

A Survey of Student Assessment and Remedial/Developmental Education in Michigan's Public Community Colleges

**Final Report and Executive Summary
First State Study
January 1989**

Michigan Department of Education
Michigan State Board for Public Community and Junior Colleges



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Superintendent
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STATE OF MICHIGAN DEPARTMENT OF EDUCATION

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March 2, 1989

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TO: Community College Presidents

FROM: Donald L. Bemis *pb*

SUBJECT: Report on A Survey of Student Assessment and Remedial/
Developmental Education in Michigan's Public Community Colleges

The State Board for Public Community and Junior Colleges approved an outline and appointed an advisory committee in order to conduct a survey of student assessment activities and related remedial/developmental efforts in Michigan's public community colleges at its April 12, 1988, meeting. Through the special efforts of your staff, our consultants were able to complete this study of policies and practices at Michigan's public community colleges.

The purpose of the study was to obtain baseline information on student assessment and related remedial/developmental efforts in Michigan's public community colleges. The study collected data regarding an institution's goal and mission statements, working definitions, student assessment practices, academic placement practices, delivery systems, and student demographic information for Fall term, 1987. Other related information concerning the overall program operation was also reported.

The remedial/developmental advisory committee to this survey unanimously decided to use a portion of the American Association of Community and Junior College's definition of remedial/developmental education (November, 1987) which is as follows:

The term developmental education is used in postsecondary education to describe programs that teach academically underprepared students the skills they need to be more successful learners. The term includes, but is not limited to, remedial courses. Whether these students are recent high school graduates with inadequate basic skills, returning adults with dormant study skills, undecided students with low motivation for academic achievement, or English as a Second language students, developmental programs can provide the appropriate academic tools for success.

Community College Presidents
March 2, 1989
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At its December 13, 1988 meeting, the State Board for Public Community and Junior Colleges received the Report and recommended that the State Board of Education receive it. On February 8, 1989, the State Board of Education received the Report on A Survey of Student Assessment and Remedial/Developmental Education in Michigan's Public Community and Junior Colleges.

Formal presentations are scheduled with Michigan community college faculty and administrators' organizations. Staff will reconvene the study advisory committee to formulate additional recommendations for the consideration of the State Board for Public Community and Junior Colleges by September, 1989. It is anticipated that a follow-up survey and report will occur during Summer, 1989.

If you have any questions concerning this report or any of the follow-up activities, please contact either Dr. Barbara J. Argumedo or Mr. James H. Folkening, Community College Services Unit, at (517) 373-3360.

cc: Administrative Secretary,
State Board of Education
Advisory Committee Members
Occupational Education Contact Persons
Deans of Student Services
Instructional Deans

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

AN EXECUTIVE SUMMARY**

**Prepared for the
Michigan State Board
for Public Community and Junior Colleges**

**by
Dr. Barbara J. Argumedo
Higher Education Management Services
Community College Services Unit**

January, 1989

A Survey of Student Assessment
and Remedial/Developmental Education
in Michigan's Public Community Colleges

Executive Summary

The purpose of this study was to obtain a baseline on the nature of student assessment and related remedial/developmental efforts/programs in Michigan's 29 community colleges as perceived by administrators and instructors directly responsible for these efforts.

At the urging of community college presidents and with the support of the Michigan State Board for Public Community and Junior Colleges and the Executive and Research Committees of the Michigan Community College Association, this study was undertaken. This survey represents a snapshot in time -- college policies and practices as reported during July-August, 1988, and student demographic data of Fall term, 1987.

This study attempted to gather information regarding: an institution's working definition of remedial/developmental education; whether an institution has a "mission statement" addressing remedial/developmental education; the extent of required testing of newly admitted students; academic assessment practices; academic placement practices; whether a grade earned in a remedial/developmental course is included in a student's grade point average (GPA); whether remedial/developmental efforts are centralized; academic instructional practices; methods used to evaluate student and program efforts; the race, sex, and age of students who enrolled in one or more remedial/developmental courses for Fall term, 1987; the extent of professional development efforts in remedial/developmental education across institutions; and the extent of liaison relationships with feeder high schools, area high schools, adult education, and business and industry.

While community colleges in Michigan appear to be moving to the exclusive use of the term "developmental," the term "remedial" is still used to differentiate particular course offerings. Therefore, for the purposes of this study the decision was made to use both terms. Concurrently, the remedial/developmental advisory committee to this survey unanimously decided to use a portion of the American Association of Community and Junior College's definition of remedial/developmental education (November, 1987) which is as follows:

The term developmental education is used in postsecondary education to describe programs that teach academically underprepared students the skills they need to be more successful learners. The term includes, but is not limited to, remedial courses. Whether these students are recent high school graduates with inadequate basic skills, returning adults with dormant study skills, undecided students with low motivation for academic achievement, or English as a Second Language students, developmental programs can provide the appropriate academic tools for success.

MAJOR FINDINGS

1. All but one community college agreed with the American Association of Community and Junior College's definition of remedial/developmental education which views remedial education as part of developmental education. The one community college that disagreed with AACJC's definition responded that "while by implication it touches on the affective domain, it does not highlight it".
2. Twenty-four of the community colleges (83%) reported that they have a mission statement which addresses remedial/developmental education.
3. Twenty-one of the community colleges (72%) reported that both full-time and part-time students are tested.
4. Twenty-five of the community colleges (86%) reported that testing can be waived. One institution responded that they do not test new admitted students.
5. When asked to report the methods used to identify students who need remediation, twenty-two community colleges (76%) reported that they use American College Testing ASSET, the most commonly reported assessment instrument, followed by Nelson-Denny (38%), the most commonly reported diagnostic instrument. Eleven schools (38%) also indicated that they use other methods to identify students in need of remediation such as counselor, instructor or student referral, and the use of high school records.
6. Nearly one-half of the colleges (14) reported **mandatory placement** in writing for those who have tested as needing it while thirteen (45%) reported mandatory placement in the area of **reading**. Slightly more than a third (34%) reported mandatory placement in the area of **math**. Three colleges (10%) reported mandatory placement in English as a Second Language (ESL) for those who have tested as needing it. (Nine colleges responded that testing is not applicable for ESL since they do not offer it.)
7. While nearly 72% of the community colleges require testing of newly admitted students, it would appear that most colleges are using counseled placement.
8. Thirteen colleges (45%) reported that they award full credit (i.e., elective, institutional; nontransferable in General Studies) toward a degree for remedial/developmental courses, while eight colleges (28%) reported that they award limited credit (varies by division and program); six (21%) reported that they award no credit.
9. Twenty community colleges (69%) reported that the grade earned in a remedial/developmental course is included in a student's GPA; six (21%) reported that the grade earned in a remedial/developmental course is not included in a student's GPA. Three colleges reported that some remedial/developmental grades are included in a student's GPA and some are not.

10. Remedial/developmental efforts are decentralized in 22 of Michigan's community colleges (76%) and centralized in six (21%). One college reported that they are moving to centralization.
11. Although more than 90% of the colleges reported that they engage in academic-advisement and assessment, only 18 (62%) reported that "prescription for assistance" is part of their remedial/developmental efforts. Congruent with the latter finding, only 19 (66%) reported that they provide feedback to the faculty regarding the institution's remedial/developmental efforts, and even less, 16 (55%), reported that they provide feedback to the faculty regarding individual student progress.
12. In the evaluation area, 19 of the colleges (66%) reported that they employ a system for monitoring student progress and 14 (48%) reported that they track student success.
13. Course completion was the number one method used by the majority (28) of schools (97%) to evaluate individual student progress in remedial/developmental efforts. Next, was pre-test/post-test comparison (83%), followed by completion of modules/competency-based materials (59%). Five schools noted other methods to evaluate individual student progress (one school for each response): early warning notices from faculty, individual interviews, course grade, review of "borderline" students by the developmental team as a whole, and retention.
14. Only 14 of the institutions (48%) reported that their remedial/developmental efforts are evaluated on a yearly basis.
15. In the cognitive skills area, 28 colleges (97%) reported that basic skills and study skills are components of their remedial/developmental efforts. Surprisingly, only 13 of the respondents (45%) viewed critical thinking/reasoning skills as components of their remedial/developmental efforts while a lesser number, eight colleges (28%) reported technical literacy (in occupational areas) as a component of their remedial/developmental efforts.
16. With respect to tutoring, overall findings suggest that peer tutoring, and not professional tutoring, is the norm.
17. It was difficult for almost one-fourth of the colleges to identify the number of students by race and sex who enrolled in at least one or more remedial and/or developmental courses for Fall term, 1987, due to their present record keeping methods.
18. Colleges reported a total headcount of 31,053 students who enrolled in the areas of math (16,024), writing (9,890), and reading (5,139). An additional 2,690 students enrolled in other courses reported to be remedial or developmental in nature: for example, College Study Skills, Grammar and Punctuation, Psychology, and Chemistry.
19. In math, females outnumbered males in remedial/developmental enrollment across all racial groups.

