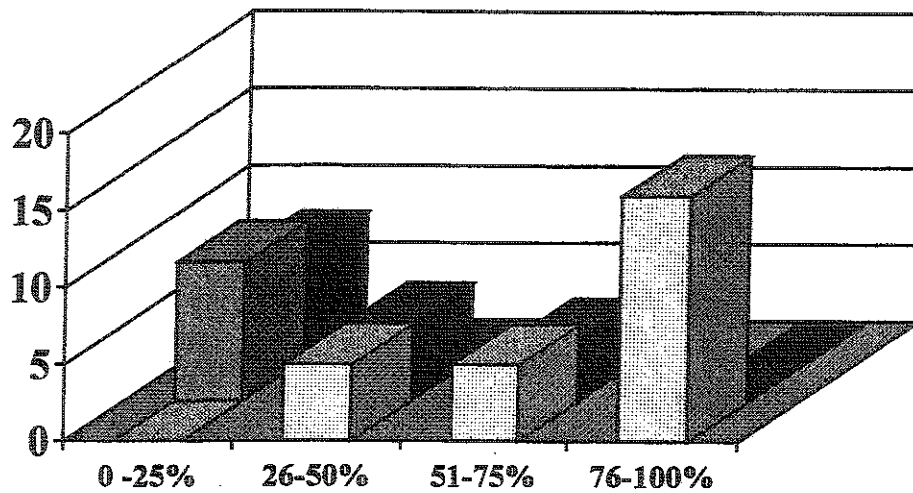
5. Tutorial Services

		0 - 25%	26 - 50%	51 - 75%	76 - 100%
Institutional Operations	8 NA	(7)	(7)	(5)	(3)
Federal/State	6 NA	(3)	(12)	(2)	(7)
Business/Union Contracts	24 NA	(6)			

TUTORIAL SERVICES
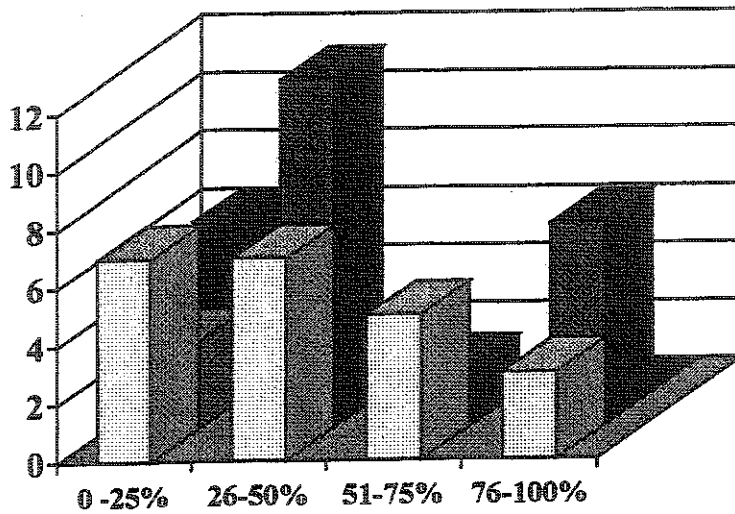
Legend:
- ☐ Institutional Operations
- ■ Federal/State
- ■ Business/Union Contracts

6. Administration

	0 - 25%	26 - 50%	51 - 75%	76 - 100%
Institutional Operations 5 NA	(5)	(0)	(4)	(16)
Federal/State 12 NA	(12)	(2)	(2)	(2)
Business/Union 23 NA Contracts	(7)			

ADMINISTRATION

Legend:
- Institutional Operations
- Federal/State
- Business/Union Contracts

10
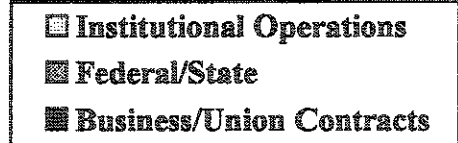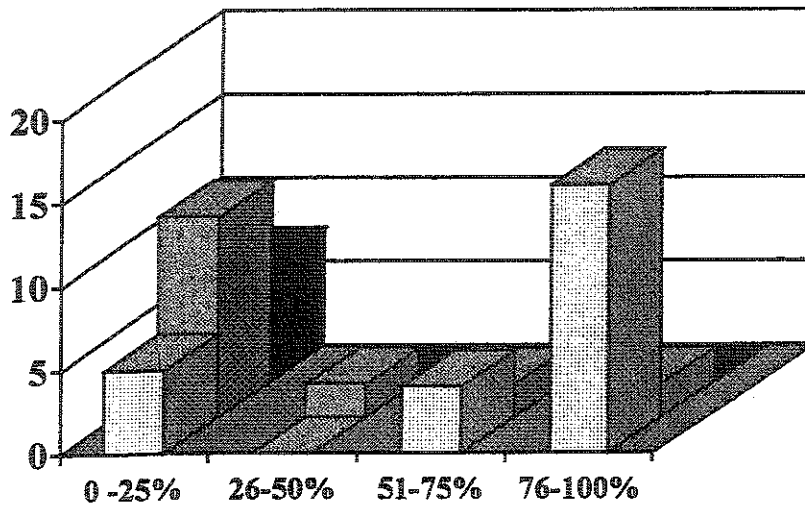
7. Evaluation

	0 - 25%	26 - 50%	51 - 75%	76 - 100%
Institutional Operations 9 NA	(0)	(2)	(3)	(15)
Federal/State 13 NA	(13)	(2)	(0)	(0)
Business/Union Contracts 23 NA	(6)			

EVALUATION

Legend:
☐ Institutional Operations
▨ Federal/State
▧ Business/Union Contracts
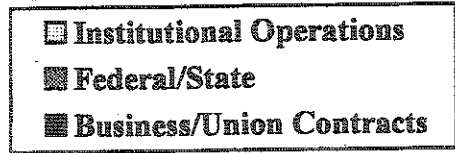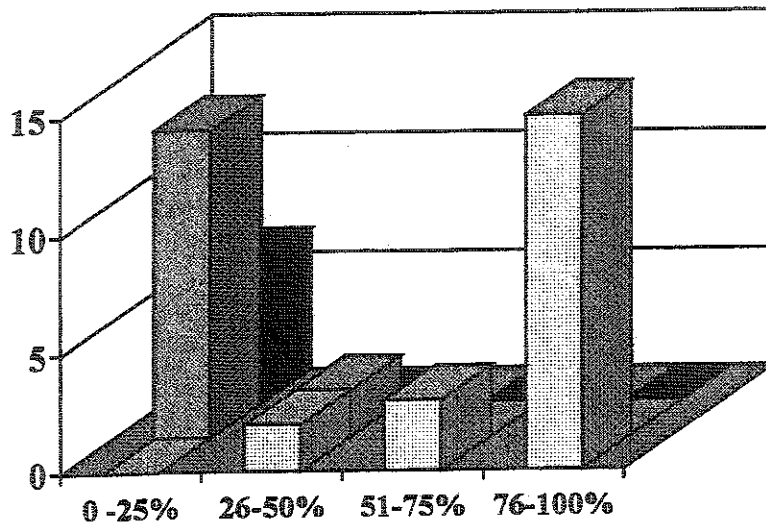
4. Is a student's G.P.A. computed using grades earned in a developmental course?

    19 YES

     1 It is a department's prerogative to include these grades

     5 A limited number of grades are included..

     4 None of the above

1NA
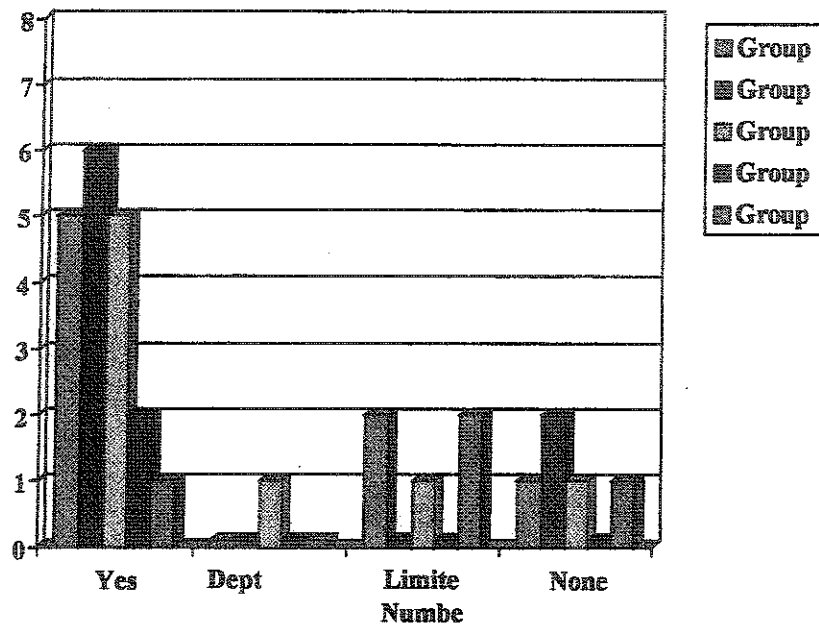
Observation: Nineteen of the colleges use developmental education course grades in computing students' GPA's. When compared with the 1990 survey, this number has decreased from 21 of the colleges using this method.

5. Does your institution allow credit for developmental education courses?

    27 Yes   3 No
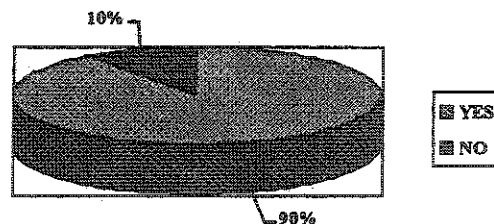
If Yes, check all those that apply:

- 19   Some Credit
- 6   Non-Credit (Institutional Credits)
- 8   Pass/Fail
- 11   Certificates
- 14   Degree
- 3   selected all items
- 1 NA
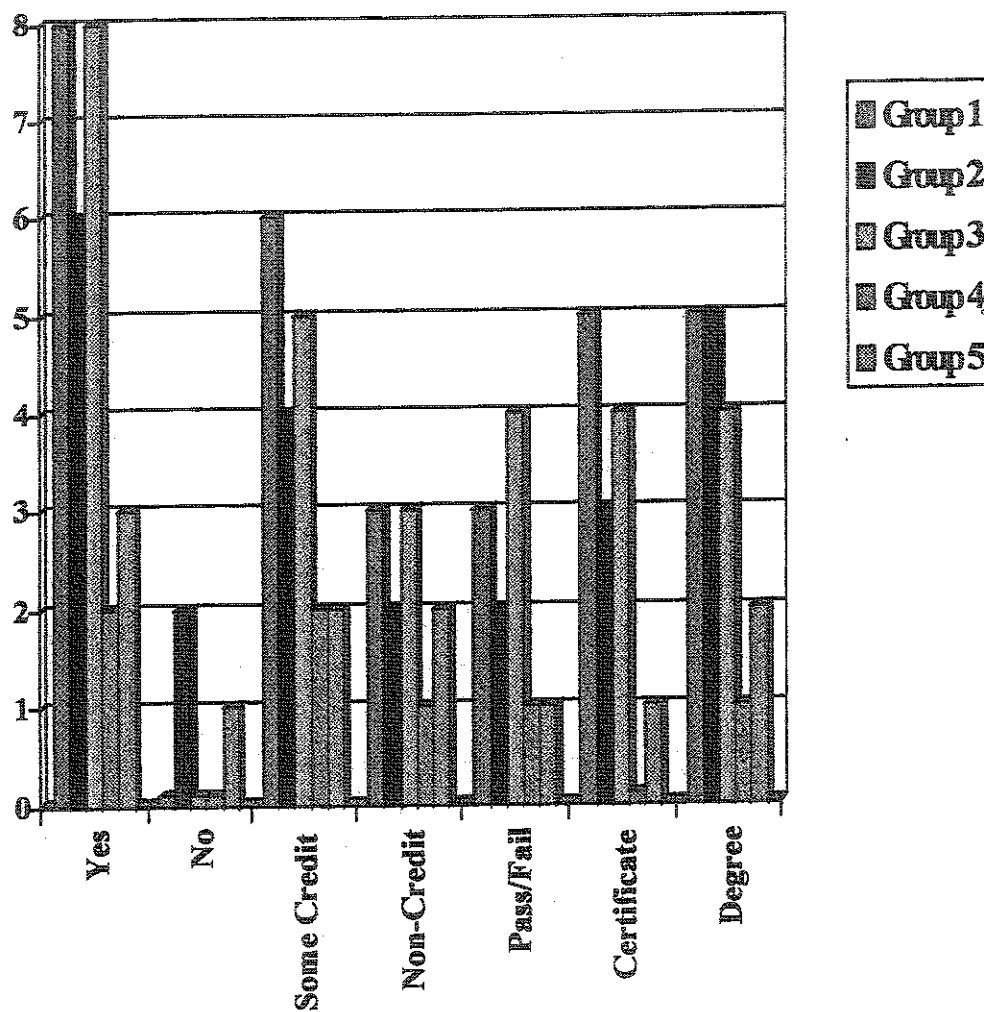
External Relations

6. Does your college share data with feeder high schools concerning developmental education students?

Yes   17   No   13

If yes, describe. If necessary, attach a separate sheet.
(Each bullet represents the response from one institution)

- We share information about our developmental program with the local schools and agencies twice a year at Special Populations Advisory meetings.

