An Analysis of

Academic Policies and Practices

In Developmental Education

At Michigan's Associate Degree-Granting Institutions

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Results and Executive Summary

Fifth State Study

June 2010

Michigan Developmental Education Consortium &

Community College Services

Bureau of Workforce Transformation

Michigan Department of Energy, Labor & Economic Growth

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Abstract

In the current economy, increasing student success and retention in post-secondary education is of primary importance. This purpose of this study is to ascertain the current status of benchmark information, identify current practices and policies used in developmental education programming at Michigan associate degree-granting institutions, and provide a means by which to facilitate the sharing of the most effective and successful practices.

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Background

The Michigan Developmental Education Consortium in conjunction with Community College Services, Bureau of Workforce Development, The Department of Energy, Labor, and Economic Growth (DLEG), and together with representatives of each of the 28 associate degree-granting institutions throughout the state of Michigan, conducted this fifth study of Academic Policies and Practices in Developmental Education. Four studies of developmental education in the state of Michigan have been conducted previously: the first in 1989, the second in 1990, the third in 1997, and fourth in 1999. The fourth study examined student retention and success as compared to non-developmental student populations. Therefore, many comparisons for benchmarking purposes are made with the 1997 study and the report published in 2009 by the auditor general (McTavish, 2009). The purpose of this study is to obtain benchmark data and identify the current scope and nature of current practices at each of the associate degree-granting institutions in the state with particular focus on best practices sharing.

The Economy & Workforce Development

Currently, nearly 2 million Michigan adults lack the basic skills or credentials to earn a family sustaining wage (ALWG, 2008). The Michigan League of Human Services (2007) also reports that nearly 45% percent of Michigan adults have minimal literacy skills, no greater than those required to perform simple, everyday activities. "Michigan's economy is transforming to one that demands new skills, knowledge, and credentials, especially post-secondary education (ALWG, 2008, p. 5)." This situation is driving increased need for and enrollment in post-secondary education programs by underprepared adult populations.

No Worker Left Behind

In response to the urgent need to retrain Michigan adults, the No Worker Left Behind (NWLB) initiative was launched to fund the retraining of low-skilled, underprepared adult populations by providing for two years of education at a community college or four-year institution depending on student qualifications. According to a report by the auditor general (McTavish, 2009) approximately 69% of those entering programs of study at community colleges as traditional students require at least one developmental education course. While an average of 30% of non-traditional students require remediation that often expends two semesters of funding and thereby prohibits program completion within the 2- year provision. Many fail to complete coursework or develop the necessary skills to obtain employment. Although students today are more likely to choose to attend a community college, close to 50% of first-time students leave without attaining a credential or transferring to another school (Brookings, 2009). Implementing evidence-based interventions is needed to improve the success of basic skills development and work readiness competency in low-skilled adult populations. According to the National Center for Education Statistics (2008), only 16 percent of students entering programs of study at community colleges nationally earn a degree or certificate, while 18 percent transfer to another institution.

The Adult Learning Work Group and Demonstration Grants

To address these issues, the Department of Energy, Labor, and Economic Growth convened key partners from Michigan Works, Literacy Councils, Adult Education, Developmental Education, Michigan Rehabilitation Services, Secondary Education, and more in an Adult Learning Work Group (ALWG) to identify and recommend key strategies for transforming Michigan's adult learning infrastructure. Several key proposals in the plan were adopted by the Council for Labor and Economic Growth (CLEG) in December of 2008. Another significant outcome of this group was the creation of demonstration grants to promote the improved delivery of services through regional collaborative partnership. Some of the recipients/programs include:

AWARE: Adults Who are Returning to Education Programs
- Provides skill upgrades and comprehensive support services to facilitate access and success in college-level educational and training programs for under-prepared adults (GED, high school completers and those near completion)
- Expand adult education programming through PHASD
- Intensive/intrusive advising services
- Comprehensive assessments
- KeyTrain programming
- NCRC achievement
- Transitions to post-secondary education and training
- Partners: Blue Water Area Chamber of Commerce, Blue Water Area Transit, Economic Development Alliance of St. Clair County, Economic Opportunity Committee of St. Clair County, Macomb-St. Clair Workforce Development Board, Port Huron Area School District, St. Clair Community College (Fiscal Agent), St. Clair County Community Mental Health Authority

Career Pathway Academy
- Target individuals to increase basic skills through a structured set of literacy components
- Create an integrated adult learning program that demonstrates the ability to create a new system of delivery from the existing MAHS ABE program and the workforce development programs at MCC.
- Uses concrete occupational pathways in areas of high-demand and those that have potential for high-wages
- Four broad career areas: 1) Business, Management, Marketing & Technology; 2) Engineering/Manufacturing & Industrial Technology; 3) Health & Science; and, 3) Human Services & Public Administration.
- Includes comprehensive assessments, career planning, employment placement, education and training, support services, and follow-up.
- Partners: Faith-Access to Employment and Economic Development, Flint Community Schools/Mott Adult High School, Genesee County Literacy Coalition, Genesee Regional

Chamber of Commerce, Michigan Works! Career Alliance, Inc., Mott Community College (Fiscal Agent)

Making College Accessible Program
- Provide a comprehensive and seamless range of services that will help adults move along customized pathways toward college education, training and careers
- Increase access to remedial and college-level courses and services at multiple access points in convenient
- Use GED preparation "Plus" college readiness skills instruction
- Use WorkKeys job skills assessment system to attain a National Career Readiness Certificate
- Provide Computer Skills certification and Financial Literacy certification
- Provide Cohort-group Career Advancement Program (CAP) developmental education support and instruction strategies
- Provide remedial college preparatory courses
- Provide Career Coaches
- Provide assistance with college application and admissions processes along with access to career pathways support and information, pre-employment training and lifelong learning activities
- Partners: Grand Rapids Community College (Fiscal Agent), Literacy Center of West Michigan, Local Employers, Michigan Works! ACSET

Monroe County Learning Bank Network
- The Monroe County Learning Bank Network will provide an innovative, integrated, cost-effective educational approach to the needs of low-skill adults
- Accelerate transition into family sustaining jobs by drawing on research-based knowledge of adult learning and coordinating the experience and efforts of all the project's partners.
- MCLBN will incorporate best practices in adult learning delivery to provide professional development
- Provide outreach, recruitment, and marketing; orientation; intake assessment; delivery of services; support services; and, follow-up and retention to participants
- Partners: Bedford Adult Education, Monroe Bank & Trust, Monroe Community College (Fiscal Agent), Monroe County Adult Education Consortium, Monroe County Intermediate School District, Monroe County Library System, Monroe County Opportunity Program, Salvation Army, SEMCA, United Way of Monroe County

Northwest Michigan Adult Learning Partnership
- Add several new programmatic elements to the existing adult learning system
- Expand the use of *Transitional Adults to Post-Secondary Education and Training* program, use of the National Career Readiness Certificate, use of Power Path assessment software, and contextualization of academics in to NWLB
- Partners: Baker College of Cadillac, Grand Traverse Area Literacy Council, Local Employers, Michigan Rehabilitation Services, North Central Michigan College,

Northwest Michigan Council of Governments (Fiscal Agent), Northwest Michigan Workforce Development Board, Northwest Michigan Works!, Northwestern Michigan College, Traverse Bay Intermediate School District, West Shore Community College

Oakland Adult Learning Collaborative

- Focus on providing seamless services to learners through four phases in a continuous loop: recruitment/identification (including a systems navigator); comprehensive barriers assessment/ goal setting/ education and employment plan; expanded education/training with formative assessment; and transition to post-secondary education and training and/or employment.
- Partners: Baker College, Berkley School District, Farmington Public Schools, Ferndale Public Schools, Hazel Park Adult Education, Lake Orion Adult Education, Novi Community School District, Oakland Community College, Oakland County Human Services Community Collaborative Council, Oakland County Michigan Works!, Oakland Intermediate School District (Fiscal Agent), Oakland Literacy Council, Providence Hospitals, Royal Oak Schools, Troy Continuing Education, United Way for Southeastern Michigan, Waterford Continuing Education

Project E³: Excellence in Education and Employability

- Engage GED and high school completion students prior to their secondary skill attainment.
- Develop a stronger foundation of academic and personal skills that will act as a bridge to post-secondary training (including customer service training, CDL) and ultimately placement into careers.
- Offer services include expanded adult education, dual-enrollment, college preparation coursework, comprehensive assessment and advising, and connections to the local Regional Skills Alliance for career exploration and placement in construction, tourism and manufacturing.
- Partners: Bay College, Bay College M-TEC, Iron Mountain Kingsford Community Schools, Michigan Works! Job Force Board (Fiscal Agent), North Menominee county Community Schools

Southwest Michigan Regional Adult Learning Network

- Create a comprehensive learner-centered infrastructure providing comprehensive assessment, education, career pathways training, wrap-around advising and support, and access to employment placement services and post-secondary learning opportunities
- Students will access these services as participants in a Regional Career Academy (RCA) program targeted to specific career pathways, including manufacturing and hospitality.
- Partners: Benton Harbor Area Schools, Berrien RESA, Berrien-Cass Community Education Association, Berrien-Cass-Van Buren Michigan Works! Brandywine Community Schools, Cassopolis Public Schools, Dowagiac Union Schools, Educational Opportunity Center, Lake Michigan College, Niles Community Schools (Fiscal Agent), Regional Skill Alliances, The Opportunity Center

Adult Education Enhancement Initiative

- Provide open entry modularized, accelerated, work-based curriculum with attention to client strengths and career planning
- Provide a combination of developmental "hands-on" instruction, comprehensive assessment, personal and career counseling, tutoring, academic advising, individual need assessment, individual education planning, and socio-cultural activities
- Create access to modularized work-based curriculum online or at the high-tech, high-touch Southwest Michigan Workforce Education Center
- Provide competency-based instruction in nine skill areas including contextual learning modules that address core skills required for entry in the Career Pathways including: Applied Mathematics, Applied Technology, Listening, Locating Information, Observation, Reading for Information, Teamwork, Writing, and Business Writing.
- Partners: Battle Creek Public Schools, Calhoun ISD, Community Literacy Collaborative of the United Way in Battle Creek, Kellogg Community College (Fiscal Agent), Michigan Works!/KCC Employment Services

Washtenaw Region Adult Education Collaborative

- Share best practices of each adult education provider
- Connect supportive services available each student by creating a Regional Adult Education Coordinator
- Provide a formal connection between all of the partners and build the capacity for each partner to more adequately and effectively serve their unique constituents
- Implement transition courses designed to help students prepare for life beyond the GED or diploma
- Partners: Ann Arbor Public Schools, Chelsea School District, Milan Area Schools, Washtenaw Community College (Fiscal Agent), Washtenaw County Michigan Works!/ETCS, Washtenaw Literacy, Willow Run

Michigan Postsecondary Policy and Practice Strategy Group

Fall 2009, key stakeholders were invited to participate in a Postsecondary Policy and Practice Strategy Group (PSE) to identify policy changes that would address "leaks" in the adult learning system. Five of the foremost issues identified by the Adult Learning Work Group and adopted by CLEG were examined:

1) Aligning services and programs so that learners can navigate them easily for advancement
2) Ensuring that education is directly linked to meaningful payoffs (labor markets and lifelong learning)

3) Helping students develop realistic plans and providing supports that keep them on track.
4) Helping students learn at a faster pace and complete programs more quickly
5) Developing a culture of evidence that recognizes and enhances outcomes

PSE goals are to align the entry and exit requirements and assessments for services, create a common interpretation of assessments among institutions and organizations to aid alignment, and reconcile varying cut scores and requirements for developmental education to ensure consistency in access to services.