20. In reading, enrollment was the same for male and female Hispanics (50%). However, female enrollment for Blacks, Asians, American Indians, and Whites surpassed their male counterparts.
21. In writing, enrollment was almost equal for White males (49%) and females (51%). However, for Black students, as was true in the areas of math and reading, female enrollment (61%) far exceeded male enrollment (39%). It is important to note that the pattern of Black male and female enrollment in remedial/developmental courses closely parallels overall Black college enrollment for Fall, 1987, in which males represented 31% of Black enrollment and females, 69%. For Hispanics, female enrollment (60%) far exceeded male enrollment (40%).
22. The largest group of students (45%) who enrolled in one or more remedial/developmental classes in Fall, 1987, were between the ages of 18 and 21. The second largest group of enrolled students (35%) were those between the ages of 22 and 34.
23. Twelve colleges (41%) reported that they have a professional development program that includes preparation of staff to work with underprepared students.
24. Although 45% of the colleges reported that they have no formal relationship with feeder high schools concerning remedial/developmental enrollment, a slightly higher number, (55%) reported that they have established communication linkages and/or engage in promotion/outreach activities with feeder high schools.
25. Only six schools (21%) reported that remedial/developmental enrollment information at their college is sent back to feeder high schools.
26. Twenty-one colleges (72%) reported that they do not have "an agreement" regarding "the delivery" of remedial/developmental education with area high schools, adult education, or business and industry. Five colleges (17%) reported that they have an agreement with adult education and six colleges (21%) reported that they have an agreement with business and industry regarding the delivery of remedial/developmental education.
27. The top five strengths of Michigan's community colleges' remedial/developmental efforts, as perceived by survey participants, were determined to be: faculty/staff, institutional support (administration, faculty, staff), cooperation and collaboration across departments, student benefits, and student assessment.
28. The five areas of concern regarding Michigan's community colleges' remedial/developmental efforts, as perceived by survey participants, were determined to be: lack of total college involvement and commitment, student placement, need for student tracking system, inadequate physical facilities, coordination and integration of academic courses and student services, and student assessment.

CONCLUSION

The survey was designed to obtain baseline information on student assessment and related remedial/developmental efforts in Michigan's 29 community colleges. The information presented in this study can assist college staff and state policy personnel to make more informed and knowledgeable decisions.

The survey shows that a number of issues require further study. Since 22 of the community colleges (76%) reported that remedial/developmental efforts are decentralized within their institution, future survey formats will need to accommodate this organizational structure. The toughest question which needs to be addressed by future research is whether remedial/developmental education makes any difference in the success rate of low ability students when they are compared to a control group of students with similar abilities. Part of this question is the problem of measuring student success: for example, the number of college-level English courses completed, student grades, and student retention --- each has been used as a measure. It is apparent, too, from the heterogeneous nature of the growing remedial/developmental population, that a statewide determination of the severity of overall student skill deficiencies is required. Although the present study treated tutorial services in a superficial manner, more information is needed on the number of students with remedial/developmental needs who may also be receiving tutorial assistance.

RECOMMENDATIONS

Community colleges are encouraged to develop a college-wide review committee to discuss implications of "A Survey of Remedial/Developmental Education in Michigan's Public Community Colleges" for adoption of those principles supportive of their local college philosophies and historical tradition. College administrators should assure that the college trustees adopt policies for remedial/developmental education.

Community Colleges Need to Determine If:

1. It is in the students' best interest to have centralized or decentralized remedial/developmental activities. These activities include academic assessment, career assessment, academic advisement, career planning/counseling, academic placement, and remedial/developmental instruction.
2. Student academic assessment cut-off scores for remedial/developmental placement should be the same or vary according to the academic intent of the student (i.e., short-term retraining course, terminal occupational associate degree, transfer program to a four-year college).
3. Students should receive institutional or degree credit for remedial/developmental courses.
4. The academic content of their remedial/developmental efforts encompass the skills needed to function successfully in college-level courses. These efforts should encompass literacy, basic skills, critical thinking/reasoning skills, and technical literacy.

5. The faculty who teach remedial/developmental courses are trained in remedial/developmental, basic skills, or adult education instructional techniques.
6. Remedial/developmental services are available to both day and evening students.

Community Colleges Need To:

1. Develop closer linkages with the feeder high schools, since 45% of the students enrolling in one or more remedial courses are between the ages of 18 and 21. The activities with the local high schools would include sharing student assessment results on a regular basis and defining the skills needed for students to function successfully in college-level courses.
2. Develop closer linkages with local adult education agencies to coordinate adult education academic exit skill levels with the entry-level skills needed by students to begin college-level instruction.
3. Consider the creation of a multi-educational level remedial/developmental task force (high school, adult education, community college) for the purpose of collectively addressing how educational agencies can work together to lower the number of students needing remedial assistance. This effort would enable remedial/developmental educators from all educational levels to pool their resources, knowledge and expertise in addressing similar problems and concerns.

State Board of Education, Governor, Legislature Need To:

1. Recognize the role that Michigan's public community and junior colleges are playing in remedial/developmental education and support it accordingly.
2. Provide financial incentives to support faculty professional development in order to assure that community college faculty who teach remedial/developmental courses are qualified.

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

**Prepared for the
State Board for Public Community and Junior Colleges**

**Coordinated by
Dr. Barbara J. Argumedo
Higher Education Management Services
Community College Services Unit**

January, 1989

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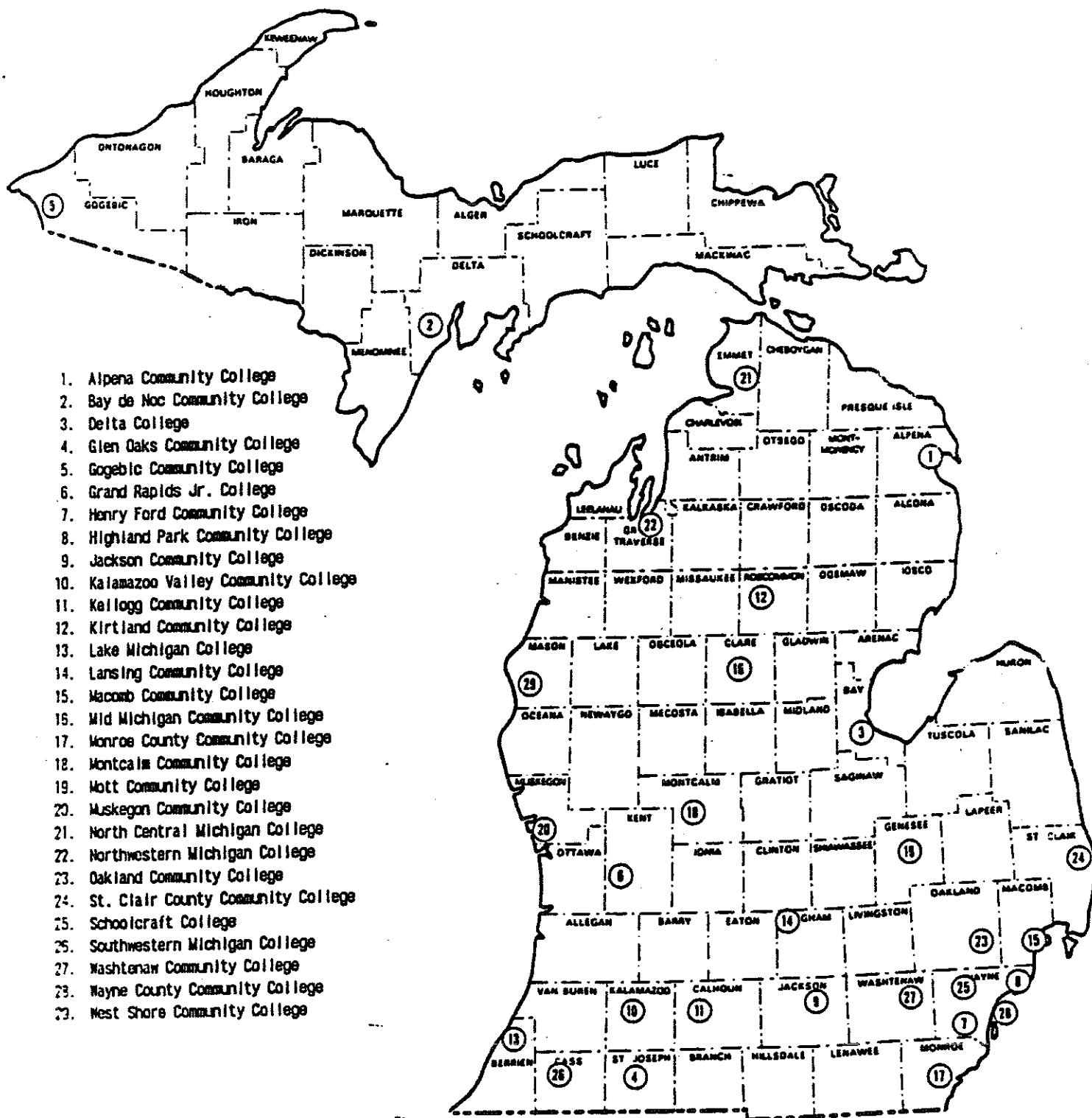
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Advisory Group of Community College Experts in Student Assessment Practices and Programs Related to Remedial and Developmental Education:

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INTRODUCTION

Prologue

Prior to the initiation of this study, limited data existed on the nature of student assessment and related remedial/developmental efforts in Michigan's 29 public community and junior colleges. At the urging of community college presidents and with the support of the Michigan State Board for Public Community and Junior Colleges and the Executive and Research Committees of the Michigan Community College Association, this study was undertaken. This survey represents a snapshot in time -- college policies and practices as reported during July-August, 1988, and student demographic data of Fall term, 1987.