- The college supplies the district constituent high schools with grouped data regarding student ASSET scores and academic performance during the initial term at the college.

- We send a placement summary of all recent graduates - no names are sent.
- High school counselors receive matriculation data on all of the students who come to college.

- We share a report on all students with our seven area feeder schools that includes assessment and test results, and GPA's for students from each school.

- A report is sent to each high school sharing aggregate data on the recent graduates including placement test results, course enrollments and first semester GPA's.

- Placement for students from area high schools on site, with feedback on results. Also, response to requests for data on student placement in developmental classes for other districts.

- Send ASSET test results to high schools (by aggregate) tech prep initiative consortium.

- Used to have a report that none of the high schools seem to want.

- All district schools are apprized of their students' progress - regardless of program.

- Number and percentage of high school graduates by school who place into developmental courses.

- Information is provided by our office of Research and Development about all students from the feeder schools attending our community college, not only developmental students.

- Annually, college staff meet with feeder high school counselors. High school staff are on our Special Pops Advisory Committee. Special Pops Coordinator meets monthly with local ISD staff.

- ASSET score results for the schools' students.

- The college supplies the district's constituent high schools with grouped data regarding student ASSET scores and academic performance during their initial term at college.

- Tech Prep initiative consortium

7. With which organizations does your institution develop specific initiatives in developmental education?

  2 NA

10	None (33%)
8	K-12 (27%)
8	Adult education (27%)
12	Business/industry (40%)
7	Non-profit organizations (23%)
6	Community agencies (20%)
2	Other : Local Tribal Education Office; Intermediate School District (6%)

ASSESSMENT PRACTICES

8. What types of assessment does your institution use for all students? Check all that apply; and if data are available, provide the percentage of developmental students who received these services during the **1995 Fall Term**:

<u>ASSESSMENT</u>:   <u>Percentage of Developmental Students</u>
(Key: (1) 6% can be read as 1 college indicated that 6% of their students are receiving services)

Academic assessment (e.g., reading - writing - math proficiency)
      10 NA   (1) 6% (1) 65% (1) 67% (1) 75% (2) 90% (14) 100%

Interest and career assessment
      21 NA (2) 5% (1) 10% (1) 20% (2) 25 %   (1) 50% (1) 80% (1) 100%

Individual assessment (e.g., personal counseling)
      19 NA   (2) 5% (2) 10% (1) 25% (1) 70% (5) 100%

Specialized assessment (e.g., students with disabilities)
      21 NA   (1) 2% (1) 3% (1) 5% (1) 20% (5) 100%

ESL
      26 NA   (1) .015%   (1) .05%   (1) 5% (1) 100%
Other: College-wide Make-up Testing Service; Science Assessment Learning Style Assessment

9. Does your institution use tests to assess the academic skills of newly admitted students? And, if so, what types of students are tested? (Check all that apply.)

	No Assessment	Optional Assessment	Required Assessment
All students 13NA		4	13
Full-time credit students 7NA *one institution selected both optional and required assessment	0	1	23
Full-time non-credit students 8NA	12	4	6
Part-time credit students 8NA *	1	3	19
Part-time non-credit students 8NA	15	4	3
Community service students 11NA	17	1	1
Customized business and industry training students 8NA	5	10	7
Students enrolled in programs with course requirements 6NA	0	1	23
Freshmen only, not incoming transfer students 11NA	1	3	15
All transfer students 13NA	2	9	6
Transfer students who have not completed college level English successfully 7NA	1	1	21
Self or faculty referred students 10NA	0	11	9
Off-campus students 9NA	0	5	16
Other (Specify) 23NA	1	5	1

Other: Transfer students who have not completed college level math course.
- All incoming freshmen who plan to take English or math.
- Transfer students who have not completed arithmetic or elementary algebra.
- Transfer students who have not taken at least 6 - 8 humanities electives with C's or higher must take reading assessment; all except: guest students, earned higher than Associates Degree, transfer 15 or more credits and have a grade of 2.0 or higher, 19 or higher on the ACT, at least 910 combined score on the SAT

- Students taking "personal interest" courses with no math or English
- Not tested if student has earned over 20 semester credits

Observation: Assessment is required by 77% (23) of the colleges for full-time credit students or students enrolled in programs with course requirements. Forty-three percent (13) of the colleges indicated that assessment is required of all students.

10. a. If your institution uses standardized assessment instruments with newly admitted students, check off all that apply: 1 NA

    27 ASSET (check components used)
        21 Writing Skills
        20 Reading Skills
        22 Numerical Skills
        11 Elementary Algebra
        10 Intermediate Algebra
        9 College Algebra
        4 Geometry
    4 College Board MAPS (Multiple Assessment Programs & Services)
        3 Reading Skills
        3 Writing Skills
        3 Arithmetic Skills
        3 Elementary Algebra Skills
        3 Intermediate Algebra Skills
    10 College Board CLEP (College Level Examination Program)
    9 Standardized Reading Instrument (List Names):

_____

    9 T.O.E.F.L. (Test of English as a Foreign Language)
    9 Computerized Adaptive Tests, e.g., CPT's, Accuplacer, ADAPT, COMPASS
    12 ACT
        10 Reading
        12 English
        7 Math
    2 TABE
    2 CAAP (College Assessment of Academic Progress)
    4 Other:

- Advanced Placement (AP)
- Nelson-Denny Reading Test
- English Placement Test (EPT)
- University developed math placement test

Observations: Although 90% (27) of the colleges use ASSET, many use it in combination with other assessment practices at their institution.

10. b. Does your institution use institutionally developed assessment instruments?
If yes, check in which subject areas:

14 Writing

0 Reading

9 Mathematical computation

7 Advanced mathematics

6 Elementary algebra

7 Intermediate algebra

3 College algebra

2 Geometry

4 Science:

> University developed math placement test
>
> Integrated Science Inventory /Chemistry Inventory
>
> Science Inventory developed by LCC

2 ESL

1 Other:

- These are used as back-up assessment instruments only.
- English Placement Test (EPT)
- Nelson-Denny Reading Test
- English Placement
- Mathematics Association of American
- Placement test for college algebra and calculus

Observation: Institutionally developed instruments are used by 47% (14) of the colleges for writing, and 30% (9) for math computation. None of the colleges used an institutionally developed assessment for reading.

11. Does your institution assess students' affective processes, e.g., LASSI, Myers Briggs, Kolb's Learning Styles, or institutionally developed inventories?
10 NA

  6   Yes   11   No   3   Done within specific courses
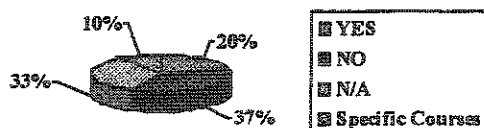
Observations: One-fifth (6) of the colleges formally assess students' affective prosesses. However, affective processes are usually assessed more informally.

12. What type of tests and other forms of assessment takes place <u>within</u> developmental education courses?

Developmental Reading (26 colleges provided a response):

       Pre-test/Post-test
       Nelson Denny E and F   G and H
       CSS
       SSS
       RFU
       Vocabulary Townsend
       Lab Skills Bank 96 Assessment
       Conferences
       College Board (1972)
       College Board (MAPS) Multiple Assessment Programs and Services Reading
         Comprehension (1989)
       Reading test by Alton Raygor (1970)
       Accelerated Learning Systems
       Departmental Exit Exams
       Stanford Diagnostic Reading Test
       Reading Progress Scale
       Student Evaluations
       Degrees of Reading Power
       McGraw
       Barnell Loft
       Stanford Series (SORT)
       Gates
       Slosson Test of Oral Readings
       Compass
       Instructor constructed tests
       Summary writing
       Learning Styles Inventory
       Individual conference/early and frequent homework/quizzes

Developmental Mathematics (19 colleges provided a response):

       Learning Styles Inventory; Intermediate Algebra has in-house pre-test; Item analysis of pre-tests; early and frequent homework/quizzes
       Pre and Post Testing
       In House
       Tests for grading purposes
       Instructor Prepared test
       Testbanks by textbook from publisher
       Computerized final provided by publisher
       Department exit exams
       Review tests during first week
       Basic math competency test
       Student evaluation
       ASSET
       Individual skills tests

Developmental Writing (24 colleges provided a response):

Pre and Post-Test
Early paragraph assignments with error analysis
In House writing samples
Diagnostics
Lab Skills Bank 96 Assessment
Writing Sample
Variety of Classroom assessment techniques
Individual conferences
Portfolios
Holistically scored exit essay
Journal entries
Evaluation of assigned essays
Currently under evaluation (exit exam)
Departmental exit exams
Writing sample during first week of class
English 2600 comprehension tests (pre and post)
Student evaluations
ASSET

Other:
ESL Michigan Test
College Success Strategies Class uses Myers-Briggs Career Inventory and the Noel Levitz
College Student Inventory plus the Discovery Wheel, pre-test contained in the text, Becoming as Master Student
Students who think they may have a learning disability may be tested using a private agency.

Observations: Colleges continue to use a wide variety of testing instruments. It is difficult to compare in-class assessment between different colleges as long as different assessment instruments and practices are followed.

PLACEMENT PRACTICES

13. Does your institution have policies of **mandatory** assessment and/or **mandatory** placement in the following areas?

	MANDATORY ASSESSMENT		MANDATORY PLACEMENT	
	Yes	No	Yes	No
Reading	27	3	12	17
Writing	28	2	18	13 (1 answered yes and no)
Math 1NA Computation	27	2	15	15
Algebra 2NA	20	8	11	15
Science (specify)	2		0	8

Integrated Science and Chemistry

Comments:

- Using ACT cut off scores for only the CSP Program. All others are strongly recommended.

- We will begin Mandatory Placement with new students entering in January, 1998.

- There is mandatory reading assessment and placement for economics and anatomy and physiology courses.

Observations: Ninety percent (27) of the colleges have mandatory assessment for reading, while only forty-percent (12) require mandatory placement. Ninety-three-percent (28) of the colleges have mandatory assessment for writing, while sixty-percent (18) require mandatory placement. Ninety-percent (27) of the colleges have mandatory assessment for math, while only fifty-percent (15) require mandatory placement. Mandatory placement in reading and writing has increased since 1990 at least 10%, with a substantial increase in mandatory math placement from 8 colleges in 1990 to 15 colleges in 1997.

14. Has your institution established prerequisites before allowing students admittance into college level courses?

19 Yes   10 No   1 NA
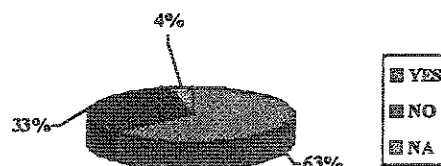
Comments: Have pre-requisites, but don't always follow.

Observation: Sixty-three percent (19) of the colleges have established prerequisites before allowing students admittance into college level courses.

15. Do students entering your institution need to pass prescribed developmental education coursework before they can enroll in college-level coursework?