Key Numbers Late 2009

In late 2009, No Worker Left Behind enrollments exceeded state goals. At that time, as many as 102, 413 people had enrolled in educational programs throughout the state. Further, ACS data for 2008-2009 indicated that Developmental Education and Basic Skills Instruction was using a significant amount of funding in the form of 522 Courses, 7,305 Course Sections. For this reason, efforts are being made to leverage resources, pool talent, and implement practices that improve student success outcomes.

Academic Support Services

Key Findings and Trends
Students returning to school, through the No Worker Left Behind initiative, often have a host of "adult" problems including family responsibilities, health problems, and more. Because they may be the first in their family to attend college, their support network is ignorant of the demands of school and likely to place many new demands on their "unemployed" spouse, partner, or child. These students also tend to exhibit poor self-efficacy and nervousness. For this reason, social work services are increasingly utilized and valued.

Additionally, since many of these students have been out of school for an extended period of time, those with learning disabilities lack the "current" documentation required to obtain accommodations. PowerPath is becoming an increasingly preferred intervention while the student seeks and obtains an evaluation from Michigan Rehabilitation Services.

Comparison with 1997 Data
In 1997, a "wide variety" of academic services were being provided; support services for students with disabilities, peer tutoring, and academic advising among the most utilized. In 2010, most schools reported providing career planning, social work services, and student interventions in addition to the traditional services.

Observations/Implications
Eligibility for accommodations for students with disabilities is *extremely* varied among the 28 community colleges. While nine (9) schools consider documentation current when between 1-3 years old, six (6) accept documentation more than 8 years old. Additionally, some only accept a psychological evaluation or a letter from a physician, while many others accept IEPs, in-house testing, counseling evaluations, and more.

A student with a disability may be very confused when moving to a new school; expecting to be eligible or not eligible upon entry. If they have already been told that they are *not* eligible at one school, they will likely assume they are *not* eligible at another and *not* self-identify.

Recommended Reading
Hayward, S. (2009) Disability in Higher Education, Guidance for Section 504 and ADA
        Compliance, LRP Publications, West Palm Beach, FL

Fill-In Responses by School
Question A23: Please describe your most effective proactive intervention. Four schools believe their intervention is very successful:

1. Tutoring on demand for all courses

2. We provide SI to courses that have been documented as historically challenging. Recently, we have hired a Retention Coordinator to intervene with students.

3. We use a case management system with our academic dismissals. It is very intrusive, but it's effective. We stay in constant contact with the students.

4. Mid-term Progress Reports

5. Student Success Center and aligning students with advocates

6. Academic Intervention places students on probation when their G.P.A. drops below a 2.0. They must meet with a counselor and set up a recommended schedule in order to complete the registration process and lift the hold. If the G.P.A does not become a 2.0 after the semester they are placed on academic warning and they meet with a counselor again. The third semester below cum. of 2.0 they are asked to not register the following semester. When they return they are back on academic warning.

7. Faculty conferences--all full-time and part-time faculty in dev. studies hold office hours. Tutoring by faculty and peer/professional tutors

8. As of fall semester 2008, any student placing in a developmental English or math class is required to take that class in their first semester and then continue with the developmental sequence needed for their program of study.

9. Structured Learning Assistance (SLA)

10. SI or walk in tutoring

11. The Inside Track mentor: upper-level students work with 1st year students. Early alert system

12. We have a summer bridge program that prepares students for our basic math class. It is run by tutoring and it addresses learning and study skills as well as math skills.

13. Multiple methodologies and formats for the basic MATH traditional 5 credit; online 5 credit; activity based 5 credit; activity based modularized. The most effective intervention appears to involve learning communities. We noticed this most specifically in the ability to establish bonds and connections with each other which assisted in making the experience less daunting for many of them. Professional tutoring with subject-matter experts with BA degrees providing one-on-one tutoring. Also, peer tutoring as a group/study groups following classes.

14. Counseling services

15. We do not currently measure the effectiveness of our interventions nor do we specifically target or advertise the services mention directly to developmental

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students.

16. We have part-time advisor dedicated to at-risk students including students on probation and students with multiple developmental placements.

17. Advising is required for all new students. For those students who test low in two of the three basic areas (math, writing, reading) are required to meet with their advisors until they have passed 12 or more credits with a GPA of C or better.

18. We make all new students see an advisor for career planning and academic scheduling.

19. Early warning; faculty submit suggestions, such as tutoring, etc. to the Learning Assistance

20. Lab and students are contacted before mid semester.
    We have had good initial success with our Early Alert program through which faculty can alert student service personnel of student issues.

Question A25: Briefly describe one or two teaching strategies that have been effective in working with developmental education students at your college:

1. Compass placement cut scores reviewed periodically. Tutoring

2. An English 098 course was develop to help students in reading their texts that are relative to their other classes. The students work one-on-one with a tutor; reading the texts from their other courses that they are registered for.

3. Collaborative learning strategies. Teaching students how to create teams that are effective and "why" they are effective. Active learning strategies in all courses - all formats of learning.

4. Cooperative small group activities Guest speakers, campus tours, faculty/support staff interaction

5. Not quantifiable but the use of PLATO has been identified as being effective.

6. We have trained about 2/3 of our full time instructors in On Course and we encourage the use of On Course principles in all classes. We also offer On Course as a class at the developmental level Academic Skills 095.

7. Small group work in class. Guided practice activities. All students must keep notebooks--one for each dev. studies class--for notes, handouts, work in progress, work returned to them. This is part of their grade.

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8. We offer/require supplemental instruction in both English and math based on COMPASS cut scores. We have an additional two credit course linked to the regular course that allows for additional teacher contact/instruction time.

9. Developmental Learning Communities Accelerated Math Classes

10. Full integration of reading/writing in one course (English). Math Modules: Mastery/Learning, Team approach to modules.

11. Providing alternative delivery methods

12. MPASS: Math initiative designed to provide tutors in our Math 080 courses. Early alert system - registration contacts retention chair of all 1st year students failing a course at 2nd week point.

13. learning communities supplemental instruction

14. Group work--highly structured with each person having an assigned task Critical thinking applications--pushing students to apply what they have learned in new situations or understand more deeply what they encounter.

15. We created activity-based lessons which are more constructivist in nature and they use manipulatives; these rely upon the power of the group to support learning in the class; and mod math allows students to gain credits incrementally and garner more time should that be need. Reading their work aloud among their classmates assists in reinforcing the value of their ideas and the understandability of their writing. Along with this is asking students to present their finished work to the class. Additionally, reinforcing the relationship between reading and writing helps students to make the connection between the two.

16. One-on-one work with faculty. This is where faculty, namely in English and Math work closely with students in a one-on-one format. Another teaching strategy is peer-to-peer work around assignments.

17. Strategies Identified by James Berry: Nine Steps to Mastering Textbook Information 1. Read the Introduction 2. Read the Summary of the chapter 3. Read the major and minor Headings 4. Read the questions at the end of the chapter 5. Prepare questions from the headings 6. Read the chapter, section by section 7. Underline, highlight, take notes, code 8. Review within 24 hours 9. Reinforce information for exams Teaching Strategy Structure, structure, structure and more structure : FIVE major Components: High Expectations Showing them how Consequences Persistence Attitude

18. Developmental Courses paired with Labs Supplemental Instruction Peer Tutoring

19. Drop-In Professional Tutoring

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20. Supplemental Instruction Small group work

21. The use of the Discovery Wheel for college survival skills courses is very beneficial for students. They start thinking about their strengths and challenges. Then at the end of the course they do it again and see their growth. They are often shocked at how much they have learned. It really encourages them. They learn that they really have the ability to grow academically.

22. "Clickers" in courses to provide immediate feedback on test practice questions. The use of pod casts to enable students to review lecture and handout materials.

23. The Student Development class, using the textbook On Course, has been very effective and we are expanding its use in the future. Linked courses between developmental and non-developmental courses have also been effective

Question A26: Briefly describe strategies/techniques you use to evaluate the effectiveness of your developmental practices.

24. Success in follow on college level courses The college is in the middle of a major institutional research project evaluating all aspects of our developmental courses and program.

25. There is a developmental English course that the students have to submit a portfolio of essays at the end of the semester. Both the Math and English departments take part in intensive data tracking.

26. CATs in the classroom. Common assessments.

27. student success; change in COMPASS; change in Nelson-Denny scores; student success in subsequent courses in sequence.

28. We have evaluated semester G.P.A's of students who take an On Course class. Their GPA does improve when they are enrolled in On Course.
We have an outcomes assessment process for each course. We track pass rates for each course; we track the success of students in their first non-developmental course.

29. We annually evaluate both the effectiveness of our developmental course offerings and the compliance of our students taking the required developmental offerings. We determined baseline data to compare how successful students who placed in developmental coursework were in completing eleven of our highly transferable courses with students who came college ready (placed above the cut score for reading, writing and math).

30. Comparison of student success in ENG111 (College Comp) and MTH 119 of students who go through dev. ed. sequence as compared to those who do not. 2) Comparison of dev. ed. English and Math student success as compared to national (CC) benchmarks provided by NADE.

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31. Internal retention and success studies, participation in National Community College Benchmark Project College-wide Portfolio review

32. For Tutoring Services: Surveys of students each semester Student GPA compared to course mean Course success rate comparison by delivery methods

33. Persistence and retention - semester to semester completion of courses. retention, GPA, Nelson Denny scores

34. success in developmental classes scores on pre and post tests success in subsequent classes

35. Pass rates; persistence and retention; success rates; affective side: number of students request for transfer/complaints. Can students actually demonstrate progress in their skill levels at the end of the course? While the skills, of course, pertain to the subject matter of the course, other skills such as organization, critical thinking/reading, and ability to express more clearly their ideas all factor into an effective assessment. Second: Are students prepared to enter the next course in the sequence? Have their skill levels grown to the extent necessary to attempt the next course? Are they closer to performing college-level work across the curriculum?

36. We are currently looking at this process.

37. We have no institutional research office and do not evaluate developmental education outcomes in a formal manner for all dev. ed. students. Since we do not have a developmental education "program", assessment (if any) would be handled at the course level.

38. We have a common Exit Exam for developmental writing graded by a committee of three instructors. Monitoring students' results on that exam helps us determine the effectiveness of the curriculum and instruction across multiple sections of the course.

39. Pre- and Post-testing Grades in subsequent courses

40. Student feedback is vital to this. I often hand out a card at the end of the class and ask students to fill out a statement like:
    1) One thing I learned in class today was...
    2) One thing I have a question about is....
    3) One thing I want to learn about this is...
    I get immediate feedback that guides me.

41. Faculty feedback.
42. Course outcomes assessment. Success in subsequent non-developmental courses.
43. Our evaluation is centered on data collection at this time. We are working to improve the percentage of student who successfully complete the course.

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Academic Support Services
Study Committee Commentary

Key Findings and Trends

Reading and Writing cross-scored for English placement.

Additional hours in college level courses vs. additional coursework.