Purpose and Scope

The purpose of this study was to obtain a baseline on the nature of student assessment and related remedial/developmental efforts/programs in Michigan's 29 community colleges as perceived by administrators and instructors directly responsible for these efforts. This study attempted to gather information regarding: an institution's working definition of remedial/developmental education; whether an institution has a "mission statement" addressing remedial/developmental education; the extent of required testing of newly admitted students; academic assessment practices; academic placement practices; whether a grade earned in a remedial/developmental course is included in a student's G.P.A.; whether remedial/developmental efforts are centralized; academic instructional practices; methods used to evaluate students and program efforts; the race, sex, and age of students who enrolled in one or more remedial/developmental courses for Fall term, 1987; the extent of professional development efforts in remedial/developmental education across institutions; and the extent of liaison relationships with feeder high schools, area high schools, adult education, and business and industry.

In structuring the scope of this study, consideration was given to the concept of "remedial" and "developmental" education. While community colleges in Michigan appear to be moving to the exclusive use of the term "developmental," the term "remedial" is still used to differentiate particular course offerings. Therefore, for the purposes of this study the decision was made to use both terms. Concurrently, the remedial/developmental advisory committee to this survey unanimously decided to use a portion of the American Association of Community and Junior College's definition of remedial/developmental education (November, 1987) which is as follows:

The term developmental education is used in postsecondary education to describe programs that teach academically underprepared students the skills they need to be more successful learners. The term includes, but is not limited to, remedial courses. Whether these students are recent high school graduates with inadequate basic skills, returning adults with dormant study skills, undecided students with low motivation for academic achievement, or English as a Second Language students, developmental programs can provide the appropriate academic tools for success.

Significance of the Study

Remedial education is not a new educational trend. In fact, as noted by Piland², American higher education has had over 100 years' experience with remedial education. Whether we are more effective in addressing the remediation needs of individuals than we were 100 years ago remains to be seen. However, with the deindustrialization of our economy and the need to prepare and retrain our work force, the remediation needs of our citizenry have never been greater nor more apparent. The employability skills needed by today's work force far exceed one's ability to read, write, and compute. For example, even workers in the lowest paying occupations are being asked to engage in participatory problem solving within a "team" or "group". Coupled with the organizational change in the work environment, focus has shifted from "individual" production of a product to "an understanding of how" the product was produced. Following suit, remedial/developmental educators are now reevaluating their pedagogical practices in terms of what is needed to become a productive worker and citizen in today's world. This study is significant in that it attempts to capture in a holistic, descriptive manner what is going on in Michigan's community colleges in the areas of student assessment and related remedial/developmental education. It affords a starting point from which to examine current trends in student assessment and related remedial/developmental practices. For developmental educators, the survey provides a potential resource tool as community colleges, which are autonomous in Michigan, individually attempt to improve and restructure their remedial/developmental efforts.

METHODOLOGY OF THE SURVEY

Initial efforts began with a request to other State Directors of community colleges to share the results of any studies that had been conducted on student assessment and remedial/developmental education.

Prior to the official administration of the survey, a representative group of community college experts in the fields of student assessment and remedial/developmental education was invited to the Department of Education to decide on the overall focus and content of the survey. Upon achieving consensus, the survey instrument was developed and piloted.

The first statewide survey of student assessment and related remedial/developmental education was conducted from July 12 through August 5, 1988. All 29 public community colleges completed the survey. At each institution, the president was asked to designate one individual who would be responsible for ensuring that all appropriate staff were notified and had input into the completion of the survey. The administrators responsible for academic instruction and student services at each college received a copy of the letter sent to their president. Institutions were advised that the number of individuals assisting in the completion of the survey might vary from one to many, although the expectation was that only one survey would be returned from each college. For this reason, it was recommended that each institution form a committee representative of the various remedial/developmental efforts as a means to coordinate the completion of a single survey form. Colleges were told that the survey was not a study of program effectiveness and that individual confidentiality would be assured. Colleges were, however, asked to indicate the names and titles of persons completing the survey.

²Piland, William E. (1983). Remedial Education in the States, a study sponsored by the National Council of State Directors of Community/Junior Colleges.

Eighty-three individuals contributed to the completion of the surveys. Of this number, 76% were administrators (e.g., Vice President/Dean of Instruction, Dean of Students, Director of Learning Skill Centers, Developmental Education, Academic Support Services, Registrar). Ten percent were instructors (e.g., Developmental Study Skills, Reading, Math, Remedial/Developmental Education, Computer Science); 8% were research analysts (e.g., special projects and research, computer systems, budget); and 6% were other.

Upon completion of the surveys and a preliminary analysis of the survey results, the advisory group of community college experts was reconvened to discuss and decide upon an appropriate means to report the survey data. The survey instrument is included in Appendix 1.

FINDINGS

Question 1:

Once again, read the definition of remedial/developmental education on the previous page. For purposes of operating your own program, do you agree with this definition?

The term developmental education is used in postsecondary education to describe programs that teach academically underprepared students the skills they need to be more successful learners. The term includes, but is not limited to, remedial courses. Whether these students are recent high school graduates with inadequate basic skills, returning adults with dormant study skills, undecided students with low motivation for academic achievement, or English as a Second Language students, developmental programs can provide the appropriate academic tools for success.

Finding:

With the exception of one institution, all respondents agreed with the American Association of Community and Junior Colleges' definition of remedial/developmental education. That is, remedial instruction is viewed as part of developmental education. The one community college that disagreed with AACJC's definition responded that "while by implication it touches on the affective domain, it does not highlight it".

Question 2:

Does your institution have a "mission statement" or set of "strategic goals" in which remedial and/or developmental education is addressed?

Finding:

Twenty-four of the colleges (83%) reported that they have a mission statement which addresses remedial/developmental education. The most common wording, which was derived from college goal statements, senate handbooks, college catalogues, and Board of Trustee statements, referenced preparatory

and developmental courses or education. The second most common wordings referenced basic skill development and remediation necessary to function at the postsecondary level or in specific skill areas (e.g., reading, communications, mathematics, writing). The term "literacy" was referenced once.

Question 3:

Finding:

As Figure 1 illustrates, 21 of the community colleges (72%) reported that both full-time and part-time students are tested.

Nine community colleges reported that all newly admitted students are tested.

Three community colleges reported that testing is optional.

No community college reported that there is no testing.

Question 4:

If testing is required of newly admitted students, can the requirement be waived?

Finding:

As illustrated by Figure 2, twenty-five of the community colleges (86%) reported that testing can be waived. One institution, Henry Ford Community College, responded that they do not test newly admitted students.

Question 5:

Under what conditions is testing waived? (Please explain.)