11 (37%) Yes   18 (60) No (comments) 1 NA

Comments:
Only in areas of English and Math
Students are required to complete prescribed developmental education coursework first but may enroll concurrently in college-level courses for which there is no developmental pre-requisite

Observation: Thirty-seven percent (11) of the colleges require students to pass prescribed developmental coursework before enrollment in college level courses. However, some colleges allow concurrent enrollment in classes for which there is no developmental education prerequisite, and some colleges combine developmental courses with college level courses.

16. What are the cut-off scores at or below which students are recommended and/or required for placement in developmental education or below college level courses?

Discipline	Standardized Instrument and Form Used	Institutionally Developed Instrument	Cut-Off Score Standardized (if appropriate)	Cut-Off (Raw Score)	Percentile
Reading				ACT tended to be 18 or below;	
Writing				ACT tended to be below 18	
Math Computation				ACT tended to be below 16	
Algebra					
Science					
Other					

Observations: Individual institutions use a wide variety of tests and set cut-off scores that meet their individual institution's requirements. Because of that, no clear pattern emerges. However, colleges tended to recommend students into developmental courses with scores below 18 on ACT reading and writing components, and scores below 16 on the ACT math component.

17. Are there minimum scores below which you refer students to other agencies?

12 Yes   **17** No   **1** missing

3%

40%

57%

- YES
- NO
- NA
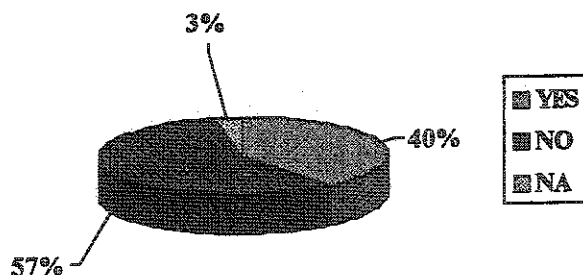
17. Are there minimum scores below which you refer students to other agencies?
By like colleges:

Group 1		Group 2		Group 3	
4 yes	4 no	4 yes	4 no	3 yes	5no

Group 4		Group 5		
1 yes	1 no	0 yes	3no	1 NA

Observations: Forty percent (12) of the colleges have minimum scores below which they refer students to other agencies.

18. Do you permit enrollment in college level courses regardless of placement scores?
    17 Yes   **11** No   **2** NA

By like colleges:

Group 1		Group 4	
6 yes	2 no	1 yes	1 no
Group 2		**Group 5**	
3 yes	5 no	3 yes	1 no
Group 3			
5 yes	2 no 1 NA		

Limitations: Question 18 does not address the types of college level courses that are integrated in college freshman courses, such as computer technical courses, certificate program courses, and some introductory survey courses.

19. What **other** methods are used to identify students who need developmental education services? (Check all that apply on the left hand side.) And of those you checked, are there any with which you are dissatisfied?

Identify Developmental Ed. Students	Check if **Dissatisfied** with this method
29 ____ College instructor/counselor referral	____
23 ____ Student referral	____
16 ____ High school record	____ 4
16 ____ Transfer record (transcript analysis)	____ 1
12 ____ ACT scores	____
8 ____ SAT scores	____
8 ____ Business and industry referrals	____
4 ____ Freshman seminar	____
11 ____ Interviews	____
27 ____ Student self-selection	____
3 ____ Other (specify) _____	____

For those that you checked off with which you are dissatisfied? Please explain briefly in the space below:

Local agencies - faculty need more access to student records, particularly if mental health problems plague students.

Observations: Other methods used to identify students who need developmental services are: instructor/counselor referral (97% - 29), student self-selection (90% - 27), student referral (77% - 23), transfer record (53% - 16), and high school transcript (53% - 16). Thirteen-percent (4) of the colleges were dissatisfied with the use of high school transcripts as a method of identifying students in need of developmental education services.

DEMOGRAPHIC INFORMATION

20. What populations are your **developmental education** services prepared to accommodate? (Check all that apply - definitions provided in Appendix.)

29   Underprepared/academically disadvantaged
24   Underprepared
22   Limited English Proficient (LEP)
20   International students
30   Disabled (within developmental)
29   Self-selecting
26   Working adults in business & industry
1   Other : High school students who are planning on future college enrollment
           Unprepared

Observations: Ninety-seven percent (29) of the colleges are prepared to work with educationally disadvantaged and self-selecting students, while 100% of the college are prepared to work with disabled students who are within developmental education. Since 1990, it seems that colleges are more prepared to offer developmental education services to a larger percent of the populations that need them.

21. What needs of developmental education students does your developmental education program address? (Check all that apply.)

8   Literacy (0-5th grade)
2   High school completion
4   G.E.D. preparation
27   Basics skills (reading, writing, math)
28   Study skills (e.g., note taking, test taking)
24   Critical thinking/reasoning skills
6   Technology literacy (to bridge the gap between basic skills and
           machine specific training)
10   Employability skills

18   Life survival skills (e.g., orientation to college life; other affective
                    components)
10   Computer technology
          Other (specify)_____

Observations: Eighty percent (24) of the colleges indicated that their developmental education programs address basic skills, study skills, and critical thinking/reasoning skills.

Reporting Caution for Questions 22 - 26

For questions 22 - 26, 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 Post-secondary 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 education students served.

22. If your institution collects the following data, please identify the number of students, on the following table, by **race** and **gender** who were **assessed as needing** developmental courses/services during the **1995 Fall Term**. If the data are unavailable, check the NA (not available) column.

    NOTE: Students may be counted more than once.

13 NA   17 answered some of the items in 22 - 25

Developmental	Black Non-Hispanic		Hispanic		Asian Pacific Island.		Amer. Indian Alaskan		White Non-Hispanic		Non-Resident/ Alien		Other	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Reading 9/17 responded	189	266	24	38	21	22	35	51	940	1892	86	88	54	61
Writing 9/17	349	437	57	71	40	42	50	46	2060	2019	81	4	141	323
Math Computation 9/17	304	467	59	73	29	33	55	87	2131	3080	127	159	121	131
Algebra 3/17	77	72	15	26	12	11	15	14	592	673	32	33	67	40
Science 1/17	0	0	0	0	1	0	0	0	6	9	0	0	0	0
Other (specify)														

Observations: Seventeen colleges (57%) answered some of the items with math computation having the highest number of students who were assessed as needing developmental courses/services. Caution is advised when interpreting the data because of the limited number of responses.

23. If your institution collects the following data, please provide the number of students by **age** who were **assessed as needing** developmental courses/services during the 1995 Fall Term. If data are not available, check the NA (not available) column.

12 responses

AGE	MALES	FEMALES	NA
Under 18	114	188	
18 – 19	1,622	1,703	
20 – 21	1,513	1,462	
22 – 24	854	870	
25 – 29	533	763	
30 – 34	328	568	
35 – 39	193	520	
40 – 49	191	555	
50 – 64	54	128	
65 and Over	10	11	
Age Unknown	23	43	
TOTAL STUDENTS	5,435	6,813	

Observations: Eighteen to twenty-one year olds were the largest age group (51%) who were assessed as needing developmental courses/services. Caution is advised when interpreting the data because of the limited number of responses.

24. If your institution collects the following data, please identify the number of students by **race** and gender who **enrolled in** one or more developmental courses during the 1995 Fall Term; if data are not available, check the NA (not available) column.

Remedial/ Developmental	Black Non-Hispanic		Hispanic		Asian Pacific Island.		Amer. Indian Alaskan		White Non-Hispanic		Non-Resident/ Alien		Other	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Reading 12/17 responded	142	221	14	34	18	34	16	23	486	702	26	32	19	23
Writing 12/17	399	602	66	88	68	118	36	46	1625	1939	34	29	147	138
Math Computation 12/17	303	523	54	101	24	24	41	56	1473	2292	13	25	28	135
Algebra 5/17	36	32	12	15	13	10	23	9	523	868	17	17	6	6
Science 4/17	6	25	0	10	3	1	1	1	106	351	0	0	0	0

Observations: Caution is advised when interpreting the data because of the limited number of responses.

25. If your institution collects the following data, please provide an enrollment summary of students by age who <u>enrolled in</u> one or more developmental courses during the 1995 Fall Term; if data are not available, check the NA (not available column).

AGE	MALE	FEMALE	NA
Under 18	98	222	
18 – 19	2,071	2,120	
20 – 21	1,182	1,210	
22 – 24	575	843	
25 – 29	415	794	
30 – 34	211	578	
35 – 39	138	465	
40 – 49	135	423	
50 – 64	24	94	
65 and Over	13	26	
Age Unknown	333	507	
TOTAL STUDENTS	5,195	7,282	

Observations: Eighteen to twenty-one year olds were the largest age group (53%) who enrolled on one or more developmental education courses. Caution is advised when interpreting the data because of the limited number of responses.

DEVELOPMENTAL COURSE/SERVICE OFFERINGS

26. In the **left** hand column, identify (check) the three most preferred delivery systems used by your developmental education program. In the **right** hand columns, check all of the ways developmental READING (1), WRITING (2) and MATH (3) courses or instruction are delivered at your institution.

Most Important Delivery Systems		1	2	3
2 NA				
13	Traditional classroom setting (whole-group instruction with students of <u>dissimilar</u> academic achievement levels)	13	14	14
23	Traditional classroom setting (whole-group instruction with students of <u>similar</u> academic achievement levels)	21	23	22
3	Paired courses (i.e., developmental and content area)	3	6	3
14	Tutoring	16	17	18
8	Computer Assisted Instruction	12	12	14
7	One-to-one individualized instruction	14	14	13
3	Competency-Based Instruction	5	4	6
18	Combination of classroom, assistance center, and tutoring	16	20	18
2	Supplemental instruction (model students attend high risk courses and conduct small group study sessions afterwards)	1	2	3
2	Other: videotapes		2	2

Observations: the most preferred delivery systems were the Classroom Setting (77% - 23), Combination of Classroom, Assistance Center, and Tutoring (60% - 18), and Tutoring (47% - 14).

27. At what alternate sites are your developmental education COURSES (1) and SERVICES (2) conducted? (Check all that apply.)

Off-campus sites			On-campus sites		
1	2		1	2	
7NA	14NA		23NA	27NA	
3	1	Community centers	1	1	Mobile units
12	3	Local school districts	4	1	Via telecommunications systems (interactive classroom)
2	0	Area vocational centers	1	0	Class meets via Internet
12	7	Employer work sites	2	1	Other
14	13	Extension sites			

Observations: Developmental education courses are provided at off-campus sites by 77% (23) of the colleges, i.e., community centers, local school districts, employer work sites, extension sites, and area vocational centers; while 53% (16) provide off-campus services. Only a few colleges (7) reported using mobile units, interactive classrooms, or the Internet for instruction on campus, and only (3) reported using those to provide services.

Limitation: There may have been some confusion regarding "services" and "courses." This will be a consideration when creating the next survey instrument.

1. List the developmental education course listings offered at your institution. If necessary, attach a separate sheet.

Course Name	Credit Hours Range of Credit Hours	Weekly Hours Range of Weekly Hours
English (Basic Composition, Intermediate Composition, Advanced Composition, Spelling, Essentials of English, Basic Writing, Basic Sentence Skills, English Writing Methods, Preparatory Composition, Alpha English, Vocabulary Building, Developmental English, Grammar and Punctuation)	3 – 6	1 - 5
Reading, (Intro to College Reading and Writing. Basic Reading, Personal Reading Improvement, College Survival Skills with Reading Lab, Fundamentals of Reading, College Critical Reading, College Reading Methods, Reading Improvement, Personalized Reading)	1 – 4	3 - 6
Math (Pre-Algebra, Beginning Algebra, Fundamentals of Mathematics, Geometry, Calculator Exploration, Basic Technical Math, Arithmetic, Developmental Math, Systems of Measurement, Transition to Algebra, Accounting)	3 – 5	15 minutes - 4
Chemistry (Basic Chemistry	3	
Learning Skill Development	2	2

College Survival Skills	3	3
Study Skills	1	1
Human Biology	4	5
Science	4	6
Learning and Adjustment to College	3	3
Step Into College	.5	8 hours (1 day)
Workshop in College Survival	1	4 (4 days)

Limitation: The course titles were too broad to distinguish between the levels of developmental education work.

29. a. Is your institution able to meet most of the tutoring needs of your developmental education students?