Self paced, move ahead if capable courses.

MTech Math (Modules/Contextualized)

Open Labs / Open-Entry

Learning Communities ALEKX (50 percent of instruction)- 3 Instructors (each w/7 instructional credits) & 2 Structured Learning Asst's for 45 students to complete 3 developmental courses; 4 wks/4wks/7wks (Delta) 38 students successfully completed. 9am-12noon M-T-W-Th.

Early Alerts such as STAR FISH, a blackboard program, at GRCC

1st Year – Orientation; Required Orientation; personalized one-on-one orientation; DVD or You Tube orientation;

Measurement of Outcomes – Degree Programs vs. Personal Enrichment – Identifying Program Codes

Bridge programs; all in one place services.

Using classroom activities to create learning networks; Have students introduce a partner to create connections.

Classroom visits to introduce resources; scavenger hunts of locations/catalogs/syllabi

Observations/Implications

Computer Aided Instruction works well as a supplement. For example, Free Prep to get to College-Ready on PLATO

Regional Centers don't get the same support services as "main campus"

Need for holistic approach to student services; recognize student apprehension in seeking help.

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Evaluation: Measures, Retention, and Continuous Improvement

Key Findings and Trends

Today, schools are implementing complex evaluation plans to measure student success and implement quality improvement initiatives. Schools are working to create a culture of evidence and quality improvement through institutional research professionals, AQIP, and programs like "Achieving the Dream" and "Breaking Through".

Comparison with 1997 Data

In 1997, Eighty-seven (87) % of community colleges had a system for monitoring DE students' progress within DE courses. Forty-three (43%) of the schools at the time were tracking DE students' progress through their school experience.

Eighty-two (82) % of the schools indicated that they had *witnessed* the expected changes from initiatives implemented. Additionally, it was reported that many had adopted practices to measure effectiveness through annual reports, satisfaction surveys, and enrollment trend studies.

Data selected for measurement to assess the effectiveness of developmental education coursework included: completion of modules/competency-based materials, Pre-test/post-test comparisons, curriculum evaluations, passing rates, retention rates in subsequent semesters, academic performance in subsequent semesters, and student surveys.

Observations/Implications

A better question for the survey might have asked for identification of the data selected for measurement. As schools become increasingly evaluative and measurement focused, sharing quality processes or initiatives will be particularly productive.

Recommended Reading

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Evaluation, Measurement, Continuous Improvement
Study Committee Commentary

Key Findings and Trends
Several Michigan community colleges, such as Oakland, are participating in National Community College Measurement Benchmarking (NCCMB) system that provides a network to facilitate the sharing of measurement practices and results of participating institutions.

Common Measurements
> Course completion
> Completion of gateway courses and prerequisites
> Completion of all courses
> Fall-to-Spring retention

Like to Examine
> Focus Groups: how do students define success?
> What are their barriers to achieving that success?
> Longitudinal Studies
> Instructional Strategies

Questions/Comments
1. How do we separate student failure based on academic problems vs. personal problems?

2. Are we examining how courses like OnCourse are affecting student persistence? Washtenaw and Lake Michigan have reported different related findings.

3. Are we really using what has already been implemented before advocating something new?

4. Can we create a culture that promotes teacher engagement? Alerting support services to connect with troubled or at-risk students is a crucial intervention. "Save one student at a time; one or two students in any class add up over time."

5. Do Adult Education reporting systems identify measurables that can improve evaluation practices in developmental education?

6. Are we collecting/examining credible data?

Intervention Tools
> Starfish early alert…works in combination with blackboard @20000 for 2 or 3 yr trial

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WAVE

Retention Alert

*Most reported that automated listings, calls, and mailings are relatively ineffective.

Survey Fill-In Responses by School

Question E11: Please briefly describe your most effective initiatives:

1. One option students have is to register for Math 101 or 104 A, B and C. This is a course that is ran through the Academic Support Center; allowing the student to take the course at a slower pace, consisting of three semesters.

2. A new College and Beyond Course designed with all students in mind. It's a way to introduce students to the college and college and beyond expectations.

3. First year experience seminars (On Course) at the developmental level.

4. We recently implemented a pre-algebra course. We are working with David Caverly to revise our college-reading course.

5. We opened a math lab that is staffed by math faculty to work with students.

6. Counseling enhanced integrated studies learning communities for first semester developmental students. 2) Accelerated math learning communities 3) Developmental Ed. learning communities

7. Addressing the needs of students taking two or more developmental courses (tied into our Retention Team efforts)

8. Transition-to-College: work with the local high schools to prepare students for college-level work. learning communities

9. Math: using writing, critical thinking questions, and group work in place of lecture 2. counselor visits to developmental classrooms

10. Activity based materials for MATH-021. Although seemingly minor, the group reading of final exams/portfolios with both the part-time and fulltime developmental faculty, has helped a great deal in terms of increasing the level of instructional consistency. Because of the heavy reliance of part-time instructors and the often far away locations of their classes, this has not always been the case. Recently, the developmental writing faculty have created course packs for each instructor to use in their courses. This, too, is creating a greater consistency in approach to instructional delivery, particularly among the "revolving door" of part-time instructors we rely upon so heavily.

11. beginning to look at size of developmental education classes and the format (length and process) in which they are delivered. Also, looking at specialized faculty training for DE.

12. In 2008-2009 we revised our highest level of developmental writing as part of our Achieving the Dream implementation plan. We added critical reading activities to support critical thinking in essays. In our initial implementation in fall 2009, we saw modest increases in pass rates as well as success rates in college-level English for students who passed the revised course.

13. Tutoring / Supplemental Instruction Adult Education Enhancement Initiative

14. We paired a reading course with a psychology course -We offered Supplemental Instruction with a developmental writing course

15. Pod-casting

16. The Student Development course (SD 125) has been very effective.

Question E14: What learner-centered assessment strategies do you REQUIRE faculty to use?

1. Final exam

2. A portfolio process in the English department.

3. Common assessments

4. None

5. In process of development.

6. Progress reports; tests; objective-referenced final exams; exit exam and portfolios for writing course.

7. All faculty must provide a syllabus that defines course outcomes.

8. Attendance, End-of-semester course evaluations

9. Subject Oriented Rubrics, Authentic Assessment, Student Assessment of General Education (SAGE), indirect assessments, direct assessments, program-based plans, benchmarks, learning outcomes. See also, www.oaklandcc.edu/oae

10. Depends on Program/Department. Includes Portfolio's, projects, and department written/required final exam.

11. all areas: course content testing English: writing papers all areas: journaling

12. Writing assessments in both the writing and reading courses. Measurement of reading

level progress (in Reading courses). A competency based testing on concepts taught in MATH-021 for passing.

13. None

14. Limited requirements; depends on subject matter. For example Engl 120 requires instructor to assign an exit essay which students must pass with a C or better.

15. None

16. All faculty must evaluate student performance and their readiness for academic progression.

17. Course content testing, standardized testing, & writing assessments

Question E16: What actions or improvements have you implemented based on the measures of student performance?

1.   There has been a variety of new courses that have been developed to help accommodate student success.

2.   Revised exams/revised courses nothing has been mandated

3.   Pre-algebra course. Changes in cut-scores on assessment tests. 74% average required for exiting any developmental course.

4.   We require a 2.0 or higher in each math class to move on to the subsequent math course. We have tweaked our COMPASS math cut scores based on student success in math classes. We have block scheduling of some of our developmental courses for ease in scheduling and we developed a two credit learning strategies course that is required in the first semester for any student who places in both developmental English and math.

5.   1) ISLC's   2) SLA   3) ENG Dev. Ed. course sequencing

6.   A college-wide dialogue regarding a possible "gatekeeper" level of English Placement/Completion prior to enrolling in transfer level courses has begun using several studies viewing student performance in varying dimensions.

7.   Added and deleted delivery options, as well as added or reduced number of sections of said deliveries based on student success. e.g. Adding Hybrids.

8.   Revamped orientation program; outreach to local high school; support services for math students.

9.   learning communities, supplemental instruction and in class coaches, FYS course for

developmental education students

10. changed math curriculum and added another level of math instruction added supplemental paired reading component to reading course

11. Revision of MATH-021 included activities; self assess within small groups in class and then in larger groups in the class. Revision was made as a result of analyzing student performance in previous courses and met a need for formative assessment. A lower level Developmental Writing course was developed recently in order to introduce students to the expectations, protocol, and orientation necessary to approach the tasks of writing, reading, and making meaning of written text.

12. There is no systematic focus or reporting on developmental education or its students.

13. Improvements may be implemented by individual instructors (classroom level) based on data they may collect.

14. Placement Score Adjustments Mandatory Reading Requirements for Gen Ed courses.

15. We implemented a First-Year Experience course which is required for students who test low in at least two of three developmental areas. --We have established a prerequisite system for all courses in regards to English, Reading, and Math proficiency.

16. We have been more insistent that students successfully complete developmental courses in reading and writing before taking other courses at the college.

17. Implemented use of MyMathLab in dev. math courses. Adjusted suggested time per topic. Reduced class size.

Question E17: What have been the greatest challenges to implementing improvements?

1. Other variables effecting student success, home life, finances, relationships, transportation etc.
2. campus consensus

3. Lack of administrative support.

4. Administrative resistance; data takes care of this.

5. Resistance by some faculty and staff to require developmental courses be taken during the student's first semester

6. Funding, staffing, and time-commitment.

7. As a large and complex institution, the time and organization required to plan and

implement comprehensive efforts, especially when trying to ensure that all stakeholder groups are represented, can get convoluted.

8. Lack of funding.

9. Effective usage of data.

10. Faculty resources and time for learning communities Enough students to be SIs money faculty resistance

11. Adequate testing for placement into the different types of courses that we have; inertia of persistence of past practice; lack of agreement on pedagogy and service issues among faculty. The greatest challenge has been the lack of fulltime faculty in the developmental areas. The demand for instruction is so critical, that both fulltime and part-time faculty are not able to meet the substantially increased demand for developmental-level instruction. The resources necessary to address this situation are simply not available. A challenge almost as significant is the rise in student attrition and the time in which most of it occurs. Faculty have noticed that many more students stop coming to class after the first three or four weeks, or at the point at which they receive their aid checks. Because of this, attempts to improve instruction, monitor levels of improvement, and so on are difficult to gauge given that the subject group shrinks so dramatically for so many reasons.

12. Lack of data and institutional processes focused on assessment, learning outcomes, and developmental education.

13. Finding time to thoughtfully plan and implement improvements while dealing with growing enrollment numbers.

14. Developmental Courses are not mandatory. Access to research is limited.

15. Decentralized approach to Developmental Education.

16. Student and parent buy-in in regards to taking additional courses that do not count towards graduation

17. Students want to be able to "give it a try".

18. Cost and manpower.

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Collaborative Partnerships

Key Findings and Trends

Although community colleges have always been responsive to their communities and have participated in partnerships, focusing on developmental education, adult education, literacy councils and community colleges in partnership is a relatively new concept. Beginning in February 2009, ten (10) community colleges across the state received the Demonstration Grants that were created as a result of the Adult Learning Work Group (ALWG). According to this survey, partnerships to serve these underprepared students in a more deliberate, comprehensive way are emerging.