Finding:

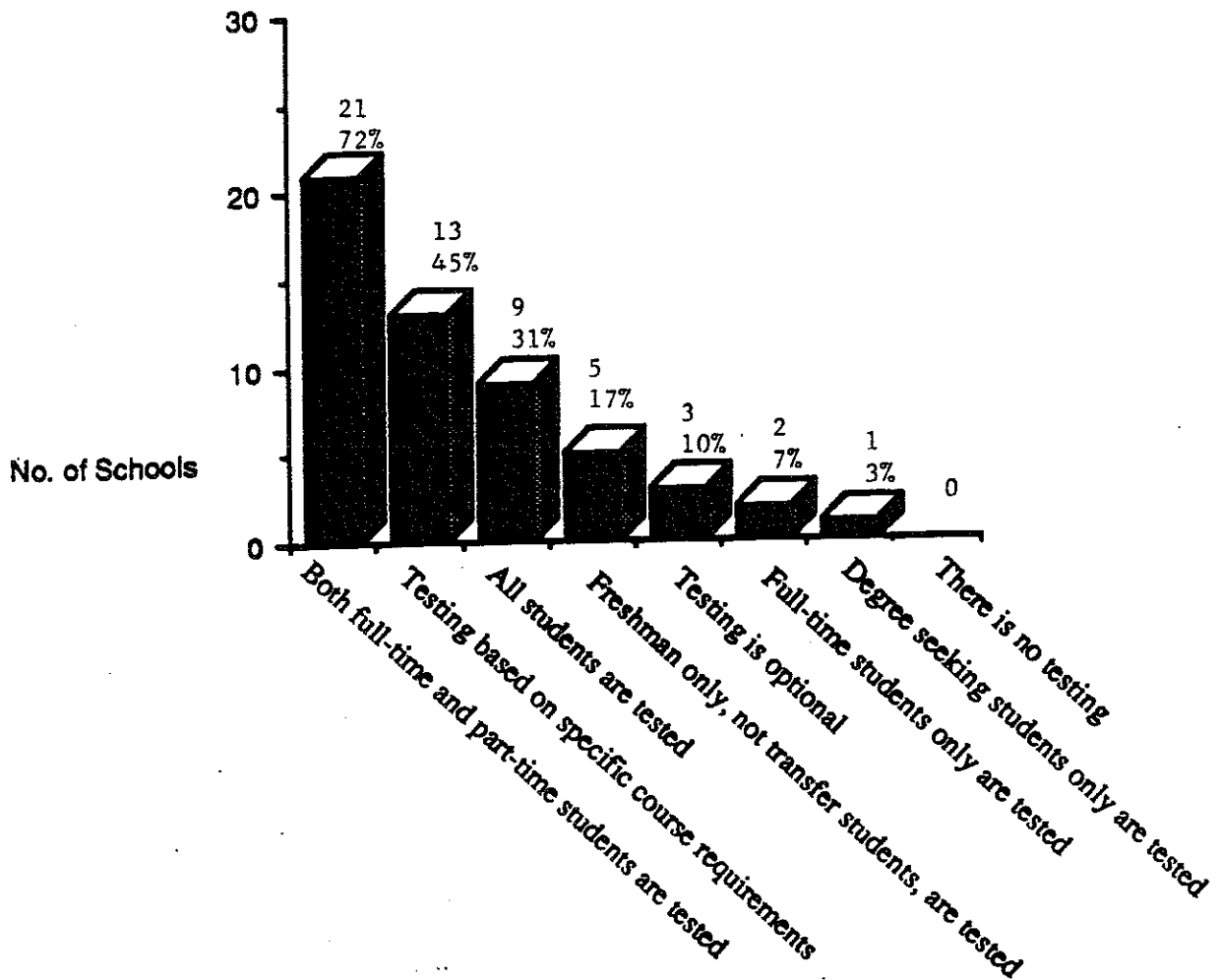
A tabulation of the responses from 25 community colleges revealed four general conditions under which testing can be waived:

1. Special Circumstances (e.g., ACT/SAT scores available, student has already completed developmental English and math courses, student has earned an Associate Degree).
2. Non-degree Seeking (e.g., high school guest student, student enrolling in personal interest or non-credit courses).
3. Transfer Students (who have successfully completed math, English, or a certain number of credit hours).
4. Special Permission

FIGURE 1

Question 3.

WHICH OF THE FOLLOWING APPLY TO YOUR COLLEGE TESTING OF
NEWLY ADMITTED STUDENTS? ¹

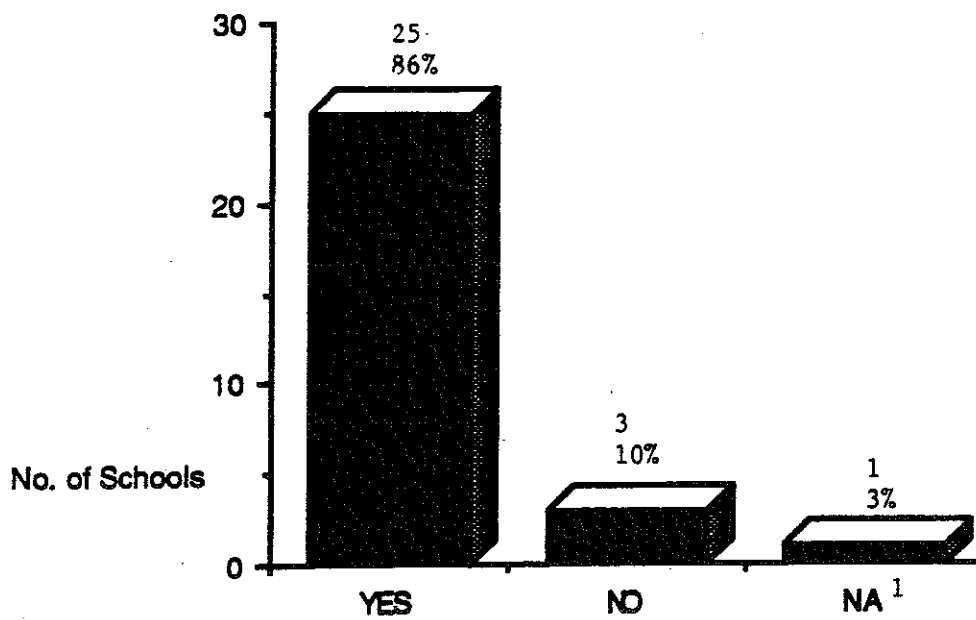


1. The responses from Grand Rapids J.C. apply only to their day students.

FIGURE 2

Question 4.

IF TESTING IS REQUIRED OF NEWLY ADMITTED STUDENTS, CAN THE
REQUIREMENT BE WAIVED?



1. Does not include figures from Henry Ford C.C.; they do not test newly admitted students.

Question 6:

What methods do you use to identify students who need remediation? (Please check the tests you use.)

Finding:

As shown in Table 1, twenty-two community colleges (76%) reported that they use ASSET Language Usage, Reading, and Numerical components; while 12 colleges (59%) reported that they also use the Algebra component.

Eleven colleges (38%) reported use of The Nelson-Denny Reading Test.

Eleven of the colleges (34%) reported the use of other methods to identify students in need of remediation:

- Instructor/counselor referral (79%)
- Student referral (62%)
- High school records (59%)

Other tests which colleges reported using are found in the contents of Table 1.

Question 7:

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

Finding:

Fourteen of the community colleges (48%) reported some dissatisfaction with their current methods used to identify students who need remediation. These responses can be grouped into four general categories: ASSET Test, High School Transcript, College-developed Tests, and College Approach. Particular criticisms are noted below.

ASSET Test: (Responses from seven community colleges)

- Would prefer ASSET had a writing sample with the Language Usage subtest.
- Language Usage section of ASSET is not always an accurate reflection of student's writing capabilities.
- Language Usage test alone is not as strong as it should be.
- Concerned about ASSET discrimination at the lower levels.
- ASSET Reading and Nelson-Denny Test correlation -- discrepancy in comprehension, grade level and actual student ability.
- ASSET has only one form.
- The mathematics section tests reading skills versus mathematics computation as 38% of the problems are story problems.
- Cut-off scores need review.

Table 1

Question 6.

WHAT METHODS DO YOU USE TO IDENTIFY STUDENTS WHO NEED
REMEDiation?

	ASSET	Language Usage Reading	Numerical Algebra	Advanced Language Usage College Board MAPS College Board CLEP Nelson-Denny Other
Alpena	x	x	x	x
Bay de Noc	x	x	x	
Delta	x	x	x	x
Glen Oaks	x	x	x	
Gogebic	x	x	x	x
Grand Rapids	x	x		
Henry Ford	x			x x
Highland Park	x	x	x x	
Jackson		x	x	
Kalamazoo	x	x	x	x
Kellogg	x	x	x	x
Kirtland	x	x	x	x
Lake Michigan	x	x	x	x
Lansing				x x x
Macomb	x	x	x	x x

TABLE 1a.

	ASSET	Language Usage	Reading	Numerical	Algebra	Advanced Language Usage	College Board MAPS	College Board CLEP	Nelson-Denny	Other
Mid Michigan								x		x
Monroe		x	x	x						
Montcalm		x	x	x	x					
Mott								x		
Muskegon								x		x
North Central										
Northwestern		x	x	x	x		x			
Oakland		x	x	x	x					
Schoolcraft		x	x	x	x					
Southwestern						x				
St. Clair		x	x	x	x			x		
Washtenaw		x	x	x						
Wayne County		x	x	x						
West Shore		x	x	x	x				x	x
TOTAL		22	22	22	17	1	2	1	11	10
% of Schools		76	76	76	59	3	7	3	38	34

TABLE 1b.

	Other Methods	Instructor/Counselor Referral	Student Referral	High School Record	ACT Scores	Other
Alpena		x	x	x	x	x
Bay de Noc		x	x	x		x
Delta		x	x	x		
Glen Oaks						
Gogebic		x		x	x	
Grand Rapids		x	x	x	x	x
Henry Ford				x	x	
Highland Park						
Jackson						
Kalamazoo		x				
Kellogg		x	x	x		
Kirtland		x	x			
Lake Michigan		x				
Lansing		x	x	x		x
Macomb		x	x	x		x

TABLE 1c.