   28 Yes (93%)   2 No (7%)

   b. Who is responsible for providing the funding for your institution's tutors?
9   Student Support Services
7   Title IV (Trio Programs)
21   Grants (soft money)
4   Developmental Education Program
10   Other :
         Academic
         General
         College Match
         SEOG
         Institution
         Tuition, State and Federal Funding, Department
         Carl Perkins Funds
         Title III
         Dean of Instruction
         Regular academic department funds -regular budget

Observations: Over 93% (28) of the colleges believe that they meet the tutoring needs of their students, with 93% (28) of the colleges being supported by some soft-monies.

30. When were developmental instruction and services offered during the **1995 Fall Term**? (Check all those that apply.)

		Weekdays (Monday - Friday)	Evenings (after 5:00 PM)	Saturday	Sunday
Classes	1NA	29	27	11	0
Labs	7NA	23	22	9	1
Tutoring	1NA	29	29	15	5
Advising	3NA	27	22	2	0
Counseling	3NA	27	21	1	0
Other	23NA	7	5	2	0

During the **1996 Winter Term**? (Check all those that apply.)

		Weekdays (Monday - Friday)	Evenings (after 5:00 PM)	Saturday	Sunday
Classes	7NA	23	22	10	0
Labs	12NA	18	17	17	0
Tutoring	7NA	23	23	10	3
Advising	8NA	22	18	2	0
Counseling	7NA	23	19	1	0
Other	25NA	5	5	0	0

During the **1996 Spring Term**? (Check all those that apply.)

		Weekdays (Monday - Friday)	Evenings (after 5:00 PM)	Saturday	Sunday
Classes	10NA	19	18	2	0
Labs	13NA	17	14	3	0
Tutoring	9NA	21	18	7	4
Advising	11NA	19	14	1	0
Counseling	10NA	20	13	0	0
Other	24NA	6	4	1	1

During the 1996 Summer Term? (Check all those that apply.)

		Weekdays (Monday - Friday)	Evenings (after 5:00 PM)	Saturday	Sunday
Classes	3NA	26	22	2	2
Labs	8NA	22	15	2	0
Tutoring	6NA	24	20	6	3
Advising	3NA	27	16	0	0
Counseling	3NA	27	16	0	0
Other	25NA	5	3	0	0

Observations: During the fall and winter terms, most of the developmental education instruction and services were offered weekdays and evenings with limited offerings on Saturday. During the spring and summer, offerings continued on weekdays and evenings, but were more limited on Saturday. Tutoring on Sundays was limited for all four terms. When compared with the 1990 survey, the hours of services and instruction seem to be consistent, but has increased slightly to include limited Sunday tutoring.

31. What is the percent of students who were enrolled in developmental education courses (1995 Fall Term) who attended courses after 5:00 p.m.? _____ % (If data are available.)

(Key: 4/8NA should be read "4 out of 8 did not answer")

Group 1	Group 2	Group 3	Group 4	Group 5
4/8NA	2/8 NA	4/8NA	1/2NA	2/4 NA
*Mean: 33.5	Mean: 29.3	Mean: 26.35	Mean: 34.2	Mean: 14.5
Range: 10-56	Range: 21.5-40	Range: 15.4-36	Range: 34.2	Range: 14-15

13NA
Overall Mean: 27.57
Range: 0 – 56

Mean established by using percents provided by those colleges who responded, and then divided only by number of those who responded.

Observations: Of the 17 colleges that responded, 28% of developmental education students attended courses after 5 p.m.

Limitation: The question may be ambiguous ; it addressed developmental education students enrolled after 5:00, not whether the evening coursework was developmental.

32. Of the total enrollment of students taking classes after 5:00 (**1995 Fall Term**), what percent were enrolled in developmental education classes? _____%.

Group 1	Group 2	Group 3	Group 4	Group 5
3/8NA	3/8NA	5/8NA	1/2NA	2/4NA
Mean: 5.03	Mean: 11.39	Mean: 11	Mean: 5	Mean: 6.5
Range: 0-8.1	Range: .05-17.7	Range: 3-18	Range: 5	Range: 5-8

> 14NA
> **Overall Mean: 7.78**
> **Range: 0 - 18**

Observations: Eight percent of the students enrolled after 5 p.m. were enrolled in developmental education courses.

Limitations: Perhaps the wording of this question is ambiguous. The question may have been clearer if it had asked, "Of all the students taking classes after 5:00 p.m., what percent are developmental?"

33. How would you describe communication among those that provide developmental services/courses? (Check all those that apply.)

Daily	____17
Weekly	____19
Bi-weekly	____12
Monthly	____12
Bi-monthly	____11
Twice a semester	____6
Informal (e.g., over lunch, on the phone)	____27
Written	____20
Formal meetings	____19
Other	3

Developmental Advisory Board

Observation: A variety of communication methods are used by developmental educators and administrators. Informal dialoguing and written communication were the most popular methods. This is consistent with findings in the 1990 survey.

34. What academic support services are used to meet the needs of students in developmental education? Check all of those that apply and then identify the top three of the most prevalent services used in your developmental education program.

1 NA

Number of Schools	Academic Support Services:	Top Three Programs
28	Student intervention activities (e.g., intrusive/proactive advising)	6
29	Support services for students with disabilities	11
24	Feedback to faculty re: the institution's efforts with developmental education students	1
22	Feedback to faculty re: individual student progress	1
20	Linkage between developmental support activities and non-developmental courses	5
23	Computer Assisted Instruction	5
20	Professional tutoring, program specific	3
18	Professional tutoring, general	2
24	Peer tutoring, program specific	10
25	Group tutoring	2
24	Walk-in tutoring	5
21	Appointment only tutoring	4
18	Peer tutoring, study skills	3
26	Individual counseling	0
23	Career planning	3
23	Academic counseling	7
21	Academic advising	9
11	Supplemental Instruction	2
7	General Education Development Testing Services (GED)	1
15	Other: Peer Assisted Learning	0

Observations: A wide variety of academic support services are provided for developmental education students; the most preferred services include: support services for students with disabilities (97%), peer tutoring, program specific (80%), and academic advising (77%). Academic advising/counseling and support services for students with disabilities are still high priorities, when compared with 1990. Tutoring services have increased while career planning has dropped significantly as a prevalent service.

35. Which of the following areas offer developmental education COURSES (1) and
   SERVICES (2) ? (Check all that apply.)

1 NA

1	2	
4	22	Student Affairs/Support Services
24	11	English Department
27	9	Math Department
8	19	Learning Assistance Center
0	1	Education Department
5	2	Social Science
10	4	Science
18	9	Reading Department
3	3	Other (Nursing, University/College, Engineering, Study Skills Courses)
5	3	Developmental Studies Department
0	1	Basic Studies

Observations: The top three areas that offer developmental education COURSES are
math (90% - 27), English (80% - 24), and reading (60% - 18). The top three areas that
offer SERVICES are Student Affairs/support services (73% - 22), Learning Assistance
Center (63% - 19), and English (37% - 11).

Limitation: The definitions of service and course may have been confusing to some of the
respondents. The two need to be separated for future studies.

Faculty and Staff of Developmental Education Courses/Services

36. Are tenured track positions available to full-time developmental education faculty?
   15 Yes   **4** No   **11** Not Applicable (no tenure system)

37%

- YES
- NO
- No Tenure System

50%

13%
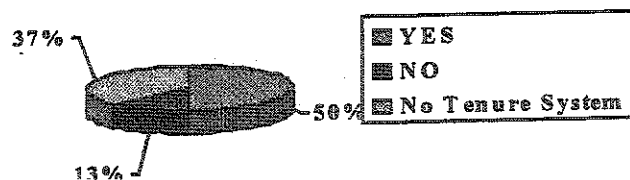
Observations: Fifty percent (15) of the colleges indicated that tenured track positions are
available to full-time, developmental education faculty. Tenured positions are declining
since 1990, down from 66%.

37. Indicate the number of full-time and part-time staff involved in the delivery of developmental instruction and services at your institution during the **1995 Fall Term**.

6NA

Staff	Course	Service	#Part-time Range	#Full-time Range
Faculty non-teaching			0 – 7	0 – 13
Faculty teaching			1 – 60	1 – 25
Staff			1 - 19	0 - 12
Paraprofessional			0 – 30	0 – 4
Peer			0–130	0
Professor			0 -	0 – 11
Advisor			0	0 – 4 (2 stated that all faculty advise, and one school combined counselors and advisors)
Counselor			1 – 15	1 – 6
Administrator			½ - 2	½ - 13

Observations: No clear pattern emerged with the data. Categories may have been interpreted differently.

38. How many of the full-time faculty only teach developmental education courses?

	Number of Faculty	Number of Institutions
1 NA	0	15
	1	5
	2	3
	3	2
	4	2
	9	1
	15	1

Observations: Forty-seven percent (14) of the colleges have at least one full-time faculty who teaches only developmental education courses.

39. How many faculty and paraprofessionals who teach developmental education courses have the following years of experience (includes all experience) in developmental education? (Provide the number of persons in each category; include lab and classroom instructors from the 1995 Fall Term.)

By like colleges:

Group 1:

Educators	#0 - 3 years	# 4-6 years	# 7-9 yeas	# 10-15 years	# 16+ Years
F.T. Faculty	4	5	5	2	9
P.T. Faculty	8	13	12	1	1
Paraprofessionals	1	1	0	5	0

Group 2: 1 NA

Educators	#0 - 3 years	# 4-6 years	# 7-9 yeas	# 10-15 years	# 16+ Years
F.T. Faculty	2	4	6	5	11
P.T. Faculty	15	30	23	10	2
Paraprofessionals	3	2	3	3	1

Group 3: 2 NA

Educators	#0 - 3 years	# 4-6 years	# 7-9 yeas	# 10-15 years	# 16+ Years
F.T. Faculty	3	5	6	18	19
P.T. Faculty	32	25	9	7	5
Paraprofessionals	2	2	0	2	1

Group 4:

Educators	#0 - 3 years	# 4-6 years	# 7-9 yeas	# 10-15 years	# 16+ Years
F.T. Faculty	2	2	6	4	22
P.T. Faculty	14	21	14	27	10
Paraprofessionals					

Group 5: 2 NA

Educators	#0 – 3 years	# 4-6 years	# 7-9 yeas	# 10-15 years	# 16+ Years
F.T. Faculty			3	10	1
P.T. Faculty	9	3			
Paraprofessionals	20	5			

TOTAL:

Educators	#0 - 3 years	# 4-6 years	# 7-9 yeas	# 10-15 years	# 16+ Years
F.T. Faculty	11	16	26	39	62
P.T. Faculty	78	82	61	45	18
Paraprofessionals	26	10	3	10	2

Limitations: Use caution when interpreting this data. Whether experience included years in developmental education or years included ALL teaching and/or education related experience is unclear.

40. In which of the following categories does your college provide professional development activities that prepare faculty and staff to work with underprepared students:

2NA

26	_____	Workshops
27	_____	Send faculty and staff to developmental education conferences
16	_____	One day seminars
13	_____	Newsletters
8	_____	Faculty Development Center
11	_____	Advisory groups
4	_____	Focus groups
8	_____	Surveys of faculty
13	_____	Videotapes
17	_____	Journals
16	_____	E-mail /listserve /Internet
20	_____	Memberships to organizations
7	_____	Other (Occasional Activities for faculty and support staff; mentoring)

Observations: A variety of professional development activities are noted, with the largest number being workshops (87%), conferences (90%), and memberships to organizations (67%).

MEASUREMENT OF STUDENT ACADEMIC ACHIEVEMENT

41. In general, are developmental education students tracked for progress throughout their stay at your institution?

   13 (43%) Yes   17 (57%) No

Observations: Forty-three percent (13) of the colleges track their developmental education students' progress throughout their stay at those institutions.

Limitations: The term (tracking) may be unclear. It needs to be defined in the next survey.

42. Does your institution have a system for monitoring developmental education students' progress within developmental education courses?