There are many partnerships. There are formal agreements with all the agencies mentioned, but they are most often with Michigan Works! agencies or K-12 schools. Twenty respondents have cross-functional committees to address Developmental Education. The maintenance of these partnerships fall to a variety of people, there is not a single point of contact for these partnerships and agreements. Twelve (12) of the schools reported providing space on their campus for Michigan Works while four (4) indicated providing space for Adult Education and other social service agencies, as well.

This survey indicates that regional partnerships do exist. More research should be done to determine which models are most successful.

Comparison with 1997 Data

The 1997 study asked about external relations in terms of feeder school information only. There was no mention of the other partners of concern today: MRS, MWA, Literacy Councils, ABE, Business, and more.

Observations/Implications

Although 17 schools reported sharing data with feeder high schools concerning developmental education in 1997, college readiness continues to be a tremendous problem. According to the Auditor General's report of developmental education in Michigan's associate degree granting institutions (McTavish, 2009) between 60-70% of students enrolling immediately following high school, require one (1) or more developmental education courses.

Recommended Reading

Kezar, A. (2005) Redesigning for collaboration within higher education institutions: An
        exploration into the developmental process, Research in Higher Education, Vol. 46 No. 7

Collaborative Partnerships
Study Committee Commentary

Key Findings and Trend

While all community colleges partner with outside agencies, the partnerships have not been deliberate or targeted. There are significant partnerships with K-12 and Michigan Works! Agencies. The contact people are varied, most contacts are academic administrators or Workforce Development Administrators. Recently, the partnerships are more targeted. There are ten partnerships ARRA Demonstration Grant Projects across the state with community colleges, Michigan Works!, local literacy councils, and adult education programs. There is also a cross-functional Michigan Literacy Plan being designed by MDE (reference WCC Denise Crudup).

Observations/Implications

Partnerships need to be more deliberate and targeted to the student population they serve. There needs to be a contact at the community colleges that is aware of all the partnerships and their purposes to avoid duplication of effort. We should continue to provide this information for all colleges about the partnerships because each of the Michigan colleges are at different points in the partnership process.

Recommended Reading:

I-Best Washington State Program

Michigan Adult Learning Work Group Report

Achieving the Dream, Breaking Through in Michigan and nationally

Michigan Literacy Plan

Fill-In Responses by School

Question P5: What activities and /or data do you share with area high schools concerning developmental enrollments?

1. The number of developmental students and their placement scores.
   placement scores, demographics, based on each area high school
   none

2. Overall enrollments in developmental courses.

3. We share the number of students at the individual high schools who tested below college level in reading math and writing upon enrollment.

4. Assessment scores and placement rates in dev. courses.

5. We share COMPASS placement data.

6. 1) "Moving-Up" Grant 2)On-site assessments 3) Transition events 4) off-campus

7. COMPASS training

8. Currently there is no formal data sharing.

9. We share aggregate data on incoming freshmen from each area high school.

10. None.

11. data on course placement scores

12. Very little information is shared at this time.

13. We produced a report for all feeder high schools in 2007 detailing developmental placements of their students. Since then, we have produced reports for principals and superintendents on demand.

14. High Schools are informed of our Placement for Success program (mandatory placement in math, reading, and writing). However, no data is shared specific to developmental enrollment.

15. We have summer career academies that are open to all HS students.

16. We are in regular conversation with high school counselors and tech-prep advisors.

17. Does your college currently share or co-locate counseling, advising and/or case management staff with a partner organization?

Question P6: Does your college currently share or co-locate counseling, advising and/or case management staff with a partner organization?

1. Co-located/shared with Michigan Works, Workforce Development Boards in Livingston, Shiawassee, Lapeer, and Genesee Counties

2. For our Adult Ed demonstration grant there is a grant-funded dedicated case manager for students transitioning from Adult Ed who is located at Michigan Works

3. 1 Veterans Services 2)Transfer Center 3)Off-campus centers provide basic procedural info. on registration, financial aid and admissions

4. Capital Area Michigan Works and Work First

5. Community Outreach Coordinator for the ARRA Adult Learning Demonstration Grant in Washtenaw County is shared with all adult education programs in the area. We have a career education coordinator who works with students referred by our Michigan Works! Agency not co-funded

6. Michigan College and University Partnership grant program with Wayne State University. We collaborate with the University Bound program - students who intend to transfer.

7. South Central Michigan Works

8. We have a Michigan Works office on campus. Those caseworkers share space with counseling.

9. We work with counselors at other locations.

10. Our current NWLB demonstration grants provide intrusive advising at the adult education program in our K-12 system.

Faculty & Staff

Key Findings and Trends

Tenure-track positions in developmental education are available at seventeen (17) of the associate degree granting institutions. Yet, the ratio of adjuncts or part-time faculty to full-time faculty continues to grow. "Given the cost savings, community colleges will continue to hire adjunct faculty. Moreover, these faculty members will continue to play a crucial role in fulfilling the institutional mission and will have an enormous impact on the institutional culture. At the same time, there are growing concerns about an institution's ratio of adjunct faculty to full-time faculty and its impact on the college (Green, 2007)."

Most reported providing for and paying adjuncts and part-timers for professional development opportunities through a myriad of ways: on-site workshops, conferences, advisory groups, listserves, webinars, and focus groups predominantly.

Formal assimilation processes are in place at seventeen (17) of the schools.

Comparison with 1997 Data

In 1997, fifteen (15) institutions reported having *no* full time faculty teaching only developmental education while fourteen (14) reported having at least one (1).

Observations/Implications

The questions regarding full time faculty count by subject were unanswered by large numbers of respondents. Each of these questions was missing between 10-13 responses. This implies that the information is not clear. The question, too, would have been better if it had specified the identification of faculty "teaching only developmental education."

Adult education professionals serving the same or similar population are required to hold education degrees and certification by the state, while most developmental instructors are those with master's degrees in math, for example.

Recommended Reading

Green, D. W. (2007) Adjunct faculty and the continuing quest for quality, *New Directions for Community Colleges*, no. 140, Winter 2007, Wiley Periodicals, Inc.

Faculty & Staff
Study Committee Commentary

Key Findings and Trends

In house training is vital and done by most institutions

Colleges are moving to hiring people who have teaching degrees and certificates, or developmental experience in math, reading, and writing.

Observations/Implications

Full time DE faculty is a commitment by the college for student success.

Important to understand HS curriculum and discuss alignment

Certification & Training

Faculty Success Center trains faculty on assessment, classroom management, teaching, learning styles, self-efficacy development

Some schools have created a Center for Organizational Success; faculty have to participate/enroll in teaching education or training targeted to developmental education. Some training programs are tied to pay raises.

New Faculty Academy

Talked about NADE certification, CRLA, program certification & Council for the Advancement of Standards in Higher Education

Important to provide faculty with opportunities to network and share and meet with mentors in their field.

Institutional Practices & Policies

Key Findings and Trends

Seventeen (17) schools described their developmental education program as decentralized activities administered by more than one individual. Only one described the department, as centralized activities administered by a single individual. One other described the program as decentralized activities administered by a single individual. Four did not answer the question and 3 didn't complete the survey.

Comparison with 1997 Data

Today, only 4 colleges reported having a *centralized* developmental education department. In 1997, that number was (6) of (28) or 21.5%

Observations/Implications

This section of the survey contained the highest number of unanswered questions, particularly concerning funding.

Recommended Reading

Belcastro, A.. Purposeful persistence: First generation college student success. Ph.D. dissertation, University of California, Davis, United States -- California. Retrieved August 8, 2010, from Dissertations & Theses: Full Text.(Publication No. AAT 3379550).

Pascarella, E., Seifert, T., & Blaich, C.. (2010). How Effective are the NSSE Benchmarks IN PREDICTING IMPORTANT EDUCATIONAL OUTCOMES? Change, 42(1), 16-22. Retrieved August 8, 2010, from Research Library. (Document ID: 2027157321).

Institutional Practices & Policies
Study Committee Commentary

Key Findings and Trends

Seventeen of the schools are participating in ATD; ten joined this year. It is hoped to drive the increased engagement by school leadership and boards of trustees.

Observations/Implications

Comparison of the institutional policies might provide some insight as to the driving forces within the schools. Every school has the same problem: underprepared students. Are the boards of trustees engaged in the issue?

Questions

1. Should we look at the strategic plans as opposed to the institutional policies? What changes might have been made to strategic plans and board policies because of ATD involvement?

2. Is the ACS Report the best place to find Developmental Educational (DE) funding information?

3. Is centralized DE leadership really more effective than decentralized? How does this leadership model affect students' ability to navigate educational pathways, or the institution's ability to create new pathways, or effect the leveraging of resources, communication, etc… How might these impact non-credit students?

4. Centralized/decentralized; the most successful programs appear to be those with team leadership exercising excellent communication and leveraging expertise. *Only 1 school reported centralized controlled by 1 person. Sixteen have decentralized, led by a team.*

5. Does the leadership model enable parallel/alignment with basic skills/non-credit to de credit coursework?

6. Do institutions have practices/policies in place that ensure that students have access to comprehensive services?

7. A discussion of funding issues related to credit or non-credit and combination programs indicated that the coursework must be related to a declared certificate or associate degree program to qualify for Pell grant funding. (Robert Matthews provided expertise based on MOTT career pathways programming.)

Survey Fill-In Responses by School

Question I1: Please provide a link to or text of the school's board policy on developmental education.

1. http://www.lakemichigancollege.edu/intranet/policies/Assessment%20Placement.pdf

2. http://www.jccmi.edu/administration/president/BoardOfTrustees
3. /docs/BoardPolicyManual2010.pdf page 24

4. n/a

5. http://www.grcc.edu/mission

6. Board Policy incorporates assessment and placement policies #1020 Core Abilities Schoolcraft College is an Open Door community college accepting individuals with a wide variety of preparation levels. A program of assessments, placement, and continuing academic support is essential. The courses, placement tests, and systems designed to monitor and promote student success will be formally evaluated at least every 36 months. Graduate follow-up studies will be a major part of this evaluation. Specifically a set of Governance Polices. e.g. 1) Providing free or low cost, community wide distribution of selected developmental courses and assessment testing; 2) Creating mechanisms to track progress of at-risk students and increasing support to underserved, underrepresented and at-risk members of the student body. Adopted 2-16-2010.
7. "Degree-seeking students must submit ACT/SAT scores to North Central prior to being admitted. Students who have not taken the ACT or SAT must participate in the COMPASS assessment. The COMPASS is available on a walk-in basis in the Learning Support Services Lab and at the North Central Michigan College Gaylord, East Jordan and Cheboygan offices. Placement into the appropriate math and English composition courses is mandatory based on the results of these assessments."

8. OCC will establish settings that enable its students to gain competency in the basic skills of reading, writing, computing, spelling, speaking, listening, and analyzing.

Question I2: Briefly describe the primary goals of your board policy.

1. To prepare students to do college level work

2. Scorecard has goals for DE student success, persistence, and college readiness We have established our goals in accordance with the National Association for Developmental Education goals.

3. 1.Students placing in developmental courses will begin those courses in the first semester and continue the sequence of courses through completion. 2. Placement in both developmental English and math, will result in a mandatory study skills course to be taken in the students' first semester.