	Other Methods	Instructor/Counselor Referral	Student Referral	High School Record	ACT Scores	Other
Mid Michigan	x	x				
Monroe	x	x	x	x		
Montcalm	x	x				
Mott	x	x	x	x		
Muskegon	x		x	x		
North Central	x	x				
Northwestern	x		x	x		
Oakland	x	x	x			x
Schoolcraft	x	x	x	x		x
Southwestern						
St. Clair	x	x	x	x		
Washtenaw						
Wayne County	x	x				
West Shore	x	x	x	x		
TOTAL	23	18	17	11	7	
% of Schools	79	62	59	38	24	

10

TABLE 1e.

Question 6

Other Standardized Tests

- Referral from outside agencies, i.e. Vocational Rehabilitation Services
- ACT Scores
- Elementary Algebra Skills - College Board Test
- SRA Writing Skills
- Reading Progress Scale
- College English Placement Test
- English Placement Test (for ESL)
- Gates-MacGintie Reading Test
- Comprehensive Test of Basic Skills
- McGraw-Hill Writing Test
- Wide Range Achievement Test/Math Levels
- University of Michigan, English Language Institute
 - 1. English Achievement Series
 - a. Sentence Structure
 - b. Vocabulary
 - 2. Michigan Test of English Language Proficiency
- Toledo Chemistry Placement Exam, American Chemical Society
- McGraw-Hill Test of Adult Basic Education, Level D, Form 3
- Differential Aptitude Test (DAT)
- College Board Assessment and Placement Service
- Pre-tests for CAI programs produced by Random House: Fractions, Decimals, Percents, Writing, Punctuation, and Spelling

- Does not have computerized testing component or enough questions or a Form B that could be used for exit testing and/or retesting.
- One college noted that they were satisfied with college-developed tests but switched to the nationally-normed instrument (ASSET) to satisfy the federal government's requirements for financial aid recipients.

December 1, 1988, Interview on ASSET Services

An interview with Dr. John Roth, Director of ASSET Services, ACT National Headquarters, on December 1, 1988, yielded the following information regarding revisions which are anticipated to occur in the enhanced version of ASSET, targeted for May, 1989, release:

1. There will be more than one test form available to evaluate reading, numerical, and writing skills.
2. Although there will be no written essay component in the enhanced version of ASSET, according to Dr. Roth, there will be an Objective Writing Skills component to measure more complex skills. An important change would appear to be that the Language Usage component will no longer employ a single correct/incorrect format but instead a four multiple choice response format. Finally, the Language Usage component is expected to include more than the mechanics of grammar; equal emphasis is also to be placed on sentence structure and rhetorical skills [i.e., sentence organization and the style of writing].
3. Per the consensus of ten mathematics faculty representatives who met with ASSET's test development staff, there will be a reduced emphasis on story problems within the Numerical Skills component. According to Dr. Roth, the faculty members wanted a test that would measure whether students have acquired prerequisite math skills to assist in further placement.
4. Concerning cut-off scores: As explained by Dr. Roth, raw scores can be converted to standardized scores defined by ACT through National Scaling Studies. Placement decision scores are determined at the local institution and can be studied and evaluated through the use of the ASSET Grade Experience Tables.

High School Transcript: (Responses from two community colleges)

- Is not an accurate measure (grade point average [GPA] can be inflated or special education mainstreamed).
- Should try to utilize high school records to identify high-risk students.

College-developed Tests: (Responses from two community colleges)

- May not identify all problem areas.
- Planning comparative evaluation between ASSET and our college-developed tests.

College Approach: (Responses from six community colleges)

- Considering expanding the program to include ACT and high school grades.
- Would like more definitive instruments (high school records, ACT scores, personal interviews).
- Planning to further refine our identification methods by including a more diagnostic instrument for those students who fall below 100-level classes on ASSET.
- Testing effort is not sufficiently unified across programs.
- Student referral is not systematic; counselor/instructor referral is not systematic.
- Math assessment/currently reviewing College Board MAPS (Multiple Assessment Programs and Services and DAT (Differential Aptitude Test)
- Considering expanding the program to include ACT and high school grades.

As demonstrated in the responses above, a number of community colleges are evaluating whether their present assessment methods are adequate and accomplishing their intended objectives.

Question 8:

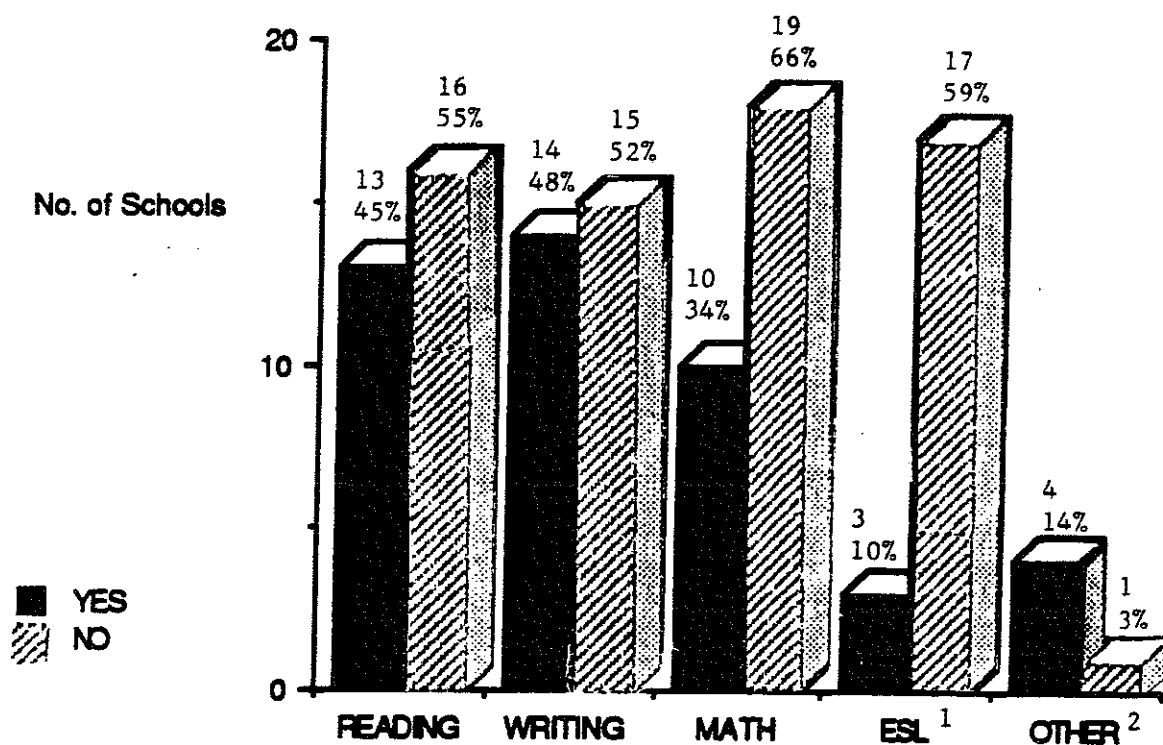
Finding:

As shown in Figure 3, fourteen of the colleges (48%) reported that placement is mandatory in the area of **writing** for those who have tested as needing it. Ten colleges (34%) reported that placement is mandatory in the area of **math**, and three colleges (10%) reported that placement is mandatory in **ESL** for those who have tested as needing it. Nine colleges responded that testing is not applicable for ESL since they do not offer it. One college each responded that placement is mandatory for those who have tested as needing it in Psychology 101, Pre-composition, and College Success Strategies. It should be noted that the structure of the question did not make it possible to infer whether all students must take remedial/developmental courses if they do not need them for their curricular area.

FIGURE 3

Question 8.

IS PLACEMENT IN REMEDIAL/DEVELOPMENTAL COURSES
MANDATORY FOR THOSE WHO HAVE TESTED AS NEEDING IT IN THE
FOLLOWING AREAS?