   26 (87%) Yes   4 (13%) No

42. continued
If yes, who does the monitoring? (Check all that apply.)
5NA

9	_____	Developmental Education Administrator
18	_____	Reading instructors
17	_____	Writing instructors
17	_____	Math instructors
8	_____	Counselors
4	_____	Academic advisors
8	_____	Support service staff
1	_____	Other - explain: (Director of Learning Support, Office of Institution Studies)

Observations: Eighty-seven percemt (27) of the collegs have a system for monitoring developmental students' progress within developmental education courses. Of those who do the monitoring,

- 9 (30%) are monitored by a developmental education administrator
- 18 (60%) are monitored by reading instructors
- 17 (57%) are monitored by writing instructors
- 17 (57%) are monitored by math instructors
- 8 (27%) are monitored by counselors
- 4 (13%) are monitored by academic advisors
- 8 (27%) are monitored by support service staff
- 1 (3%) is monitored by the Office of Institution Studies

Thirteen percent (4) of the colleges state that they do not have a system to monitor the progress of their students within developmental education courses. However, the number of colleges who currently do is up from 45% in 1990 to 87%.

43. Do you monitor developmental education students' progress in all courses, even when they are concurrently enrolled in other, college-level courses?

　8　(27)　Yes　　　　22 (73%) No
Comments: mid-semester grade reports

Observations: Seventy-three percent (22) of the colleges do not monitor developmental education students' progress in all courses, even when they are concurrently enrolled in other, college-level courses.

44. Does a plan for regular and systematic research and evaluation exist for your institution's developmental education programs to determine whether the educational goals and the needs of students are being met?

19 (63%) Yes   11 (37%) No

Comments:
- Student Outcomes Assessment Committee on a five year cycle - Dev Ed completed 1995-1996
- The Developmental Education Task Force recognizes this as a need and will develop such a plan.
- Part of college's Institutional Effectiveness Program
- Instructional Support Annual Survey
- North Central Assessment Plan
- NMC Indicator Teams/Ends Policies
- IDEA Faculty Evaluation
- feedback
- focus groups
- poor classroom performance
- Program review every seven years - yearly assessment plan - yearly budget plan
- this was instituted this fiscal year with an initial cohort study of student success in subsequent course.

Observations: Sixty-three percent (19) of the colleges have a plan for regular and systematic research and evaluation for their developmental education programs to determine whether the education goals and needs of the students are being met.

45. Does evaluation data include input from students?
    16 Yes   13 No (1 NA)
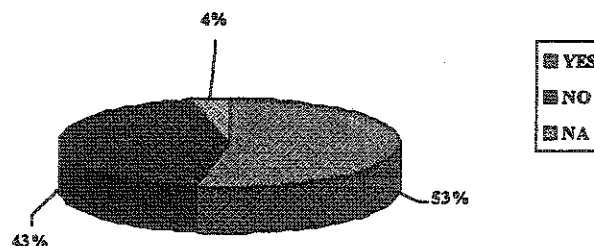
46. Do procedures exist for students to assess their own progress in the developmental education courses, e.g., monitoring sheets?

   17 (57%)   Yes   13 (43%)   No

47. a. Are strategies for on-going classroom assessment integrated with instruction in your developmental courses?

   28 (93%) Yes   2 (7%)   No

47. b. If yes, which of the following classroom assessment methods are currently implemented for measuring student academic achievement in your developmental education courses? (Check all those that apply.)
1 NA

17	_____Oral presentations	(57%)
28	_____Testing within course context	(93%)
27	_____Standardized testing	(90%)
29	_____Writing assignments	(97%)
18	_____Portfolios	(60%)
17	_____Projects	(57%)
28	_____Quizzes	(93%)
26	_____Attendance	(87%)
5	_____Term papers	(17%)
27	_____Homework	(90%)
20	_____Class participation	(67%)
19	_____Grade monitoring	(63%)
1	_____Other (lab work in learning center)	(3%)

Limitation: *Grade Monitoring* should be defined to make certain everyone answering the survey has the same understanding.

GENERAL PRACTICES AND STRATEGIES

48. a. Is there any developmental education course, activity or service at your college that is innovative and has been implemented since 1990?

   28 (93%) Yes   1 (3%) No   1 NA (one respondent did not write in a response, yet he/she answered yes to part b of this question)

   b. If yes, did it bring about the expected change?
   23 YES   5 NO   (2 NA)

41

Observations: Ninety-three percent (28) of the colleges have innovative developmental education courses that have been implemented since 1990. Seventy-seven percent (23) of the colleges who answered yes witnessed the expected changes as a result of these innovations.

    c. If yes, please share your successes and thoughts. Any descriptive brochure or pamphlet would be helpful. If necessary, attach a separate sheet.

(Each bullet represents the response from one institution)

- The Collaborative Reading Project (CRP) is a collaboration between Developmental Reading instructors and their students at two Michigan community colleges. Its main objective is to engage students in an extended collaborative activity in which they practice reading and writing skills and develop computing skills using e-mail and Internet. A second objective is for the instructors to gain experience in the use of technology for teaching and learning. It has evolved as a six-week project around the theme of homelessness in America. Students use Netscape to access each of the five sequential assignments and submit written work to one another through the listserv.
- Science course, which integrates learning strategies, and course content through video, SI format.
- Development of English 075
- A+ Program, Steps Seminar, Project Success (1991-1994)
- Family Reading, interactive televised course, writing via the Internet, computer assisted learning lab, Real World Occupation Project, positive student feedback, cable TV –course videos, Internet Instruction Algebra – September, 1997
- We combined the College Prep Writing and English Comp I (6 credits originally) into 5 credit class. We did the same with College Prep Math and Beginning Algebra. If the students completed all of the objectives they received 3 credits toward graduation and completed the material in one semester instead of two semesters.
- English 114c - we found the classroom setup worked well in small clusters for writing students but not for reading
- Writing Center and networked classroom
- Mandatory labs for English and Math; educational development plan for at risk students; and Introduction to Algebra was broken into 2 classes - 30 students could take the course at a slower pace
- Nursing mathematics most successful; 93% receive "C" and C in subsequent course
- English 111 A - pairing 2 credits of non-credit developmental English with regular 4 credit English composition.
- Traditional classroom instruction - exit exams, common finals, retention studies
- Learning Center - student feedback lets us know
- SLA has dramatically improved pass rates across all course/program area. Evaluations by office of Assessment Services - control groups and pass rate comparisons
- Many changes have been implemented since 1990. Courses, activities and services have improved in all areas of the unit. The name of the umbrella program that offers course work and services has changed from Skill Enhancement to Transitional Studies. The name was changed to reflect current thinking about the character of developmental students. Transitional Studies reflects the nature of the student in transition from high school or career to college. The unit now has a full-time administrator that oversees the day-to-day operation of the program.

  The use of technology has been implemented in all phases of operation of the unit. Computers and software are utilized in the delivery of course work and services and to

supplement instruction. In the Reading Center, computers are used to supplement vocabulary instruction in both Reading courses and Medical Terminology class. A computer equipped with CD ROM is utilized for pronunciation using the American Heritage Dictionary program.

All basic writing courses are taught in the Writing Centers. Each of the two centers is equipped with twenty-two computers for student use. All papers are to be written using one of several word processing programs available on the computer network. Each center is equipped with high quality laser printer. Through the use of technology, the Writing Centers have been able to better serve students with disabilities also. Equipment has been adapted to meet their needs and software has been purchased for use with this population. Open lab times have been established to allow all students access to the centers. The Writing Centers are toured frequently by outside groups with interest in our program.

Innovations in mathematics instruction includes increased use of videos in the lab courses and use of calculators in Elementary Algebra. Students may choose between traditional classroom delivery of instruction or competency based lab instruction. Student success is tracked by lab personnel and communication with students is maintained.

Assessment of students has also changed since 1990. A new assessment policy was adopted by our College Board in April, 1996. Under the new policy, most students who are new to the college are assessed in reading, writing, and mathematics using ASSET. Scores are available to all faculty, staff and administrators through the college computer network. Collection of a writing sample form all assessed students became part of the assessment protocol in May, 1996. As a part of in-class assessment, exit criteria have been established for all Transitional Studies courses. In mathematics and reading, students are both pre and post tested using either an in-house developed instrument (mathematics) or the Nelson-Denny (reading). Students in basic writing must satisfactorily complete an exit essay before they may move to college level composition courses.------- Students appear to be more accepting of the term "transitional" rather than "developmental." Over the years at this institution, the term "developmental" had developed a stigma of disability or inability. This does not appear to be the case with the new term. Also, students leave Transitional Studies with more experience with the technology than they did in 1990. In the technologically oriented society in which they live and work, students are more prepared to meet the challenges they face.

- Basic Writing Skills - Nursing Mathematics
  Alternative General Math with Computer Assisted Instruction
  math - integration of graphing calculators and group strategies
  English 111A - 6 credit package of 2 developmental credits with regular 4 English Composition
  Skills Bank Software
- Three new courses or programs have been introduced since 1990 that have proven successful. The first plan we implemented was to combine a one credit study skills class STSK 111, with the Athletic Academic Assistance Program. This class was required of all athlete/students receiving scholarships and was held in the athletic building. The retention rate of athletes was 70% the year before we began the program and has been in the high 80's or above since then.

Biology 99 was offered for students to prepare them for college biology. It begins five weeks after the semester begins, so students having difficulty with college biology may switch to this class. Students are able to complete Biology 99 and then later take college biology and increase their chances for success.

Math 100 was introduced when the difference between Math 97, Individualized Math Center and Math 101, Beginning Algebra, was too great for some students. Math 100 serves as a transition class for those students who need the reinforcement or additional confidence.

- Skills Bank Software in Learning Center, CAI Beginning Algebra
- Linking reading/study skills (Collegiate Skills Classes) with content area classes
- Too new, Bridge Program, SSS Pamphlet
- Developed the Learning Center A course called Mathematical Concepts - this course has assisted those students who have large gaps in their math backgrounds or in their understanding of basic math concepts and has reduced the number of students whose test scores were very low and subsequently failed college arithmetic (syllabus attached)
- Integration of computers into instruction
- Team teaching in developmental writing course
- Development of low level reading and writing courses. Too early to tell if successful.

49. a. Is there any developmental education course, activity, or service at your college that have been dropped from your institution since 1990?

10 (33%) YES   19 (63%) NO   (1 NA)

Observations : Thirty-three percent (10) of the colleges had developmental education courses, activities, or services dropped from their institutions since 1990. The colleges reported multiple reasons and varieties of developmental education courses, activities, and services which were dropped from their institutions. Funding, lack of enrollment, and lack of interest tend to be the most popular reasons.

b. If yes, provide a brief statement as to which programs were dropped and why they were dropped. If necessary, attach a separate sheet.
(Each bullet represents the response from one institution)

- Lab audio module programs dropped as no longer effective and outdated

- We found the classroom setup worked well in small clusters for writing students but not for reading

- Only elective study skills class has been dropped because of untrained (part-time) and lack of enrollment
- Learning to learn
- Why: Struggled to meet 14 enrollment minimum. (Now many students and advisors say what an excellent class it was!)

- Learning Center specialists in reading, writing, and mathematics were dropped.
- Why: Strategic planning maintained that developmental education was a function of the academic departments and course instruction.

- Geometry course
- Why: No space, small enrollment.

- ENRI 110
- Why: Not sufficient enrollment over a multi-year period.

- Project Success
- Why: Funding ended. However, following activities were institutionalized:
  - Hospitality room
  - Student information tracking system
  - Book markers listing services
  - Student semester calendars
  - Academic terms
  - Class information page and study tips
  - Progress report form
  - Mid-semester and end-of-semester letter sent to below 2.0 students listing services available to them.
  - How to be Successful in College Workshop

- Personal Growth Course - dropped due to student dissatisfaction. We combined effective elements of the course with the College Success Course.

- Math Study Skills Course

50. Have any of the following developmental education COURSES (1) or SERVICES (2) at your institution gone through major revisions/enhancements since 1990?

1NA

1(Course)	2 (Service)	
12	17	Assessment
4	8	Administration
14	4	Curriculum
2	9	Services
_____	_____	Other _____

Observations: Forty-seven percent (14) of the colleges indicated their developmental courses have gone through major revisions/enhancements since 1990. Those who answered *yes* to having developmental education services which have gone through major revisions/enhancements since 1990 are as follows:
- 17 (57%) in the area of assessment
- 8 (27%) in the area of administration
- 4 (13%) in area of curriculum
- 9 (30%) in the area of services

If yes:
(Each bullet represents the response from one institution.)