4. To prepare students for college level work and success

5. Indicators of Success:

6. In progress – revising

7. Located in our Strategic Planning Matrix as a Area of Priority Need

8. To prepare students to do college level work

9. Increase student success in courses and progression to "gatekeeper" courses

10. Note: We are becoming an Achieving the Dream School so we expect goals will be forthcoming shortly.

11. To help students to prepare for entering college level coursework with the skills necessary for success.

12. Increase retention and graduation rates of those students who enroll needing developmental coursework

13. Prepare students who are currently at the 7th grade level and higher for college-level coursework.

14. As a part of its Achieving the Dream initiative, NCMC has identified the following goals: "An increased percentage of the targeted student population will successfully complete developmental courses and progress to credit-bearing courses; enroll in and successfully complete gatekeeper courses; complete the courses they take with a grade of C or better; Re-enroll from one semester to the next; and earn certificates and/or degrees."

15. To place students in developmental courses appropriate to their skill levels when they enter the college; 2) Through the dev. courses, assist students in increasing their sill levels to be able to reach the level required for college coursework;

16. Promote Student Success by continually assessing and improving student learning. Help
17. students to develop college-level skills

Question I3: Briefly describe the measures used to assess the effectiveness of these goals.

18. Success in college level coursework

19. 50% pass rate in Math; 67% pass in writing; 52% fall-to-fall persistence; 16.5% college ready when admitted

20. Data collection regarding, assessment, access, success, mainstream success, and Retention

21. We are conducting a longitudinal review of student success in subsequent courses comparing students who come in "college ready" and those who start with developmental coursework.

22. portfolio's, grade distributions, retention, progression, and persistence

23. In progress – revising

24. Track repeaters, student success measures (success, competency, GPA, and retention)

25. Success in follow on courses

26. Success rates, progression to college level courses

27. We look at course retention and success rates.

28. tracking of course success rates, retention, and graduations rates

29. We conduct limited project or program level evaluation, more comprehensive measures are being developed.

30. We monitor the percentage of students who are successfully completing developmental courses each term.

31. Assessments begin with standardized placement testing prior to enrolling in classes.

32. All students take Accuplacer in reading, writing and math. Follow-up assessments may be used depending on the area. E.g., math has developed additional testing, reading administers Nelson-Denney, English faculty do additional writing assessments prior to specific placement in classes. Future assessments vary depending on the program and class (Decentralized format) but include things such as pre and post tests, more detailed assessment of skill levels (i.e. Nelson Denney in reading), and assessments specific to the disciplines. We are beginning to look at success in subsequent courses as an assessment measure.

33. Course Success Rates, Subsequent Non-Developmental Course Success Rates, CCSSE Benchmark score for Support for Learners

Question I4: Please identify the people who administer your developmental education program by name and title.

34. Jenny Schanker, Chair of Transitional Studies

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35. Dr. Mark A. Curtis, Vice President for Instruction

36. Academic part of program will be centralized January 2011

37. Mary Beth Looby, Director, Developmental Education; Marcie Carter, Director, Bridge Program; Roz Weedman, Chair, English Division; Phoebe Lutz, Chair, Math Division

38. Kristen Salathiel-developmental writing instructor, Nancy Gray-developmental reading instructor and Deb Pharo--developmental math instructor

39. Cheryl Hawkins, Dean

40. Kathy Burgis, Mathematics Department Chair and Tom Klever, Language Skills and Student Development Department Chair

41. Dr. Mark A. Curtis, VP for Instruction

42. Katherine Grahl, English / Larry Smyrski, Mathematics

43. Vice President of Curriculum and Instruction, Dean of Humanities and Social Sciences (reading and writing), Dean of Mathematics and Natural Sciences (math), English, Math and Academic Skills Department Chairs

44. We have no developmental department or administrator. Jennifer McCann is the
45. Transitional Studies Coordinator.

46. The Developmental Education Committee (comprised of administrators and faculty from Student Srvs and Instruction).

47. Vincent Maltese, Dean of Science/Mathematics-Interim Dean of Humanities/Social Sciences

48. We have individuals in developmental reading, writing, and math as well as those who teach the Student Development course. The best overall point of contact is Dr. Christine Hammond, Dean of Instruction and Student Success.

49. Dr. Patricia Bergh, Dean of Humanities, Julie Steffey, Engl. Faculty, Freida Urquhart, Reading Coord., Johanna Brown, Dean of Science & Math, Vasu Iyengar, Math Coord. Linda Boynton, Academic Literacy Facilitator; Lisa Bryne, Academic Literacy Facilitator; Lori Linden, Academic Literacy Facilitator; Bonita Myrand; Academic Literacy Facilitator; Kent Aeschliman, Mathematics Department Chair; Godson Nasari, Mathematics Department Chair; Janet Peart, Mathematics Department Chair; Fran Smith; Mathematics Faculty

Assessment & Placement

Key Findings and Trends

All the colleges use a basic skills course placement process. All schools reported having confidence that their placement tests are somewhat or very effective. All reported allowing students to re-test for entry. Yet, discrepancies exist as to the number of related opportunities and charges. According to the Audit of Developmental Education at Michigan Public Community Colleges (2009) four (4) all students to retest 1 time, thirteen (13) allow students to re-test twice, and nine (9) allow unlimited tries. Additionally, seven (7) schools reported charging a fee for re-testing.

Seventy percent (70%) of the respondents also use alternative practices to validate placement. Nearly half of the schools use crosswalks with other test scores to determine developmental placement (or not). The cutoff scores are usually determined by a diverse faculty team, and often includes academic deans.

Most schools use mandatory developmental education testing but several (6) do not require the coursework. Six (6) reported the placement as recommended rather than mandatory. Most schools reevaluate students in their developmental classes for placement at the subsequent level.

Currently only eight (8) of the schools reported provided GED preparation and testing; seven (7) offer National Career Readiness Certificates.

Most reported that counselors do all of the various things listed in that question. They do, for example, walk-in counseling, counseling by appointment, class presentations, orientations, etc. It is interesting that the Student Services Deans are not consulted as often on the question of testing cutoff scores. This seems to be the purview of the academic Deans. As a member of a student services division, I wondered if the counselors were part of the decision-making process for these levels. (Greashaber, 2010)

It seems most of the colleges surveyed are happy with their entry placement procedures. The next question is, of course, do those entry procedures ensure the students are better prepared to be successful in college level work. Some of the new work with the colleges participating in Achieving the Dream may start to answer those questions with some data. Also, GED Preparation and Career Readiness Certificates should be explored as methods for preparing students for community college coursework across the state. This is already common practice in a number of states across the country (Greashaber, 2010)

Nineteen (19) schools reported mandatory placement while 6 reported using the assessment for recommendations only. However, it must be noted that in many cases some of the coursework is mandatory while some is not.

    21/28 reported using Compass
    5/28 reported using Accuplacer
    2/28 did not report

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Comparison with 1997 Data

In 1997 academic assessment was required for students enrolling in full-time credits by 23 of the 28 community colleges or 77%. Only 43% (13) indicated that assessment was required of all incoming students.

Ninety-seven (97) % had mandatory assessment for reading while only 40% mandated placement
Ninety-three (93) % had mandatory assessment for writing while only 18% mandated placement
Ninety (90) % had mandatory assessment for math while only 50% mandated placement

Observations/Implications

Twenty (20) of Twenty-two (22) respondents indicated that they enroll students even if they have scores below the Ability to Benefit (ATB) cutoffs if they have a high school diploma or GED. While question P19 asked if students are referred to agencies outside the college based on test scores, it is unclear if the answer specifically refers to those scoring below ATB cutoffs or only those who do not have a high school diploma or GED.

Should or could GED Preparation and Career Readiness Certificates be explored as methods for preparing students for community college coursework? This is a common practice in a number of states across the country (Greashaber, 2010)

Most schools use mandatory developmental education testing but several (6) do not require the coursework.

How can students be expected to be successful when beginning a course that is significantly more challenging than their current competency? According to Jerome Bruner (1966), "capacities must be matured and nurtured before others can be called into being (p. 27)." What is the retention rate and subsequent success of this student population as compared to those who were placed according to competency?

Of 23 respondents ten (10) indicated that assessment crosswalks are utilized at their institution. It would be interesting to collect them in this report to evaluate the similarities and differences.
Most do not test affective processes. Meyers-Briggs is used at nine (9) of the schools. Social or emotional intelligence and self-efficacy or resilience are not addressed at any of the schools.

Recommended Reading

Angelo, T., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*, (2nd ed.). San Francisco: Jossey-Bass. ISBN: 1555425003.

Bruner, J. S. (1966) Toward a theory of instruction, Harvard University Press, Cambridge, MA

Huba, M.E., Freed, J. E. (2000) Learner-centered assessment on college campuses; Shifting the focus from teaching to learning, Allyn & Bacon, A Pearson Education Company, Needham Heights, MA

Assessment & Placement

Study Committee Commentary

Key Findings and Trends

Good placement makes for happy staff and students.

Observations/Implications

Accurate course placement is vital to student success.

Current cut scores are not always effective (to low) and underprepared students are getting into wrong courses

Some institutions have no means for enforcement of placements.

Partnerships can be important. Ex: Learning Bank Partnership with ISD; supposed to refer students that are at very basic levels. This is where students who place below college level can go. This type of service is not available in all areas. Most colleges take all students and "deal" with it."

Most schools provide unlimited opportunities to test out of coursework. Some charge fees for retesting. If students study for retesting, they may advance. Otherwise, retesting does not seem to make a difference.

Most students are not told to prepare to test.

ESL testing is highly dependent on the population and location. Some schools do not have an ESL population.

College Survival Skills are important to improve skills. Most placements concern reading, writing, and math only.

If students can get through reading, they can get through math. Best predictor of math success is good reading.

Students are reluctant to take developmental reading. They don't see the link with success.

Some schools have students retake COMPASS test for the course at the end of the course to either exit DE or go to the next level.

Questions

1. Who determines cut scores? This should be a collaborative process. Prerequisites for classes should also be examined. Do they make sense to all involved parties?

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2. If you are requiring students to go through multiple levels of developmental education, are you creating barriers to program completion? What is the most effective number of levels to better enable student success, but not take too long. What is the impact of acceleration and immersion?

3. What will happen to students that get HS certificate instead of diploma? Ability to Benefit (ATB) policy affects those districts or regions with high ESL populations and the large number of returning adults without a high school degree or GED.

4. Is there a placement test for basic computer skills? Are there any good placement tests for computers?

Survey Fill-In Responses by School

Question P2: Identify other processes used to validate placement recommendations.

1. Faculty Interviews

2. Writing Samples or faculty administered tests.

3. Nelson-Denny test are administered in the Reading classes; Writing samples are administered for the English courses.

4. Nelson Denny for reading

5. ACT scores, AP scores and CLEP scores

6. English Self Placement Quiz

7. Some math and English classes do an instructional evaluation of student preparedness.

8. BANNER technology system

9. A student may appeal a math placement to the Associate Dean and he will review high school grades and courses, but this is not a defined, formal process - MATH. In class diagnostics and instructor recommendations - English.

10. Nelson Denny for Reading writing sample, developmental math test

11. Nelson Denny

12. Pre-tests in courses

13. Dean meets with student if requested.

14. Students may take a Competency test covering the 5 modules of MATH 021 students may take through the Placement and Testing Center to prove competency and therefore place out of a specific module of MATH 021.