1. Nine schools responded "Not Applicable" for ESL.

2. Other areas for mandatory placement (one school for each response):

Yes

Psych 101

Pre-composition

College Success Strategies

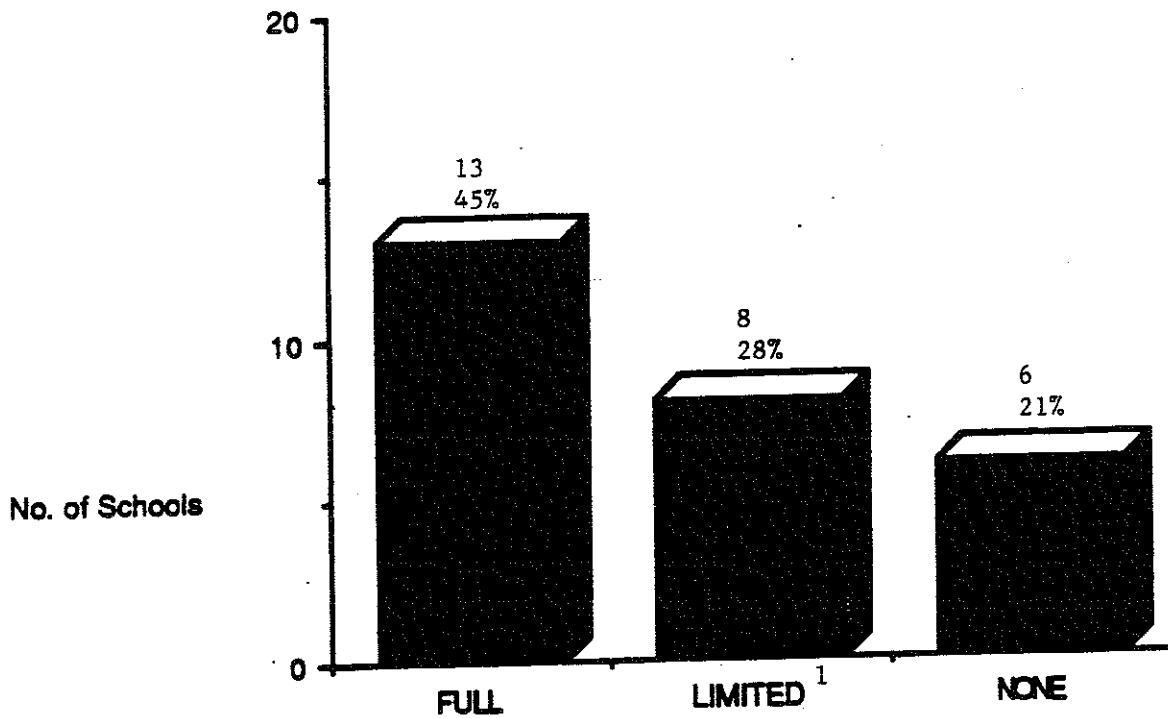
No

Spelling

FIGURE 4

Question 9.

HOW MUCH CREDIT TOWARD A FULL DEGREE DOES YOUR
INSTITUTION GRANT FOR REMEDIAL/DEVELOPMENTAL COURSES?

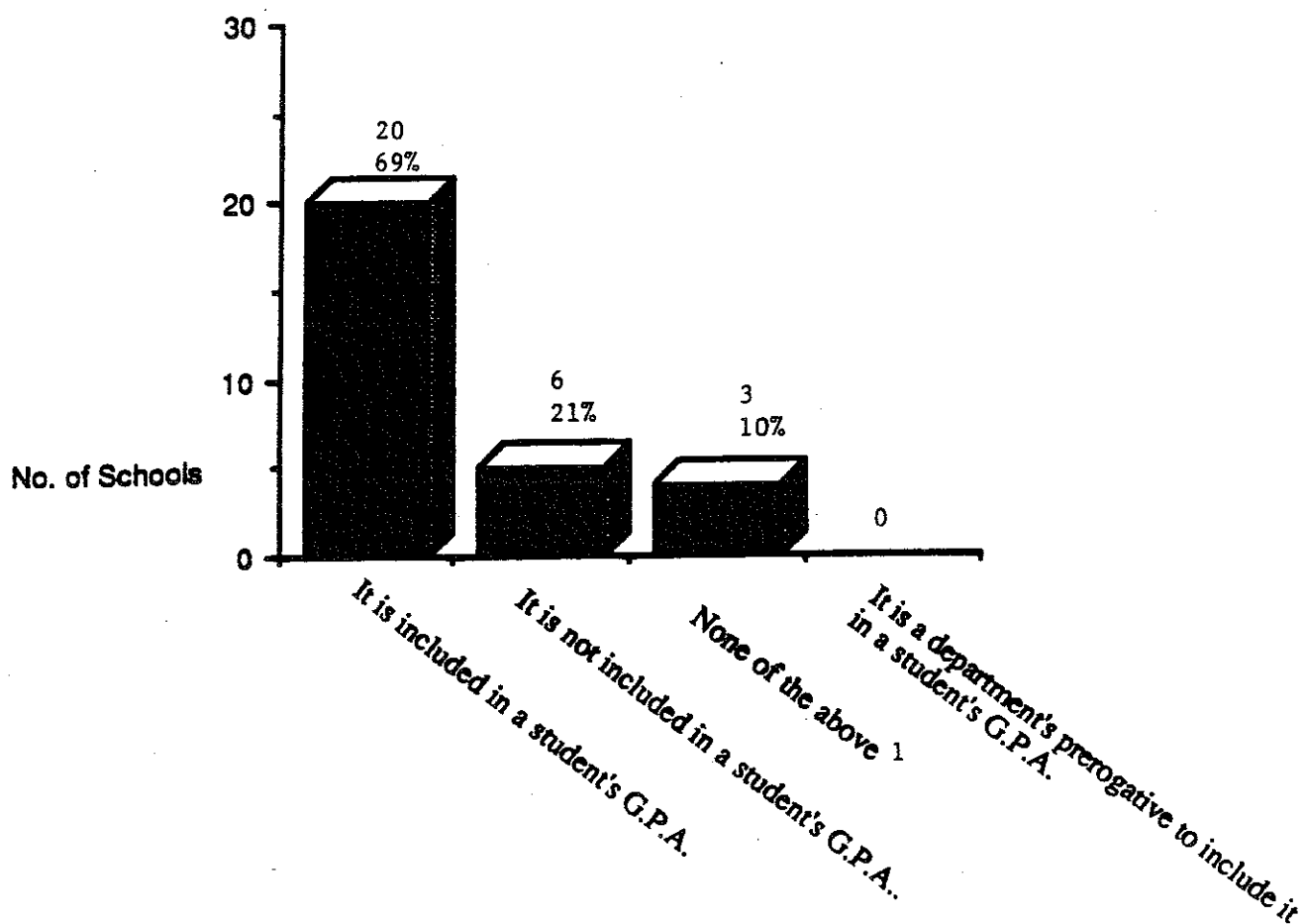


1. Limited Credit numbers: "Depends" (three schools)
"0-6 Credits" (three schools)
"8 Credits" (one school)

FIGURE 5

Question 10

WHAT IS YOUR INSTITUTION'S POLICY REGARDING THE GRADE
EARNED IN A REMEDIAL/DEVELOPMENTAL COURSE?

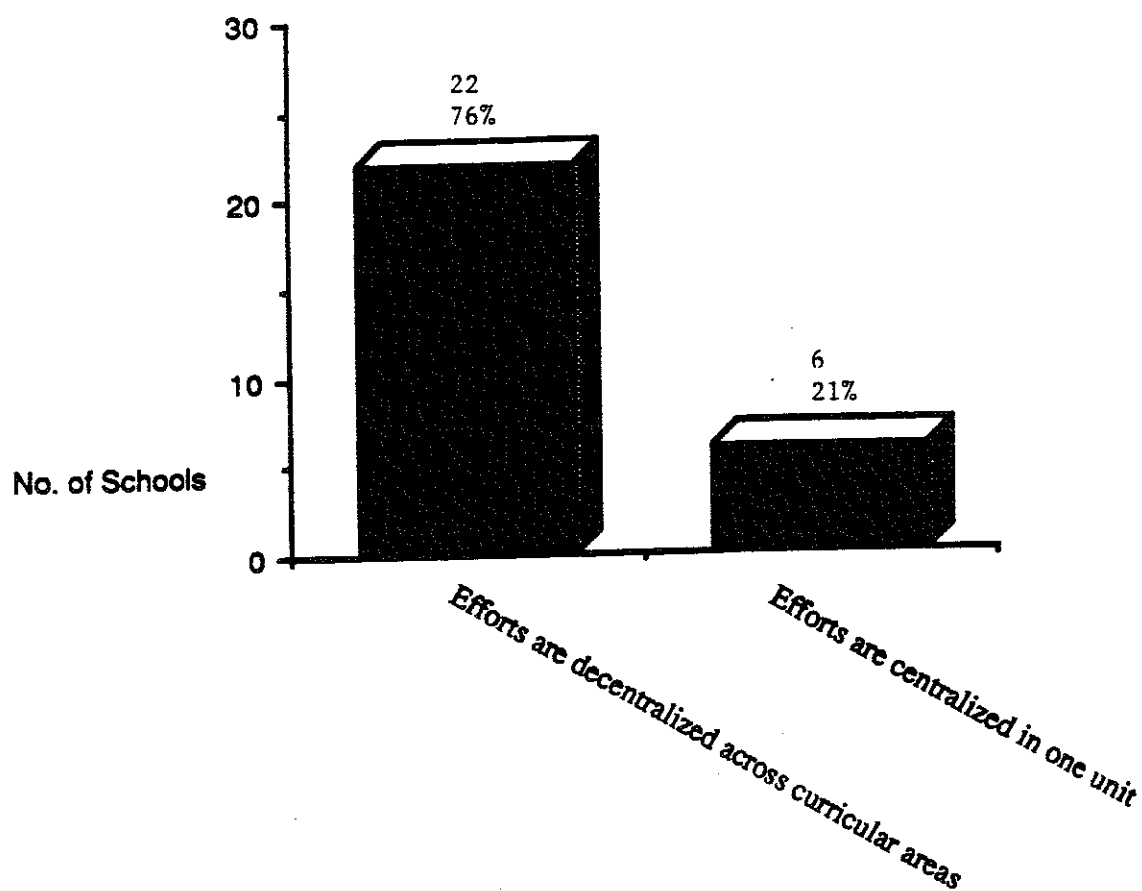


1. Responses to "None of the above": "Some are, some are not." (three schools)
"Remedial/developmental courses are non-credit." (one school)

FIGURE 6

Question 11.