Which courses or services?
Why?
What were the major revisions/enhancements?

- Math and tutoring

Why: On-going efforts to identify and resolve problems students are having with succeeding in developmental courses

What: In math, a new in-house assessment test was devised and Intro Algebra was divided into a 2 semester class. In math and English, mandatory tutoring labs were added

- Math 101 and Math 104

Why: Math 101 became our General Education requirement and was revised to fit the Gen. Ed. Requirements.

What: Math 104 was standardized in materials, outlines, and exams to help align the developmental math curriculum.

- COMPASS Test, English 079 and 088 Why: Better Placement What: new courses

- Testing, tutoring, special needs support services, introduction to writing courses

Why: centralized student support services

- Reading

Why: need

What: added Applied Reading for voc/tech

- Early warning

Why: need

What: Early Warning referral of students failing or in jeopardy of failing at 5th week of term

- English

Why: need

What: implemented lab component

- Chem 100 and 2nd tier testing

- Assessment: additional assessment to address the needs of these students to help them succeed

- Administration: Bridge Program Director

Curriculum: split math 100 to 102 and 106

Services: mentor program, faculty, peer and SLA

New Advising Program for Developmental Students

Computer Software used to support reading and English

Added another basic writing skills course because students needed an additional basic skills option

- The Transitional Studies Unit was created in 1995 to place replace the Skills Enhancement program. Transitional Studies is responsible for the delivery of course work and services for students deemed at-risk by state definition. Also, the tutoring program has undergone a complete transition. Students are offered services through either in-class tutors or the Tutoring Center. The Tutoring Center has been established that offers tutoring for all students at Lake Michigan College. Tutors are also assigned to any Transitional Studies class with enrollment of fifteen or more, Tutor training has also been instituted as a part of the pursuit of College Reading and Learning Association Certification for our tutoring program.

Why:: The new administration scheme was created to improve the delivery of courses and services for at-risk students. The tutoring program was instituted to improve services to our students as well as to promote the intellectual growth of tutors.

What were the major revisions/enhancements?: Under the direction of the Director of Transitional Studies, the unit now provides services for students in an efficient and cohesive manner. All courses and services for Transitional Studies students are now provided in close proximity to one another. Duplications of services has been eliminated through the new administrative structure. The tutor certification process is an effort to better serve students by utilizing tutors who are not only proficient in subject matter, but also who are trained in both one-to-one and group tutoring techniques.

- Science

Why - students were underprepared for college level biology classes

What were revisions - to institute a course which provides background skills to pursue the sciences

Transition to semesters (all courses)

- Assessing an intrusive advising program/professional tutoring

- A+ Program

Why: Achievement Plus - started a peer leader program - student need

What were major revisions - peer leaders in AP courses - students who've successfully completed courses return the next year for training to become peer leaders in the classroom.

- Fundamental Reading

RSS 098 using computers

- Assessment – placement testing and exit exams; curriculum—dev. Math course sequence; services – tutoring implemented Peer Assistive Learning

Why: Placement testing was expanded to provide more options to entering students. Departmental exit exams were implemented to provide common assessment; a pre-algebra course was developed for students who were underprepard for elementary algebra yet didn't need remediation in computation; Peer Assisted Learning was implemented to improve success and retention through increased time-on-task, collaborative learning and peer modeling.

What were the major revisions?: Assessment – expanded placement testing to include an optional computerized format (Accuplacer) and the use of ACT scores for placement; added common department exit exams for developmental English, math and reading; curriculum – restructured developmental math to include a pre-algebra course; services – implementation of Peer Assisted Learning in eleven discipline areas for nineteen instructors in a total of twenty-three course sections.

- Assessment

Why: CPT's for greater student access and convenience

- Developed developmental math modules; hired a Dean to oversee and establish University College; hired Special Pops Coordinator.

Why: Self paced program. Students start at level they test into or as reflected from ACT scores.

What were the major revisions/enhancements?: Created Learning Center; hired director; expanded academic support services to all students, creation of University College.

- In the process of incorporating an assessment plan as required by North Central Association (NCA)

Why: NCA

What were the major revisions/enhancements?: Student follow up

* **Developmental Writing**
Why: Ensure better placement
What were the major revisions/enhancements: writing sample and exit writing sample

51. a.. Briefly share one or two teaching strategies/approaches that have been effective
with developmental education students at your institution.
(Each bullet represents the response from one institution.)

* Collaborative Reading Project; Development of refresher math course for students who failed 1
or 2 sections of General Education Math Competency Test.

* Peer tutors in developmental math
Use of learning lab
Use of skilled competency tests

* For the combined College Prep English Comp I, College Prep Math/Beginning Algebra as well
as some of the Beginning Algebra sections we require extra lab time. This may be spent with a
tutor, the computer, or a video
Networked classrooms' impact on the teaching of writing
holistic approach to teaching reading
* Providing a caring, sharing and listening approach
* Peer tutoring -- amount of involvement of students and faculty. Faculty recommend tutors and
provide input to tutor coordinator when a student seeks tutoring/ criteria: tutor/tutee evaluations
and anecdotal interviews
* Writing our own materials
* PLATO for developmental math students
research assignments
portfolio assignments
* peer tutoring and small groups
* computer aided instruction in math
* Students are encouraged to choose a course delivery system that suits their own unique learning
style. Transitional Studies offers mathematics instructors either in traditional classroom or
competency based labs. Reading courses have been offered through interactive television.
Paired courses in English as a Second Language and Basic Writing are planned for Fall 1997.
Students are offered opportunity for early exit in mathematics and writing course, allowing for
completion of Transitional Studies courses and college level courses during the same semester.

* English: delivering instruction to developmental students via kinesthetic style.
Involving students in physical, tactile sense with assignments.
Providing feedback on a weekly basis
* CAI in developmental writing classes
Video Based SI
* Holistic approach to teaching reading, networked classrooms' impact on the teaching of writing
* Use and return
* Video Tapes
Study Groups
CAI in high tech developmental computer lab - excellent supplement to classroom instruction
collaborative learning
* Use of SLA workshops providing students an additional 4 hours per week - time on task
We integrated advising into our 1 credit FSUS 100 First Year Semester course

- Imbedding basic math concepts into an electronics course curriculum and allowing electronics students to place out of developmental math.
- P&Q writing workshop
  holistic grading
- math modules - self paced
  cooperative learning/sentence writing strategy and paragraph writing strategy/dividing elementary algebra into two semesters
- Cooperative learning
- Smaller class size per faculty contract/Integration of computers as an instructional aid
  Using e-mail for weekly journals and as a way for students to interact with one another has greatly improved personal knowledge and interaction. More importantly, students who normally don't speak up in class, find their voice through e-mail. And, collaborative learning activities are also very effective for some students, but they also create tension. This is actually positive, as students learn strategies for dealing with difficult people and difficult situations.

51 b. What criteria were used to evaluate the effectiveness of these teaching strategies/approaches?
(Each bullet represents a response from one institution.)

- Student evaluation forms for CRP and Math Final Tests
- Pre and Post-testing
- Grades
- standardized testing, final exams, porfolio
- Evaluation criteria include course completion rates, course grades, retention in subsequent semester and grade in college level courses.
- Faculty requests and input
- Use and retention
- Student feedback on evaluation forms
- Improved quiz and test scores; improved pass rates; better pre-and post-test gains; student report/satisfaction; faculty observation; increased class participation; increased student time on task
- Evaluated by an outside evaluation agency
  Pass rate comparisons/control studies
- Data on grades and retention, student self report, faculty impressions
- student participation
- Follow-up in next course, comparison to the course and student feedback
- English: student feedback
- Reading: practicum research (a summative evaluation is being conducted on the retention rate and academic survival of students)
- Grades earned, student surveys, student progress reports, student completion rate, student/teacher interest in specific programs, increasing number of students signing into the lab, increasing number of instructors bringing classes into the lab, and new materials.
- Moved to lecture/lab format
- Final course grades and retention in electronics
- assessment of writing
- year end course evaluations, student outcomes

52. a. What practices has your institution adopted to measure developmental education program/course/service effectiveness? (Check all those that apply.)
4 NA

Observations: Eighty-seven percent (26) of the colleges stated that the following practices were adopted to measure their developmental education program/course/service effectiveness:

    21 Semester/annual reports (70%)

    12 Longitudinal tracking of student skills (40%)

    21 Satisfaction surveys (70%)

    19 Enrollment trend studies (63%)

    4_Other (instructional delivery in Developmental Education Report, 1995; focussed research - ad hoc; research reports on specific projects) (13%)

    16 Reports are accessible to faculty and staff (53%)

  b. Are the results available to faculty?

    26 (87%) Yes   **0 No**   **(4NA)**

RETENTION PRACTICES

53. a. Is there any developmental education course, activity or service that is innovative that has been implemented since 1990, designed to increase the retention of developmental education students?

    17 Yes   **6 No**   **7 NA**
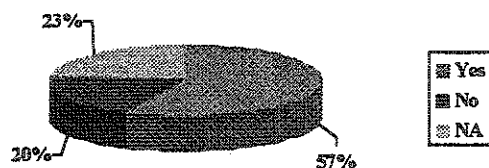
Comments:

- English 114C and extra review sessions in the lab - at-risk students who attend extra review sessions score higher on tests and tend to complete the course

- Mandatory labs

- We have developed a Freshman Seminar class to be piloted this fall. Also, we have standardized our basic math and algebra classes to help students through the early math sequence.

- The creation of a Transitional Studies unit that unifies all coursework and services for at-risk students is an effort to increase retention of developmental education students. Through

centrally located service and course delivery and cooperation of faculty, staff, and administration retention will increase.

- Bridge Program
- Student Success Services
- SLA
- Learning Communities
- Study Groups
- Yes. Developmental faculty created classroom strategies to help keep students organized in all classes.
- University College Programs and development of learning center

- We check enrollment in all courses for which there is a developmental pre-requisite and contact all students who do not have that pre-requisite. Students must meet the pre-req or provide evidence that they have, such as transfer credit or ACT scores, or they are withdrawn from the course.

b. If yes, did it bring about the expected change?
   10 Yes (33%)   5 No (17%)   (15 NA) (50%)

Comments:
   The effort is still in its initial stages, however, preliminary data suggest that retention has improved along with the quality of service.

c. If yes, please share your successes and thoughts. Any descriptive brochure or pamphlet would be helpful. If necessary, attach a separate sheet.

   Four of the strategies showed a strong correlation with course final grade.

   We don't have hard data in terms of retention, but it has made advisors more aware that they must check and it decreased the number of students who do not take required developmental education classes.

Observations:
a. Fifty-seven percent (17) of the colleges have developmental education courses, activities, or services designed to increase the retention of developmental education students.
b. Thirty-three percent (10) of these colleges witnessed expected changes.
c. Colleges reported successes and shred thoughts regarding implemented innovations which were in existing and new classes, services, follow-up, organization, and structure.

54. a. Does your institution conduct on-going research regarding the retention of your developmental education students?

    15 Yes   15 No

If yes, who is responsible? (Check all those that apply.)

12   Researcher-Institutional Research (40%)
7   Support Services (23%)
4   Developmental Education Studies Department (14%)
5   Faculty-Individual Faculty (17%)
2   Departments-Academic (7%)
4   Other (Perkins Grant Coordinator and Enrollment Management Committee/Instruction; Dean of Students Committee - work in progress, Academic Support Group and Developmental Education Council; University-wide retention committee - it issues specific recommendations for actions to improve retention both immediately and long-term) (13%)

Observations:
a. Fifty percent (15) of the colleges conduct on-going research regarding the retention of developmental education students.
b. *Resercher – Institutional Research* was viewed as being the most responsible persons/area for conducting research.

55. a. Has your institution created retention teams or committees that keep your campus abreast of retention concerns/issues?
21 Yes   8 No   1NA
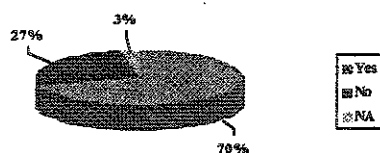
b. If yes, please share your successes and thoughts, etc.

- The biggest successes were: 1. establishing of the First Year Seminar with integrated advising; 2. SLA program; 3. new course placement guidelines

- We have an instructional retention team that meets monthly and implements planning and ideas to improve student retention.