15. Assessment within first two weeks of Math course.

Curriculum & Instruction

Key Findings and Trends

Developmental Education (DE) course offerings have increased significantly. Today, the offerings are significantly more diverse, for credit or non-credit, and delivered in new ways: accelerated, online, hybrid, and traditional. The curriculum tables presented in Appendix E enabled us to easily ascertain the curricular commonalities and differences among the colleges as well as placement practices. More DE coursework is being offered than at any time previously.

There is little or no oversight of instructional practices.

There is little awareness of the skill level addressed in coursework as compared to K-12 education. For instance, basic math is early elementary curriculum typically mastered in grade 5.

New DE Coursework includes the following courses:
    Academic Skills (12)
    Professional Life (5)
    Intro to Computers (5)
    Science (8)
    ESL (6)

Multiple levels of *reading* are offered at (14) of the community colleges, while (8) schools provide 1 Reading course

Multiple levels of *writing* are offered at (12) while (8) schools provide 1 Writing course

Eight (8) schools are *integrating* reading and writing, teaching it holistically. Schools teaching integrated reading and writing include Alpena, Delta, Gogebic, Jackson, Kalamazoo Valley, Mid-Michigan, Northwestern, and Oakland.

Many Michigan community colleges are providing DE courses for credit and/or non-credit. Five (5) of the reporting schools offer non-credit DE coursework: Delta, Lansing, North Central, North Western, and Schoolcraft. Courses delivered as Non-Credit include Math, Reading, Writing, CIS, ESL, and Integrated Reading & Writing Coursework.

Comparison with 1997 Data

In 1997, developmental courses included the *primary* five subjects in a traditional setting: reading (27), writing (28), math (27), algebra (20), and science (8). In 1997, there was little or no mention of online coursework. Today, many of the classes are offered in hybrid format or entirely online: often math.

Observations/Implications

Because the schools are offering a variety of courses, the numbers presented do not add up evenly. For instance, some schools provide reading and writing holistically only while others offer them separately as well.

Several of the schools are implementing academic skills or first year seminar coursework as a key intervention.

Because there is little of no oversight of instructional praxis, there is no way of knowing the possible impact of implementing research based best practices on student achievement.

Recommended Reading

Anderson, K. M. (2007). Differentiating instruction to include all students. *Preventing School Failure*, 51(3), 49-54.

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Curriculum & Instruction
Study Committee Commentary

Key Findings and Trends

Some colleges provide more developmental courses than others because of their student population. It is interesting to see past data - - - are students improving? It doesn't appear that things are changing. Longitudinal studies are required to measure the success of new requirements; high school certificate of completion and/or diploma.

More diverse ways and kinds of courses, but we think bulk are traditional.

More alignment needed from HS to college but very difficult to enforce – many are in survival mode.

There is little or no oversight of instructional practices.

Observations/Implications

MACRO requirements Gen Ed/associate degree outcome determine what needs to be college-level including locked in courses which may not be necessary.

Courses will no longer count towards degree/certificates after January. But, some may be changing numbers on courses so that developmental courses are numbered within the 100 level to adapt.

Some colleges have faculty sign-off if students fall below college-level.
Developmental education instructor also teaches introductory course – so that students have are familiar with the instructor.

There is a national movement to recode Algebra as developmental.
Lack of success is not necessarily due to the student's error.

Reading – need to define ability to read based on "courses taken." Some instructors do not require reading.

Need to do a better job of contextualizing foundational skills: require more reading, writing, math, time management, critical thinking, study skills…. Orientation courses may also help develop skills

Clarification Requested by Committee Members

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The committee requested clarification and definitions for Work Readiness, Learning Modalities, and the instructional strategies identified in the survey.

Responses from Ann Iseda

Work Readiness is defined by the National Work Readiness Council (2006) as the ability to add value in frontline jobs in entry level positions While creating value through relationships is complex, the foundational skills needed comprise an integrated mix of communication, interpersonal, decision-making and learning skills and sub-skills are the key to building value-creating relationships. Equipped for the Future (2006) identifies the pertinent competencies as: reading with understanding, conveying ideas in writing, speaking clearly and understandably, listening actively, observing critically, using math to solve problems, communicating to solve problems and make decisions, planning, cooperating with others, resolving conflict and negotiating, taking responsibility for learning, reflecting and evaluating, learning through research, and using information and communications technology.

Learning Modalities are described by Dunn, Dunn, and Price (1989) as primary elements that make up all of the possible learning styles. These elements are categorized in one of the following areas: environmental elements, emotional elements, sociological elements, physical elements, and sense. Planning curriculum to address the needs of this specific target population; adults returning to develop work-readiness skills, entails tailoring programs to address unique demographic characteristics. The modalities are briefly defined as:

Environmental – atmosphere, light, temperature Environmental venues on the community college campus include proximity to student support services, and teachers who act as facilitators of learning and coaches promote self-efficacy and model reflectivity, inquisitiveness, risk-taking, and initiative.

Emotional – interests, persistence, responsibility, structure This refers to using content such as the On-Course text or other self-development coursework can assist these adults in learning how to take personal responsibility for their learning, develop self-efficacy and self-regulatory behaviors, and challenge their fears regarding learning and goal setting.

Sociological – grouping, peer tutoring, adult, guidance Providing tutors, social workers, and learning support can promote the emotional development, confidence, and persistence of these students. Tutors trained to facilitate the learning process within collaborative groups aid the development of student thinking and reasoning skills through Socratic engagement.

Physical – time of day, mobility Scheduling and location are one aspect of physical modality. Daily block scheduling is one way to support accelerated cohort programming AND depict a work-like routine thereby reducing lifestyle and familial discordance.

Sense – visual, auditory, tactile/kinesthetic Contextualized and differentiated learning activities engage students through a variety of instructional approaches to enable the mastery content and development of competencies.

Instructional Strategies identified in the survey instrument included differentiated, brain-based learning, inquiry-problem solving, active learning, multiple intelligences, collaborative learning

groups, and contextualization. *Committee members indicated that there is no monitoring of what strategies instructors are using in the classroom.*

- *Differentiation* indicates using a variety of methods to accommodate diverse learners and styles; collaborative group work, individual project, guided inquiry, limited direct instruction.
- *Brain-based learning* refers to learning strategies and approaches that are based on how the brain learns and constructs knowledge. Learning should be contextual, social, and gradual in nature (scaffolding). For instance, connecting what is being learned to personal experience contextualizes new content and facilitates the assimilation of the new information.
- *Inquiry/Problem-Solving* Designed to involve students in a process of investigation, guided inquiry requires students to identify problems, brainstorm solutions, formulate questions, investigate, collect data, analyze and interpret findings, discuss, reflect, make conclusions, and present results.
- *Active learning* Students are engaged and involved as active participants in the learning process. Students are not simply receivers of information.
- *Multiple intelligences* Most people are more likely to learn and retain information based upon the way it is presented due to their natural inclinations or learning preferences. While some can readily adapt to any style, others have difficulty doing so. Eight intrinsic intelligences have been identified: linguistic, logical-mathematical, spatial, kinesthetic, musical, interpersonal, intrapersonal, and naturalist. New categories under examination include social and emotional.
- *Collaborative group work* is most effective when there is positive interdependence, face-to-face interaction, individual accountability, effective communication and problem-solving is promoted, and group evaluation includes an examination of how well students worked together.
- *Contextualization* is when content and competencies are presented within the context of a real life situation/application. Students readily grasp how and why the learning outcomes will serve them. For instances, percentages applied to a shopping during a sales event.

Reference:
Hunt, G. H., Wiseman, D. G., Touzel, T. J.(2009) Effective teaching; preparation and implementation, 4th Ed., Charles C. Thomas Publisher, Ltd., Springfield, IL

Questions
1. Do the trends make a difference?
2. How successful are accelerated courses? Are results same/better than 16 week?
3. What is the level of training of developmental education instructors? Are they certified teachers, developmental education professionals? Are they trained in instruction strategy?

Workforce Development

Key Findings and Trends

Eleven (11) reported including work-readiness competencies in most/all course learning outcomes.

Eighteen (18) reported having clearly defined career pathways aligned with adult education and workforce readiness outcomes.

Comparison with 1997 Data

There was no mention of workforce development in the 1997 report. Clearly, the current economic climate is driving educational partnership and programming to meet new skill demands in addition to curriculum mapping to job markets. "Roughly three-fifths of the over six million students in community college credit programs are pursuing some occupational course of study. In addition, millions of other Americans look to the community college for noncredit continuing education and job training (Jacobs, 2006)."

Observations/Implications

While many indicated NOT including work-readiness competencies in most course learning outcomes, they did positively identify the competencies in another question as those measured in coursework. It appears many are not familiar with work-readiness and the skills required of 21st century jobs.

Recommended Reading

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       policy can help community colleges improve student outcomes* (An Achieving the Dream
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       change, The Joyce Foundation, Shifting Gears, December 2009

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Workforce Development
Study Committee Commentary

Key Findings and Trends

Most of the community colleges in Michigan have workforce development programs outside of developmental education. These programs do include workforce competencies. They have clearly defined career pathways aligned with adult education and workforce readiness. These programs often use contextualized education. The connection with faculty in the support services is strong, but the academic areas do not have as strong a connection with workforce development as the support areas may have. Workforce Development helps to fill seats in programs with spaces because they often have a direct connection to funding and support services outside the college.

Little understanding of the skills required or what it means to be work ready.

Observations/Implication

The Workforce Development programs grew out of contract training. The newer programs are ongoing. There are ways to offer financial aid for non-credit courses. Some courses can be non-credit modules moving into credit articulation agreements. Non-credit courses may fill the clock time with non-credit for credentialing, to speed the credentialing process. Articulations from non-credit to credit may be patterned after the articulation agreements with local high school programs and the community colleges. (Tech Prep).

Developmental programs could be a part of the students program, if basic reading, writing and math skills were necessary to complete the module. Contextualized learning within the module can also be used to improve basic skills within the workforce class itself.

Navigation, counseling and advising are very significant parts of these programs. This is done in a wraparound service model with intrusive counseling that can often extend into the classroom. The goal is to make this service model look easy to the student, while dealing with some difficult and diverse service providers. These people need additional training beyond what the normal counselor/advisor is trained to do at the colleges.

Survey Fill-In Responses by School

Question W9: Briefly describe the types of Workforce Development activities/programs available and how they facilitate student's success:

1. Our workforce development programs include Breaking Through components including a career and college success seminar and an opportunity to improve reading and mathematics skills to earn or upgrade the NCRC.

2. Workforce development, beyond occupational education, is just being re-instituted

3. Fast Start programs in technical trades areas take student work history/experience into consideration for admission and permits quick entry into clinical/course sequences that are accelerated to allow quick re-entry into the workforce to occur

4. Student Success Workshops, Designated advisors to specific programs, non-traditional student groups

5. We have job training, occupational certificate and degree programs, and workplace based training. Occupational certificate and degree programs follow all normal college procedures for ensuring student success including tutor availability, basic skills classes if necessary, etc. Job training integrates all needed skill building and success strategies into the basic course work.

6. Pharmacy Technician Training, Personal Fitness Trainer, Conflict Resolution Specialist,

7. Innovative Culinary Technology, Counseling in the College Selection Process and

8. Information Storage and Management. Also we enhance the workforce with offering in the area of computer, management, teacher recertification, nursing and a real estate.