ARE REMEDIAL/DEVELOPMENTAL EFFORTS CENTRALIZED OR
DECENTRALIZED WITHIN YOUR INSTITUTION? ¹



1. The specific response by Schoolcraft College is "Currently in transition; efforts are partially centralized in one unit. Moving toward centralization."

Question 12: (Table 2)

Finding:

The components in Question 12 were initially arranged in a hypothetical manner, reflecting activities and/or remedial/developmental efforts from which a student could potentially benefit, from program entrance through program exit. As can be seen via the percentages which appear next to the number of community colleges that responded to each component, more than 90% of the colleges reported that they engage in academic advisement, academic assessment, and individual assessment (e.g., personal counseling).

Although more than 90% of the colleges reported that they engage in academic advisement and assessment, curiously only 18 (62%) reported that **prescription for assistance** is part of their remedial/developmental efforts. Congruent with the latter finding, only 19 (66%) reported that they **provide feedback to the faculty regarding the institution's remedial/developmental efforts**, and even less, 16 (55%), reported that they **provide feedback to the faculty regarding individual student progress**. Additionally, even less, 15 (52%), reported a linkage between remedial/developmental efforts and instructional objectives of individual non-developmental courses. A partial explanation for the seemingly low level of feedback shared with faculty may be the way the survey question was phrased; that is, the question asked respondents to answer in the context of their remedial/developmental efforts, which could include both remedial/developmental courses and tutorial efforts. Therefore, overall efforts may be both long-term (e.g. courses) and short-term (e.g. tutoring). Nevertheless, it would appear salient that 34% of the community colleges reported that they do not provide feedback to faculty regarding the institution's remedial/developmental efforts.

In the evaluation area, 19 of the colleges (66%) reported that they employ a system for monitoring student progress and 14 (48%) reported that they track student success. A possible difference between the number of students monitored and the number of students tracked for success may be the length of the remedial/developmental effort(s). For example, Monroe County Community College reported that the majority of their remedial/developmental efforts occur via walk-ins and appointments which might require short-term or long-term assistance. Still, a more compelling reason for differences in the number of students monitored and the number tracked may be the amount of time and effort needed to track student success.

Importantly, and perhaps unrelated to monitoring systems for student progress and success, only 14 of the institutions (48%) reported that **yearly program evaluation** is a component of their remedial/developmental efforts. In light of enormous changes which are occurring in both the populations enrolling in community colleges and in the content area curricula, it would appear significant that 15 of the institutions (52%) did not report that they engaged in yearly program evaluation of their remedial/developmental efforts.

In the **cognitive skills area**, 28 colleges (97%) reported that basic skills and study skills are components of their remedial/developmental efforts. Surprisingly, only 13 of the respondents (45%) viewed critical thinking/reasoning skills as components of their remedial/developmental efforts. It would appear that some developmental educators do not yet view critical thinking/reasoning within the context of "basic skills". Lastly, only eight

**WHICH OF THE FOLLOWING ARE COMPONENTS OF YOUR
REMEDIAL/DEVELOPMENTAL EFFORTS?**

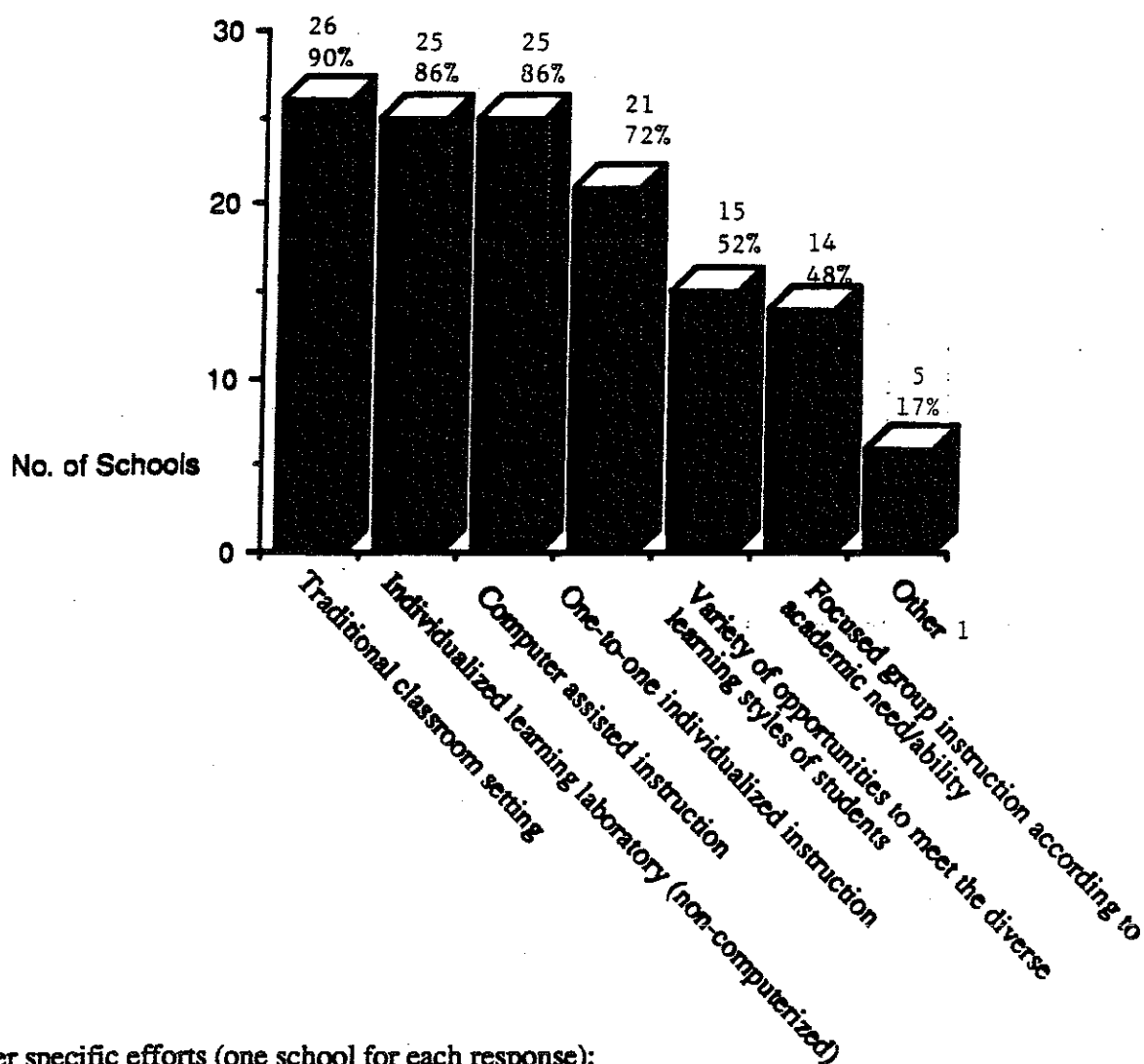
27(93%) Academic Advisement	28(97%) Study Skills (e.g., note taking, test taking)
28(97%) Academic Assessment (e.g. Formal Testing)	13(45%) Critical Thinking/Reasoning Skills
26(90%) Individual Assessment (e.g. Personal Counseling, Financial Assistance)	8(28%) Technical Literacy (occupational areas)
24(83%) Specialized Assessment (e.g. Handicapped)	24(83%) Computer Assisted Instruction
18(62%) Prescription for Assistance	26(90%) Classroom Instruction
19(66%) Feedback to Faculty re: the Institution's Remedial/Developmental Efforts	16(55%) Professional Tutoring, Program Specific
16(55%) Feedback to Faculty re: Individual Student Progress	16(55%) Professional Tutoring, General
15(52%) Linkage Between Remedial/Developmental Efforts and Instructional Objectives of Individual Non-Developmental Courses	25(86%) Peer Tutoring, Program Specific
19(66%) A System for Monitoring Student Progress	25(86%) Peer Tutoring, General
14(48%) Competency-Based Instruction	20(69%) Group Tutoring
14(48%) Yearly Program Evaluation	27(93%) Individual Counseling
14(48%) Tracking of Student Success (e.g., course or program completion, school retention)	25(86%) Career Planning/Counseling
28(97%) Basic Skills (Reading, Writing, Math)	25(86%) Orientation to College Life
	4(14%) Other (specify:)

TABLE 2

FIGURE 7

Question 13

HOW ARE REMEDIAL/DEVELOPMENTAL EFFORTS DELIVERED?