- The newly constituted Enrollment Management Committee is beginning to identify and address retention and recruiting issues.

- Implemented summer scholarships
- Faculty and staff phoned non-returning students

- Conducting surveys of students and faculty for advising as a beginning point.

- The Student Satisfaction Team has provided workshops and seminars to all support staff in order to better service student needs.

- The committees are created but they are not active.

- A team has been formed and has been meeting through the 1996-97 academic year. However, the activities that the team has discussed need to be more fully developed and then implemented.

- The college has renewed efforts focused on retention and the newly formed committee has just begun to study the retention of students in Transitional Studies. Past committees have studied the problem and have made suggestions for improvements. The Student Outcomes Committee has studied success in subsequent course and as a result, cut scores on the Nelson-Denny portion of the assessment have been increased to 11.8. This is a new change and the effects have yet to be measured.

Observations: a. Seventy percent (21) of the colleges have created retention teams and/or committees that keep their campus' abreast of retention concerns/issues. Retention teams and committees appear to be new approaches to retention since 1990.

56. What does your institution use to assess the effectiveness of developmental education courses? (Answers by Groups)

Group One	Reading	Writing	Arithmetic	Algebra	Other	COMMENTS
a. Completion of modules/ competency based materials	4	3	4	3	0	Computer program
b. Pre-test/post-test comparison (what kind?)	7	5	4	0	0	CPT's, Departmental Finals, Stanford Diagnostic Reading Test
c. Post-test only (what kind?)	1	1	1	1	0	
d. curriculum evaluation	2	2	1	1	1	Curriculum Committee recently reviewed all courses
e. Passing rates in developmental courses (2.0 or above or pass/fail)	5	6	6	5	0	Comparison of sections by semesters
f. Percentage who reach minimum competency on a post-test sufficient to continue to next college level course	5	5	4	2	0	
g. Retention rate in subsequent re-enrollment at your institution	4	4	3	3	0	College collects this information for Standards & Measures, Longitutdinal study by Developmental Education subcommittee
h. Academic performance in subsequent college level courses	4	6	5	3	0	
i. Student survey	3	4	4	4	0	
j. Other	0	0	0	0	0	

Group Two	Reading	Writing	Arithmetic	Algebra	Other	COMMENTS
a. Completion of modules/ competency based materials	3	1	4	2	2	
b. Pre-test/post-test comparison (what kind?)	8	7	6	4	1	
c. Post-test only (what kind?)	1	2	1	0	0	
d. curriculum evaluation	3	3	2	1	1	
e. Passing rates in developmental courses (2.0 or above or pass/fail)	7	7	5	3	2	
f. Percentage who reach minimum competency on a post-test sufficient to continue to next college level course	5	4	2	1	1	
g. Retention rate in subsequent re-enrollment at your institution	5	5	3	3	0	
h. Academic performance in subsequent college level courses	6	6	4	1	0	
i. Student survey	4	3	2	1	0	Some faculty use student surveys
j. Other	0	0	0	0	0	Graduation rates

Group Three	Reading	Writing	Arithmetic	Algebra	Other	COMMENTS
a. Completion of modules/ competency based materials	3	1	2	1	0	
b. Pre-test/post-test comparison (what kind?)	6	2	1	1	0	Nelson-Denny Reading Test, Tests prepared by math department
c. Post-test only (what kind?)	2	2	1	1	1	
d. curriculum evaluation	6	5	4	3	0	
e. Passing rates in developmental courses (2.0 or above or pass/fail)	6	6	6	3	0	
f. Percentage who reach minimum competency on a post-test sufficient to continue to next college level course	3	3	2	0	0	
g. Retention rate in subsequent re-enrollment at your institution	5	6	5	2	0	On a limited and individual basis
h. Academic performance in subsequent college level courses	6	7	6	2	0	In a limited and individual need basis
i. Student survey	4	3	3	2	0	
j. Other	1	1	1	1	0	

Group Four	Reading	Writing	Arithmetic	Algebra	Other	COMMENTS
a. Completion of modules/ competency based materials	2	1	2	1	0	
b. Pre-test/post-test comparison (what kind?)	2	1	1	1	0	
c. Post-test only (what kind?)	0	1	2	1	0	
d. curriculum evaluation	1	1	1	1	0	
e. Passing rates in developmental courses (2.0 or above or pass/fail)	1	1	2	2	0	
f. Percentage who reach minimum competency on a post-test sufficient to continue to next college level course	0	1	1	1	0	
g. Retention rate in subsequent re-enrollment at your institution	1	1	2	2	0	
h. Academic performance in subsequent college level courses	1	1	1	2	0	
i. Student survey	1	1	2	2	0	
j. Other	0	0	0	0	0	

2NA

Group Five	Reading	Writing	Arithmetic	Algebra	Other	COMMENTS
a. Completion of modules/ competency based materials	2	1	1	1	0	
b. Pre-test/post-test comparison (what kind?)	2	1	1	1	0	
c. Post-test only (what kind?)	0	1	0	0	0	
d. curriculum evaluation	1	1	1	1	0	
e. Passing rates in developmental courses (2.0 or above or pass/fail)	1	1	2	2	0	
f. Percentage who reach minimum competency on a post-test sufficient to continue to next college level course	1	1	1	1	0	
g. Retention rate in subsequent re-enrollment at your institution	1	1	1	1	0	
h. Academic performance in subsequent college level courses	1	0	1	1	0	
i. Student survey	1	1	1	1	1	College success course
j. Other						

Observations: The most popular methods used to assess course effectiveness appear to be pre-test/post-test comparison. Eighty-three percent (25) of the colleges use pre/post-testing to assess the effectiveness of reading, fifty percent (15) writing, and forty-three percent (13) arithmetic courses.

The second most popular method is the use of passing rates. Sixty-seven percent (29) of the colleges use passing rates to determine effectiveness rates in reading courses, seventy percent (21) in writing, seventy percent (21) in math, and fifty percent in algebra courses. Sixty percent (17) of the colleges use retention rate in subsequent re-enrollment at their institutions.

And finally, the third most popular method appears to be retention rate in subsequent re-enrollment at institutions: fifty-three percent (16) use this method for reading, fifty-seven percent (17) for writing, forty-seven percent (14) for math, and thirty-seven percent (11) for algebra courses.

Limitations: Although the responses may accurately reflect the way colleges assess their developmental education courses, it appears that many of the colleges selected one or two items to mark, instead of selecting all that apply.

57. What does your institution use to assess the effectiveness of developmental education services? (Check all that apply.)

1NA

Group One	Interviews	Surveys	Observation	Grade in Course	Other
Tutoring (group, peer, one-on-one)	4	6	3	5	0
Computer-Aided Instruction	1	3	1	4	0
Counseling	2	3	2	0	0
Advising	2	2	2	1	0
Supplemental Instruction	0	1	0	1	0
Seminar	0	0	0	0	0
Things done in conjunction with other courses, e.g., paired teaching	0	0	0	1	0
Workshops	0	1	0	1	1
Structured Courses	0	1	2	1	
Other	0	0	0	0	0

1NA

Group Two	Interviews	Surveys	Observation	Grade in Course	Other
Tutoring (group, peer, one-on-one)	4	6	5	6	0
Computer-Aided Instruction	0	2	2	1	0
Counseling	0	1	1	1	0
Advising	0	2	1	0	0
Supplemental Instruction	1	3	1	2	0
Seminar	0	1	0	0	0
Things done in conjunction with other courses, e.g., paired teaching	0	1	0	1	0
Workshops	0	2	1	1	0
Structured Courses	0	3	3	5	Exit test
Other	0	0	0	0	0

1NA

Group Three	Interviews	Surveys	Observation	Grade in Course	Other
Tutoring (group, peer, one-on-one)	2	6	5	2	0
Computer-Aided Instruction	0	1	2	2	0
Counseling	0	2	3	0	1
Advising	0	1	3	0	1
Supplemental Instruction	1	2	1	2	1
Seminar	0	2	0	0	0
Things done in conjunction with other courses, e.g., paired teaching	0	1	1	1	0
Workshops	0	2	1	0	0
Structured Courses	0	2	0	3	0
Other	0	0	0	0	0

1NA

Group Four	Interviews	Surveys	Observation	Grade in Course	Other
Tutoring (group, peer, one-on-one)	0	1	1	1	0
Computer-Aided Instruction	0	1	1	1	
Counseling	0	0	1	0	0
Advising	0	0	0	0	0
Supplemental Instruction	0	0	0	0	0
Seminar	0	0	0	0	0
Things done in conjunction with other courses, e.g., paired teaching	0	0	0	0	0
Workshops	0	0	0	0	0
Structured Courses	0	1	1	1	1
Other	0	0	0	0	0

1NA

Group Five	Interviews	Surveys	Observation	Grade in Course	Other
Tutoring (group, peer, one-on-one) --	0	3	1	1	0
Computer-Aided Instruction	0	2	0	1	0
Counseling	1	1	1	0	0
Advising	2	1	1	1	0
Supplemental Instruction	0	2	1	2	Control group
Seminar	0	2	0	0	0
Things done in conjunction with other courses, e.g., paired teaching	0	0	0	0	0
Workshops	0	3	0	0	0
Structured Courses	0	1	0	3	0
Other	0	0	0	0	0

Observation: The most popular method used to assess developmental education service effectiveness appears to be the survey instrument. Sixty-seven percent of the colleges use surveys to assess some type of service effectiveness. The second most popular method appears to be grades in courses (16 colleges - 53%), and finally, the third most popular method used to assess service effectiveness appears to be observation (15 college - 50%).

Limitation: Although the responses may accurately reflect the way colleges assess their developmental education services, it appears that many of the colleges selected one or two items to mark, instead of selecting all that apply.

58. Of all of the developmental education courses and services at your institution, which one seems to be the most effective? Please provide a brief statement, including your method of assessing its effectiveness.

- Our study skills course is very effective for the small group of students who enroll. Effectiveness
  is measured primarily through student evaluations at the end of the course. There is also considerable anecdotal evidence form former students as the course's effectiveness.

- The Individualized Learning Center is the most effective. GPA, student retention, and comparison to non-developmental students.

- Our combined courses

- Individual peer tutoring seems to be the most effective service. The service has been assessed through student surveys and in conversation.

- One on one instruction and intrusive proactive mentoring. These students continue and graduate.
- College Learning Strategies - retention rates and student evaluations
- Dev 181 writing Skills continued success of students
- English 081 and 093 ... we tracked student success in English 131

- Nursing mathematics most successful; 93% receive "C" and C in subsequent course

- English 111 A - pairing 2 credits of non-credit developmental English with regular 4 credit English composition.

- Traditional classroom instruction - exit exams, common finals, retention studies

- Learning Center - student feedback lets us know

- SLA has dramatically improved pass rates across all course/program area. Evaluations by office of Assessment Services - control groups and pass rate comparisons

- SI success in courses featuring SI is high. Faculty/student feedback is positive.
- Reading Courses: research clearly demonstrates the effect.

- The process of assessing and advising students s they are assessed in a way that ensures placement in and orientation to dev. Ed. Classes. We track all students so we know which counselor they saw and what classes they were placed in. Students placed inappropriately are immediately contacted and seen by developmental studies counselor.

- Based upon the evaluation and reviews that the College conducts on its developmental education offerings and the student services that support them, the College feels that all contribute to a successful program.

Observations: Many of the learning assistance courses, which had been taught in isolation, are now being combined with content courses; or programs are being created which use the course content in providing assistance, e.g., SI and study groups. It also seems that intrusive advising is more prevalent than in 1990.

59. a. Are there needs of your developmental education students not being met?

18 Yes   6 No   (6 NA)
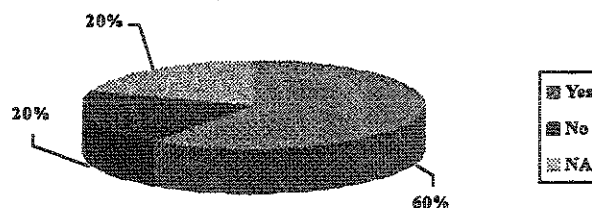
59 b. If yes, what are the needs?

Mostly non-cognitive needs - support from family, friends, transportation problems, unrealistic goals or attitudes about what is required to gain a college education.