9. We also support entrepreneurship.

10. Students can enter our Business & Community Institute (BCI) offering credit, non-credit, or continuing education unit (CEU) opportunities to meet the professional development and educational needs of employees. Students may participate in Get a Skill, Get a Job, a job readiness workshop. Attention has been directed by the college as a whole toward curriculum that meets the needs of students, including work application.

11. N/A

12. Programs offered include CNA, Pharmacy Tech., Computer and Office Skills, Fire Academy, EMT, Supply Chain Tech., and Culinary. Programs are aligned to industry certifications. WorkKeys assessments are utilized as pre-requisites to enter the

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programs. KeyTrain remediation is offered.

13. We have several 1-year certificate programs that allow students to earn a credential without fulfilling general education requirements.

14. We have several short & long term certificates that lead to employment. Work Keys is used in many of the courses to define skills and KeyTrain is used to remediate in some cases. The Vocational ESL program works intensively with 2nd language students to prepare them for work as does the Basic Skills upgrade program. Twelve week Spring/Summer courses are offered to facilitate full time requirements of students.

15. MCC has a robust Workforce and Career Development department that participates with community and government programs targeted toward students with unmet financial and educational needs. Programs identify, recruit and assist students in development of skills necessary for successful employment in available industries and business. Services available include technology training and access. Some of the many programs include: Jobs for the Future â€' Breaking Through Initiative (BTI), No Worker Left Behind (NWLB), Pathway out of Poverty (POP), Training Adjustment Assistance (TAA), Workforce Investment Act (WIA). Workforce and Career Development also provide short-term accelerated training in both credit and non-credit delivery formats. Training programs prepare students for certification testing in many fields as well as provide certifications needed for employment in trades.

16. Short term training programs - Wrap around courses / Economic & Workforce Development

17. In addition to occupational coursework, our short term training programs include three courses to enable students to learn how to learn; provide exceptional customer service by improving listening and problem solving skills; and conduct an effective job search. (The three courses are: 1. Techniques for Learning; 2. Customer Service for Occupational Training; 3. Employability for Occupational Training.)

18. Specialized and Innovative Education and Training Support Services
Under a current county grant, we are able to provide special services for No Worker Left Behind students at OCC and JET (welfare clients) in the Michigan Works! Agencies:

19. PowerPath: Screening and intervention for learning challenges (vision, hearing, Visual Stress Syndrome, auditory) and help building meta-cognitive skills (SMARTER plans) so students/clients can achieve their short and long term goals.

20. Professional development activities related to learning challenges are also developed and provided for OCC faculty/staff, MWA staff, and adult ed. faculty/staff.

21. NWLB Campus and Work Connection: Campus Connectors (navigators) serve as a primary point of access for NWLB students, and connect them to all college resources. NWLB Work Connectors / Job Developers provide services focused on internships, co-operative education placements, work experience, and assist students with seeking employment opportunities.

Glossary of Developmental Education Terms

Common Language Glossary for
Learning Assistance and Developmental Education

This glossary created and adopted by the National Association of Developmental Education (NADE) provides operational definitions for many of the key terms used within this document. The glossary is composed of entries drawn from a previously published work that was created by a large team of leaders in the profession

Arendale, D., & Others. (2007) A glossary of developmental education and learning assistance terms *Journal of College Reading and Learning*, *38*(1), 10-34.]

Academic preparatory academy 1: an equivalent high school education program that contains core academic content areas that include college preparatory curriculum. **2:** services provided by commercial tutoring companies.

Academically underprepared student. **1:** a student assessed as having potential for college success when appropriate educational enrichment and support services are provided. **2:** a student who, although meeting college admissions requirements, is not yet fully prepared to succeed in one or more college-level courses.

Accelerated Learning Groups (ALGs) developed at the University of Southern California by Dr. Sydney Stansbury (2001) in the 1990s. ALGs is one example of course-based learning assistance program. See also COOPERATIVE LEARNING and COURSE-BASED LEARNING ASSISTANCE.

Accelerated learning program college students simultaneously receive academic enrichment and support as they are enrolled in college-level courses and graduate on the same time schedule as other students. Such support may be provided through one of several means: course-based tutoring, enrollment in learning community that pairs academic content and appropriate developmental education courses, faculty embed practice with study strategies within their college-level academic courses (Koski & Levin, 1998). Compare with COURSE-BASED LEARNING ASSISTANCE, DEVELOPMENTAL PROGRAM, and REMEDIAL PROGRAM.

Alternate assessment examination of student progress through direct observation of student performance and judgment of learning products through collection of authentic sources such as observation of student behavior, student presentation, and collection of student work (Collins & O=Brien, 2003, p. 15). Compare with ASSESSMENT.

Assessment 1: the process of applying systematic formal and informal measures and techniques used to ascertain students= current competencies and abilities. **2:** the process of determining students= strengths and weaknesses in cognitive and affective areas for the purpose of generalized placement. **3:** the act of assessing, or taking a measurement (*e.g., counting, rating, estimating the amount of a skill, ability, knowledge*) of some element of an individual or a program. COMMENT: Assessment should be as objective as possible (value-free), as opposed to EVALUATION which suggests that valuing has been added. Assessment does not assume, in advance, what is good, worthwhile, or desirable. In analogy to science, assessment is observation. Although objectivity is always relative, it is important to separate the measurement from the interpretation of its meaning. Compare with ALTERNATE ASSESSMENT, EVALUATION, and RESEARCH..

Assistive technology any device, piece of equipment, or product system, whether acquired commercially or off the shelf, modified or customized, that is used to increase, maintain or improve the fundamental capacities of individuals with disabilities (Technology Related Assistance, 1988). Compare with INSTRUCTIONAL TECHNOLOGY.

Baseline the natural occurrence of a behavior before intervention.

basic academic skills activities such as calculating, reading, reasoning, speaking, and writing which enable people to communicate and learn; considered to be essential to learning across the curriculum, but not always specifically taught in the regular postsecondary academic curriculum. COMMENT: These skills are often legally defined for competency levels in secondary schools.

Cohort. 1: a specific subpopulation or subset of the entire student body who is studied over a period of time through examination of their attitudes or behaviors. **2:** Following are several related terms to cohort. *Similar cohort*: group of students who share near identical abilities, characteristics, or demographics. *Incoming cohort*: group of students who begin their studies at the same specified time period (i.e., fall term of a particular year) and who are monitored in succeeding academic terms through graduation and perhaps beyond.

College-level the level of skill attainment, knowledge, and reasoning ability associated with/required by courses of study designed to lead to a baccalaureate degree.

College-level students those students demonstrating possession of the necessary prerequisite skills, knowledge, and reasoning ability that suggest they are developmentally ready to pursue courses of study leading to a college degree

College students learners matriculated into postsecondary institutions.

Community agencies publicly and privately sponsored organizations outside of institutions of higher education which can serve as resources for the institution and its students (*e.g., counseling, employment agencies, and social services*).

Compensatory education 1: educational activities that remediate a previous state of discrimination. The focus is on both the individual student and an enriched learning environment to replace the previous impoverished and diminished environment in secondary education. **2:** term sometimes used to describe activities and services provided through civil rights legislation for students who are eligible for participation due to past discrimination of their ethnic, social, or economic group (e.g., TRIO programs).

Cooperative learning In addition to activities in which students work together and learn from each other as in COLLABORATIVE LEARNING, they engage in activities that are more structured, planned, and purposeful. The six critical features of cooperative learning include: (1) positive interdependence among group participants; (2) individual accountability for involvement; (3) appropriate rationale and task purpose for the group; (4) structured student interactions with designated activities rather than free-form discussion; (5) instructor or expert peer as facilitator; and (6) attention to development of social skills such as interpersonal communications and leadership development. Compare with COLLABORATIVE LEARNING

Course-based learning assistance those forms of group cooperative learning that accompany a specific course to serve as a supplement for that course. There are a variety of CLA approaches. These activities may occur outside of class or may be embedded within the course. Student participation may be voluntary or mandatory. Some CLA programs award academic credit for student participation. Examples of this approach with formal protocols for implementation include: Accelerated Learning Groups (*USC Model*), Emerging Scholars Program (*UC-Berkeley Model*), Peer-led Team Learning (*CUNY Model*), Structured Learning Assistance (*Ferris State University Model*), Supplemental Instruction (*UMKC Model*), and Video-based Supplemental Instruction (*UMKC Model*). CLA can also be less formal and take the form of study cluster groups and group problem-solving sessions (Arendale, 2005b). Compare with COOPERATIVE LEARNING, COLLABORATIVE LEARNING.

Developmental 1: the expected sequence of learning. Any learner who is acquiring knowledge and skill is in this continuum stage of the education process. COMMENT: The use of the term in education has its origins in psychology which had taken it from medicine. Development is defined as the process of growth, unfolding, and activation. Thus, expected growth is developmental. **2:** Use of the term at the college-level recognizes there is a gap between high school skills or prior educational experience and college skills that need to be mediated for some students. Compare with ACCELERATED LEARNING PROGRAMS and REMEDIAL.

Developmental course 1: any course organized according to the principles of cognitive and student development and designed to promote both affective and cognitive development. **2:** any course designed to build upon existing skills to prepare students for college-level course work. Compare with REMEDIAL COURSE.

Developmental education 1: a field of practice and research within higher education with a theoretical foundation in developmental psychology and learning theory. It promotes the cognitive and affective growth of all postsecondary learners, at all levels of the learning continuum. **2:** a sensitive and responsive approach to the individual differences and special needs among learners (NADE, 1995). Compare with REMEDIAL EDUCATION and MULTICULTURAL DEVELOPMENTAL EDUCATION.

Developmental educator 1: an educational professional who works in a program designed to enhance the academic and personal growth of students. **2:** an educational professional who employs the principles of cognitive and affective development in designing and delivering instruction

Developmental education program commonly addresses academic preparedness, diagnostic assessment and placement, affective barriers to learning, and development of general and discipline-specific learning strategies (NADE, 1995). Compare with ACCELERATED LEARNING PROGRAM, LEARNING ASSISTANCE PROGRAM, and REMEDIAL EDUCATION PROGRAM.

Developmental student 1: a student assessed as having potential for college success when appropriate educational enrichment and support services are provided. **2:** a student who, although meeting college admissions requirements, is not yet fully prepared to succeed in one or more introductory college-level courses. USAGE RULE: Put people first followed by a descriptive phrase. EXAMPLE: A. . . a student with developmental issues in algebra@ (APA, 2001, pp. 63-65, 69-70). Compare with ACADEMICALLY UNDERPREPARED STUDENT and REMEDIAL STUDENT.

Disability 1: a physical or mental impairment that substantially limits one or more major life activities, **2:** a record of such impairments, **3:** being regarded as having such impairments (Americans with Disabilities Act, 1990).

Disability services the provision of accommodations and services by the institution to enable students with a diagnosed disability to perform on an equal basis with other students with academic activities and assignment.

Early exit a student=s leaving a program, course, or activity before its scheduled end. Such exit is usually based on early mastery of a skill that is documented through an assessment measure.