- Day care, money, transportation
- may be a need for developmental course(s) in science disciplines
- may be a need to resolve problems students have outside the classroom which affect students
- academic performance
- Resources and full services
- Instructors in regular college courses have indicated that additional speaking and listening skills need to be increased with many E.S.L. students.
- Intrusive advising by trained advisors
- No non-faculty designated resource personnel for developmental students
- No social science developmental courses
- Difficulty in recruiting tutors
- distracters of family problems
- financial needs
- transportation needs
- part-time employment
- leaving too little time and focus for academics
- basic reading skills
- learning center approach with computer
- advising, tutoring, etc.
- Personal/Affective
- better tracking
- data collection
- employment problems
- We need a stronger counseling program/computer assisted instruction program

- We do not meet the needs of our lowest level reading and writing students.

- Current research in developmental education states that many students are not retained in programs because of affective factors. The factors that are unique to our population should be identified and efforts made to meet these needs in ways that are feasible and cost effective.

- A variety - I wish all needs could be met. I would question any program having 100% success.

- More tracking, mentoring, and orientation

c. How do you know what their unmet needs are?

- Student feedback
- Surveys
- We are in the process of assessing students by age, background, retention rates, etc. to see if we can find some patterns to develop new strategies; also, gathering observations, anecdotally for the most part, from faculty
- They fail out of school
- I don't

- talking with them
- observation
- feedback
- focus groups
- poor classroom performance
- surveys
- pass rates
- in-class test scores
- withdrawal rates
- advisor observation
- Presently needs that have been identified are lack of support for education from student families, child care and transportation issues. These needs have been identified through informal faculty and staff contact with students.

Observations:

a. Sixty percent (18) of the colleges stated that there are needs of developmental education students which are not being met.

b.. Colleges listed various unmet needs.

60. Is there any issue/concern that you have regarding developmental education that was not addressed on this survey? If yes, briefly explain. (Ten colleges responded)
(Each bullet represents the response from one institution.)

- Justify existence and expense of programs

- Financial aid requirements often work at cross purposes with students' education needs. Often students enroll for more credit hours (including academic courses) for which they are neither academically prepared nor knowledgeable about the time and effort required, simply to obtain more financial aid. In a related matter, federal guidelines require that students choose a program in order to receive aid. Many students are undecided when they begin, but must choose something. This produces false information about who our undecided students really are and impairs our ability to assist them. I wonder if others would agree with these statements?

- As mentioned briefly in #59, there is a major concern regarding finding ways to help students who have problems outside of their particular course activities which adversely affect their course work

- How are community colleges to respond to students with developmental disabilities (very low IQ, Downs Syndrome) who want to attend?

- Nowhere does the survey ask what proportion of the student population is developmental. In our case it is 70%. The developmental student is the norm.

- Lengthy -- information regarding our developmental students too old. Almost 2 years.

- Ability to benefit - what obligations/responsibilities do colleges have to students. What is worth tax payers money and what is a reasonable chance to offer a student?

- Program review every seven years - yearly assessment plan - yearly budget plan

- The value of integrating (mainstreaming) developmental ed.

- At the present time, no mechanism for outplacement of students who do not meet ability to benefit criteria exists. Currently, these students are allowed to enroll in Transitional Studies courses and take a chance at success. Sometimes this leads to repeated failure and no policy prohibits students from taking the same course many times. This issue is currently being addressed at our institution. Sites for outplacement are being pursued.

- The message we need to get across is the high cost of developmental education program. Our experience is that successful developmental education programs are people intensive. The whole package includes assistance, small class sizes, intensive services, and trained faculty. We also have the concern with the requirements of the HSPT. Community colleges will experience an increase in the number of students needing developmental education because of a lack of state endorsed diplomas. There is no adequate funding in place to support the projected increase need.

61. Enclosed is a copy of the state summary of Standards and Measures data. Please look at the data related to your institution, and to the best of your ability provide a brief explanation as to reason for the success rates (high or low) listed. (Eighteen responded)

(Each bullet represents the response from one institution.)

- A success rate of 75% given the ACT & HS GPA of our students is a positive indication of the quality of service & support students receive at our institution. It has one of the finest developmental education program in the nation. It commits large dollars to developmental education and offers a multiplicity of programs and services. We can (all) do more but the state of developmental education is positive here.

- The success rates of special pops students are only marginally connected to their chosen programs. Rather, the preparation and motivation of the students themselves must be addressed. We do have a dedicated and skilled developmental faculty and staff, which accounts for the success we do have.

- That the performance of special population students is not equal to the performance of other occupational students is not a surprise. Rather it indicates that special population students are appropriately identified. The nearly identical success rates on standard #1 at just over 50% is not good news. Part of this is due to better data collection and reporting. The English, math and reading course have undergone intense security and revised with formal outcomes and assessments. The next report should indicate any change or trend. The major problems we face are the "walk always". In a high employment economy occupational students elect work over school as a priority.

- The special population students perform at a level only slightly less than other occupational students in all three areas of basic, academic, and occupational courses. Of greater concern is not the comparison, but the overall nonsuccess rate of students.

  The success rate in developmental courses is at approximately 65%. Further studies indicate a lower success rate in developmental math classes, and generally, in the lowest levels of developmental courses. In these lowest levels, the students with the most need are enrolled. And overall, success in developmental courses is lower (8%) than college level courses.
  Our institution has as mandatory placement policy which places students in developmental courses within their first 12 credit hours. Being new to the college and lacking basic skills may result in a higher nonsuccess rate.

  The highest success rates overall are in the occupational courses. These courses are in the student's interest of study and they may be more willing to work (and be retained) in application courses.

- The developmental education offerings and student support services are organized and designed in the curriculum to support all occupational offerings at the College. Upon review of the 1997-98 Standard and Measures Local Improvement Plan, faculty and staff that are responsible for the delivery of developmental courses and services support our community college's Plan.

- Our success rates are relatively high (77%) because of caring faculty and support service counselors and staff. We are continually assessing and trying new procedures to insure student success. We recognize that the developmental program has to be consistently revised as our student population changes.

- We attribute the successes to proper advising, assessment, placement, support services and instruction. Failures usually involve improper placement, motivation and outside factors.

- Most developmental students are also taking 2 or more academic courses. When they begin to struggle in these, they tend to let their developmental courses slide. Since most of our developmental offerings are 1-2 credit hours, students sometimes enroll in developmental courses only to meet financial aid requirements, thus have little internal motivation to complete the developmental courses (We give "S" "U" grades which do not harm a student's GPA). Finally, since students take these courses primarily to pass ASSET, sometimes they retest in the middle of a semester and, if they score well on the test, stop coming to their developmental course.

- We seem to be doing an adequate job assisting our vocational students as they strive for skill attainment. Our basic skills attainment record is not as great as the other areas but I feel this is primarily due to the credit/contact hour intensive programs. Many of the programs are currently requiring 18-21 credit hours which prohibits any developmental work.

- My analysis is that 50% of the time our students for better that the state average, 50% of the time our students do poorer: so that's a "wash", we're doing as well as anyone else, although we'd like to do better. Special Pop students' success is 2-7% behind the non-Special Pops group. This strikes me as acceptable, given that Special Pops students had one or two strikes against them (to be classified as Special Pops).   All our efforts are focused on these identified problems:

  1. lack of consistent student attendance in class;
  2. failure to complete the class assignments;
  3. unrealistic career aspirations;
  4. failure of course content, format, or delivery to meet students' specific needs;
  5. poor preparation in high school core subjects; and
  6. delay in seeking out tutoring assistance

- Provided in local improvement plan 1997-98 Perkins Grant.

- Our institution's success rates on Standards and Measures data show that we are above the average in most areas being measured. We have a very dedicated developmental learning staff that make our limited resources stretch a long way towards meeting student needs. Our one area for improvement (where we show average results) is the Special Needs students in vocational areas. We are currently working on an assessment/evaluation plan for the developmental program which will address these student needs.
- We do not have an explanation for the differences reported!

  > The students in each year reported would reflect different groups of students who came to our institution, more or less prepared for the academic work expected of them.
  > Students at any one point may demonstrate more or less motivation and commitment to their own improvement.

Faculty may make changes in students' curriculum and their teaching strategies that may impact students to create success.
Tutorial support may be available to impact students.
family support may vary from one group to the next.

- The rates for success appear low for this institution when compared to state means. This could be the result of the fragmented approach that was taken to developmental education before 1995. No staff member dedicated 100% of his/her time to the program prior to this time. Hence, there was lack of continuity and follow-up with our students. At the time of the Standards and Measures data, supplementary services to this population were in their infancy at this institution.

- Standards & Measures only refers to Occupational students, not transfer. Can not comment on success rates - was not established at that point.

- Mandatory placement will help student success rates.

- The rates listed here for Occupational students (minus Special Pops) are consistent with the success rates for developmental courses across the board at our institution. Historically 65-70% of students enrolled in developmental education course in any one semester complete those courses with a 2.00 or higher. The question is: what does this compare to? Non-occupational students enrolled in their major courses? Non-developmental students in general?

  Given the fact that occupational education students in basic skills courses are among our highest risk students -weak basic skills, numerous socio-economic problems, and sometimes negative attitudes towards any courses not in their major—we believe our rates are acceptable overall. We have mandatory assessment and placement, intrusive advising, and intensive services for all developmental education students and especially Special needs students. Those students who participate in these services succeedat higher rates. Some students opt not to participate in spite of our best efforts to entice them and in some cases *drag* them in.

- There has been improvement demonstrated in the success rate of basic skills attainment in the last year. There is, however, still room for more improvement. Our goal is to consistently focus efforts on the improvement of basic skills of special populations students. Numerous resources are utilized to provide the support necessary for student success.

Input is received from occupational program advisory committees relative to student performance. Feedback from these groups reveals that students who struggle in occupational programs do so because of deficiencies in basic skills. This feedback mandates continued emphasis on building basic skills so that performance in advanced academic areas and occupational studies improves.

We also provide opportunities for students to use self-paced "skills bank" software in a laboratory setting. This affords students the opportunity to practice and refine their skills on their own. Skills bank software programs are available in the areas of math, writing, reading, language skills, and study skills. These efforts, together with a personalized Supplemental Instruction program, are excellent resources for students needing assistance with basic skills development.

SUMMARY

The conclusions from this study reveal the quality and variety of current developmental education programs and practices in Michigan's community colleges. Colleges are acknowledging the need for developmental education in their mission statements, and they are awarding college credit for developmental education coursework. However, the variety of assessment practices, course offerings and delivery systems, and methods of awarding credit make it difficult to compare programs and success rates. To assist with the challenge of evaluating the impact of developmental education statewide, groups such as the Developmental Education Study Committee should meet on a regular basis to prioritize goals; agree upon procedure for research and evaluation of programs; voice concerns; direct comparative studies of the retention of developmental students; and brainstorm new ideas.

APPENDIX

Definitions

Classroom Assessment

Instruments and methodologies used to inform teachers *what* students are learning in the classroom and how *well* they are learning it. Cross, P. and Angelo, T. (1988). Classroom Assessment Techniques. National Center for Research to Improve Postsecondary Teaching and Learning: Ann Arbor, Michigan

Students with Disabilities

Persons who have been diagnosed as having a physical, learning, or emotional disability by a physician, psychiatrist, or other recognized professional who is licensed and/or certified by the State of Michigan to make such determinations.

Students served by adult education or a group that does have a G.E.D. or diploma, but are unable to benefit from developmental education classes either because of limited ability, emotional impairments, or severe educational/social deprivation.

Academically Disadvantaged Students

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. Students with a 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 post-secondary institution).
c. Students with a record of repeated withdrawals who have enrolled or intend to enroll in an approved occupational education program.
d. Students who have dropped out/ left a secondary educational program without a high school diploma or a G.E.D.
e. Students from low socio-economic backgrounds who are considered to be educationally disadvantaged.

Underprepared Students

Students who lack college level skills and who are able to benefit from developmental education.

Unprepared

Students who are unable to read or perform mathematical problems beyond the 5th grade level and considered functionally illiterate (below developmental education level).

Note:
These are definitions commonly used by developmental education personnel.