Emergency crisis management procedures established, step-by-step directions for dealing with extraordinary events (*e.g.,students in crisis, health emergencies, student discipline*)

Evaluation 1: the process of establishing the utility or value of a particular activity or program. **2:** the decision-making process of interpreting test/assessment results, deciding what is Agood,@ or Agood enough,@ Aeffective,@ etc. Thus, in EVALUATION, an important component is subjective and philosophical. **3:** making data-based judgments and decisions about student academic skills on entry or exit from college, student progress and/or program effectiveness. **4:** measuring an activity or program with a desired outcome. Compare with ASSESSMENT and RESEARCH.

Evaluation standards criteria that have been established to measure the effectiveness of an activity or program.

first-year experience course a small class offered in the first year of college that explores important information and skills essential for success in both the academic and social dimensions of college life.

Formative evaluation 1: evaluation activities used to improve organizational or institutional effectiveness. **2:** sometimes refers to evaluation activities that occur during the event under investigation and produces information which can be used for immediate changes and measuring progress toward the goals. Compare with ASSESSMENT, EVALUATION, and SUMMATIVE EVALUATION.

Historically-underrepresented student populations student groups that have not commonly enrolled at or been successful in postsecondary educational institutions in comparison with historical trends in college enrollment and representation in the general population of the United States. Compare with DIVERSE STUDENTS and STUDENTS OF COLOR

Human subjects research investigations (*other than normal evaluation of student learning* by instructional staff) involving students as participants. Such investigations may require prior approval by the institution and require following federal, state, and institutional rules for such research studies.

Instructional technology 1: a field dedicated to the theory and practice of design, development, use, management, and evaluation of the process for learning. **2:** technology use in classroom environment or via the Internet to provide an intended learning experience (Collins & O=Brien, 2003, pp. 181-182).

Learning assistance supportive activities, supplementary to the regular curriculum, that promote the understanding, learning, and recall of new knowledge; remediation for prescribed entry and exit levels of academic proficiency; and the development of new academic and learning skills. Some activities include study skills instruction, TUTORING, COURSE-BASED LEARNING ASSISTANCE, reviews, study groups, special topic workshops, time management, exam preparation, and self-paced instruction. These services may be provided in a center that can be staffed with professionals, paraprofessionals, and peers.

Learning assistance center 1: a designated physical location on campus that provides an organized, multifaceted approach to offering comprehensive academic enhancement activities outside of the traditional classroom setting to the entire college community; **2:** a centralized location wherein tutorial and study skills assistance is provided most commonly. The center generally provides support to a wide array of academic disciplines. It may sometimes be focused in one academic area (*e.g., mathematics, writing*). **3:** a place that offers help to any student experiencing academic difficulties. Assistance is usually noncredit, individualized, and can be remedial or developmental in nature. Compare with LEARNING ASSISTANCE PROGRAM and TEACHING/LEARNING CENTER.

Learning assistance program 1: a comprehensive approach to offering instruction and activities for college students who seek skill development throughout their academic career. Areas of assistance could include skill development in critical thinking, reading, writing, study skills, and study strategies; instruction, group study, or tutoring in academic content areas; graduate and professional school exam preparation; and personal development areas such as time management. Such activities may be accessed through drop-in tutoring or study groups, independent self-paced study, workshops, or courses (Materniak & Williams, 1987). **2:** a program which enables a student to develop the attitudes and skills required for successful achievement of academic goals. Services may be offered at the remedial, developmental, supplemental, or enhancement level. Compare with DEVELOPMENTAL EDUCATION PROGRAM, LEARNING ASSISTANCE CENTER, REMEDIAL EDUCATION PROGRAM, and TEACHING/LEARNING CENTER.

Learning communities a curricular approach that enrolls a common cohort of students in a restructured learning environment that builds connections among students and curriculum. There are different models for accomplishing this: linked courses, learning clusters, first-year interest groups, federated learning communities, and coordinated studies (Gabelnick, MacGregor, Matthew, & Smith, 1990).

Learning skills 1: methods which permit the student to achieve understanding of desired material. **2:** communication, organizational, and study skills which can enhance learning.

Learning style 1: affective and cognitive processes and preferences governing an approach to the acquisition of knowledge by a learner. **2:** a preference for a particular instructional methodology or environment. 3: sometimes categorized along a continuum for auditory, kinesthetic, or visual learning modalities. Compare with LEARNING CHARACTERISTICS.

Literacy 1: the ability to read. **2:** the ability to read and write a language, and sometimes to perform arithmetic operations. **3:** competency in a technical field, as computer literacy (Harris & Hodges, 1981). Compare with CRITICAL LITERACY.

Locus of control individual=s perception of who or what is responsible for the outcomes of events and behaviors in their lives (Dembo, 1994).

Measurement the process of determining the extent of some characteristic is associated with an object (*e.g., outcome scores of students, graduation rates of students within a given time period*). Compare with ASSESSMENT.

Measurable objectives those goals which have been expressed as specific learning outcomes, can be objectively assessed, and relevant performance data can be obtained at a reasonable cost. Compare with CRITERION, GOAL, and MISSION.

Non-developmental students students who do not need formal academic support to succeed in their college coursework. Compare with DEVELOPMENTAL STUDENTS and REMEDIAL STUDENTS.

Orientation program 1: a program that introduces academic and social college adjustments as well as familiarization with the institution=s facilities, programs, traditions, and services. Such programs may vary considerably between institutions in their length, scope, timing, and content (Upcraft, 1984, p. 1). **2;** a meeting or series of meetings held at the beginning of one=s employment to provide information and training related to job performance, responsibilities, and logistical matters. **3:** an introductory set of activities for providing information about an institution=s mission, programs, and procedures to anyone new to the institution.

Outreach activity any effort by an postsecondary institution to provide education, guidance or other services to those not currently served (*e.g., high school students, parents*) (Shafritz, Koeppe, & Soper, 1988).

Para-professional a person who has been trained to perform specific, limited responsibilities setting under the guidance of a trained professional (*e.g., learning center setting*). These responsibilities may include such activities as tutoring in a particular subject matter, monitoring progress of students through instructional materials, record-keeping, and development of materials for use in the Learning Center, etc. Compare with PRE-PROFESSIONAL

Peer-led Team Learning (PLTL) developed at the City University of New York in the 1990s, PLTL is one example of course-based learning assistance programs. [http://www.pltl.org] Compare with COOPERATIVE LEARNING and COURSE-BASED LEARNING ASSISTANCE.

Placement the assignment of a person to an appropriate course or educational program in accordance with his or her aims, capabilities, readiness, educational background, and aspirations. Placement can be based on previous experiences, scores on admissions or entrance tests, or tests specifically designed for placement purposes.

Pre-professional a para-professional who is enrolled in a prescribed course of studies which lead to a degree and will qualify the individual to assume full responsibility for instruction and direction of learning of students in a Learning Center of similar program.

Remedial education 1: a process that corrects a deficit in student behaviors or skills. Such an approach is narrowly focused on the academic content as opposed to DEVELOPMENTAL EDUCATION which focuses more broadly on the whole learner (Dejnozka & Kapel, 1991, pp. 478-479). **2:** instruction designed to remove a student=s deficiencies in one or more basic academic skills (*i.e., math, reading, writing*) to reach a level of proficiency achieved by most secondary school graduates. Additional instruction may be required, including DEVELOPMENTAL EDUCATION, for the student to be prepared for the rigor of college-level courses. **3:** academic content taught previously in middle or secondary school as opposed to DEVELOPMENTAL EDUCATION which focuses more often on skills and knowledge needed for college-level academic content material and skills. Compare with DEVELOPMENTAL, DEVELOPMENTAL EDUCATION., LEARNING ASSISTANCE, and MULTICULTURAL DEVELOPMENTAL EDUCATION.

Remedial education program a group of courses or activities to help learners achieve secondary school-level basic skills in their identified academic deficit areas

Remedial English course instruction for those who have not yet mastered the basic sentence mechanics, grammar usage, and punctuation skills necessary to write at the college-level. **2:** specialized English instruction for students who do not meet entry into a developmental writing course. Compare with DEVELOPMENTAL WRITING COURSE and COLLEGE-LEVEL WRITING SKILLS.

Remedial mathematics course 1: instruction for those who have not yet mastered the skills necessary for competency with mathematics at the college-level. These skills may include one or more of the following: arithmetic operations, math symbolism, geometry and measurement, functions, discrete math algorithms, probability and statistics, and deductive proofs. **2:** specialized mathematics instruction for students who do not meet entry into a developmental mathematics course. Compare with DEVELOPMENTAL MATHEMATICS COURSE and COLLEGE-LEVEL MATHEMATICS SKILLS

Remedial reading course. **1:** instruction for those who have not yet mastered the basic decoding and comprehension skills necessary to begin effectively reading college-level texts. **2:** specialized reading instruction for students who do not meet entry or exit levels of a prescribed proficiency. Compare with DEVELOPMENTAL READING COURSE and COLLEGE-LEVEL READING.

Remedial student 1: a student assessed as having potential for college success after completing required academic improvement courses or programs due to significant underpreparation in one or more academic skill areas. **2:** a student who, as a condition of meeting provisional college admissions requirements, is not yet fully prepared to succeed in one or more introductory college-level courses. The student may have to successfully complete academic improvement courses or programs before he or she is allowed to enroll in a college-level course in the same academic area or perhaps be fully admitted to the postsecondary institution. USAGE RULE: Put people first followed by a descriptive phrase. EXAMPLE: A. . . a student with remedial issues in fundamentals of mathematics@ (APA, 2001, pp. 63-65, 69-70). Compare with ACADEMICALLY UNDERPREPARED STUDENT and DEVELOPMENTAL STUDENT.

Self-efficacy the self-held belief of a person that he or she can successfully execute the behavior required to produce a particular behavior or outcome (Dembo, 1994).

Self-regulated learning learning in which the student is actively involved in motivating himself or herself and using appropriate learning strategies (Dembo, 1994).

Special populations see HISTORICALLY-UNDERREPRESENTED STUDENT POPULATIONS.

Structured Learning Assistance (SLA) developed at Ferris State University (MI) in the 1990s, SLA is one example of course-based learning assistance programs. [http://www.feris.edu/sla/] See also COOPERATIVE LEARNING and COURSE-BASED LEARNING ASSISTANCE. Students are REQUIRED to attend a study lab.

Supplemental Instruction (SI) developed at the University of the Missouri-Kansas City by Dr. Deanna Martin in the 1970s, SI is one example of course-based learning assistance programs [http://www.umkc.edu/cad/si]. SI incorporates >what to learn; with =how to learn it= in study sessions led by a student facilitator. Compare with COOPERATIVE LEARNING and COURSE-BASED LEARNING ASSISTANCE.

Teaching/learning center an organized program that provides comprehensive academic enhancement activities outside of the traditional classroom setting for students and professional development services for the instructional staff. Compare with LEARNING ASSISTANCE CENTER.

Universal design 1: spaces are planned at the outset to meet the needs of all potential users. **2:** The design of the environment is usable by all people, to the greatest extend possible, without the need for adaptation or specialized design (Higbee, 2003). Compare with INCLUSION and UNIVERSAL INSTRUCTIONAL DESIGN.

Universal instructional design creation of an environment that is conducive to learning for all students with a lessened need for separate accommodations for students with disabilities because they have been embedded into the

learning situation and all students can benefit from them (Higbee, 2003; Higbee & Goff, 2008). Compare with INCLUSION and UNIVERSAL DESIGN.