1. Other specific efforts (one school for each response):

- "Peer tutees."
- "Math: audio tutorial/video; Reading: interactive video/video."
- "Traditional classroom setting for students of similar abilities."

Question 14:

What is the college's maximum student-teacher ratio in remedial/developmental courses? Although this question asked for student-teacher ratio in courses, it was later noted that the question was faulty since with the exception of the first category, traditional classroom, the other categories were not consistent with a course format: individualized learning laboratory (non-computerized), computer-assisted instruction, and focused group instruction according to academic need.

Finding:

As can be seen from Figure 8 below of student-teacher ratio in a traditional classroom, not all schools responded. Twenty-one of the colleges (72%) that responded under the column, Math, reported that the student-teacher ratio is 28-1; while 20 of the colleges (69%) responded under the column, Reading, indicated that the student-teacher ratio is 23-1. Twenty-five of the colleges (86%) that responded under the column, Writing, reported that the student teacher ratio is 23-1. Twenty of the colleges (69%) that responded under the column, Study Skills, reported that the student-teacher ratio is 21-1; while nine of the schools (31%) that responded under the column, English as a Second Language, reported that the student-teacher ratio is 21-1.

Question 15:

Finding:

As shown in Figure 9, course completion was the number one method used by the majority (28) of schools (97%) to evaluate individual student progress in remedial/developmental efforts. Next, in order of response, was pre-test/post-test comparison (83%), followed by completion of modules/competency-based materials (59%). Five schools noted other methods to evaluate individual student progress (one school for each response): early warning notices from faculty, individual interviews, course grade, review of "borderline" students by the developmental team as a whole, and retention.

With the exception of the completion of modules/competency-based materials, early warning notices from faculty, and individual interviews, the answers received to this question do not make it possible to infer the extent of other formative evaluation which may occur.

Question 16:

(Figure 10)

Finding:

The remedial/developmental advisory committee questioned the answers given to this question since two questions were embedded in one sentence by inclusion of the terms formally and informally. The committee felt that since remedial/developmental efforts were primarily decentralized in the majority of community colleges in Michigan, it was likely that variance occurs also in the educational evaluation practices within institutions. It should be noted that contrary to the findings in Question 12, in which 14 colleges (48%) reported that yearly program evaluation was a component of their remedial/developmental efforts, only nine of the colleges (31%) in Question 16 reported that their remedial/developmental efforts are evaluated, either formally or informally, on an annual basis.

FIGURE 8

Question 14

"STUDENT-TEACHER RATIO/TRADITIONAL CLASS"

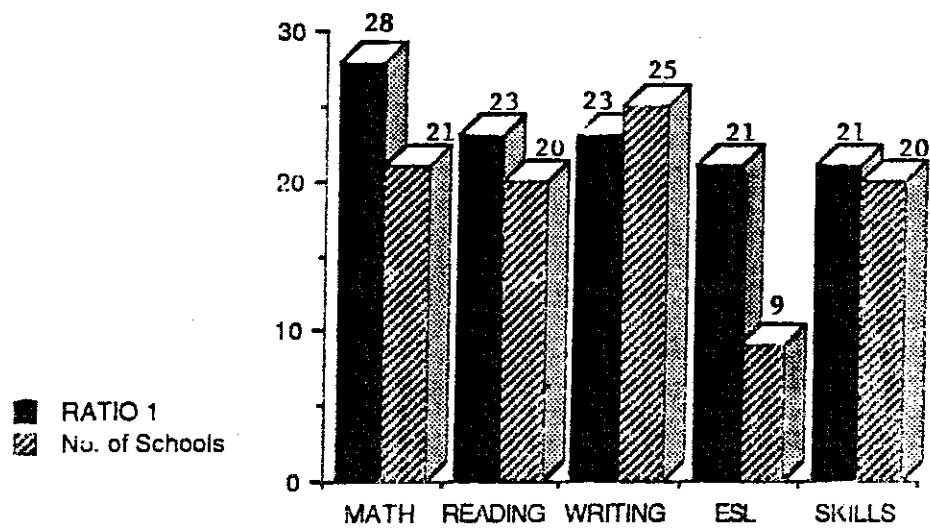


FIGURE 9

Question 15.

WHAT METHODS DO YOU USE TO EVALUATE INDIVIDUAL STUDENT
PROGRESS IN REMEDIAL/DEVELOPMENTAL EFFORTS?

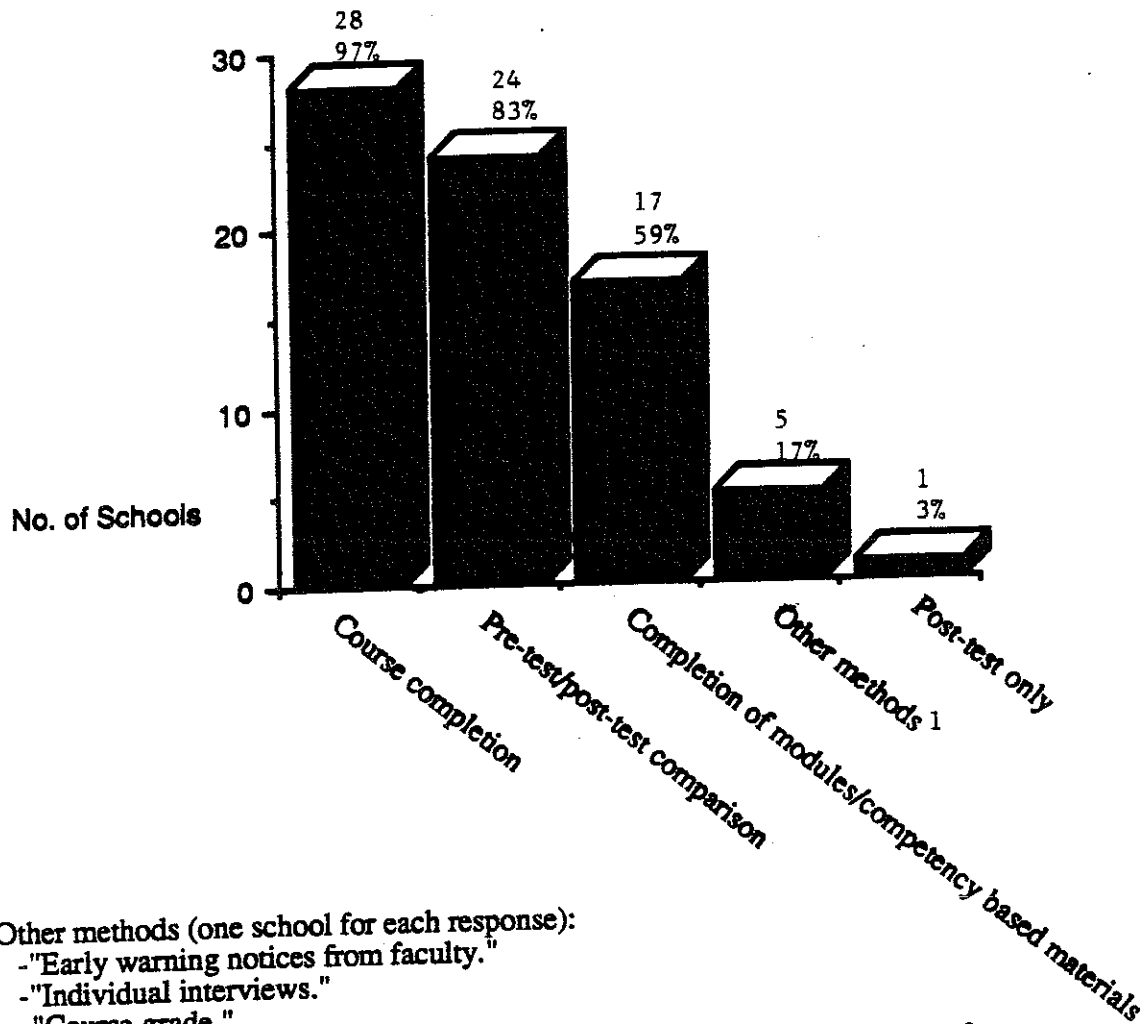
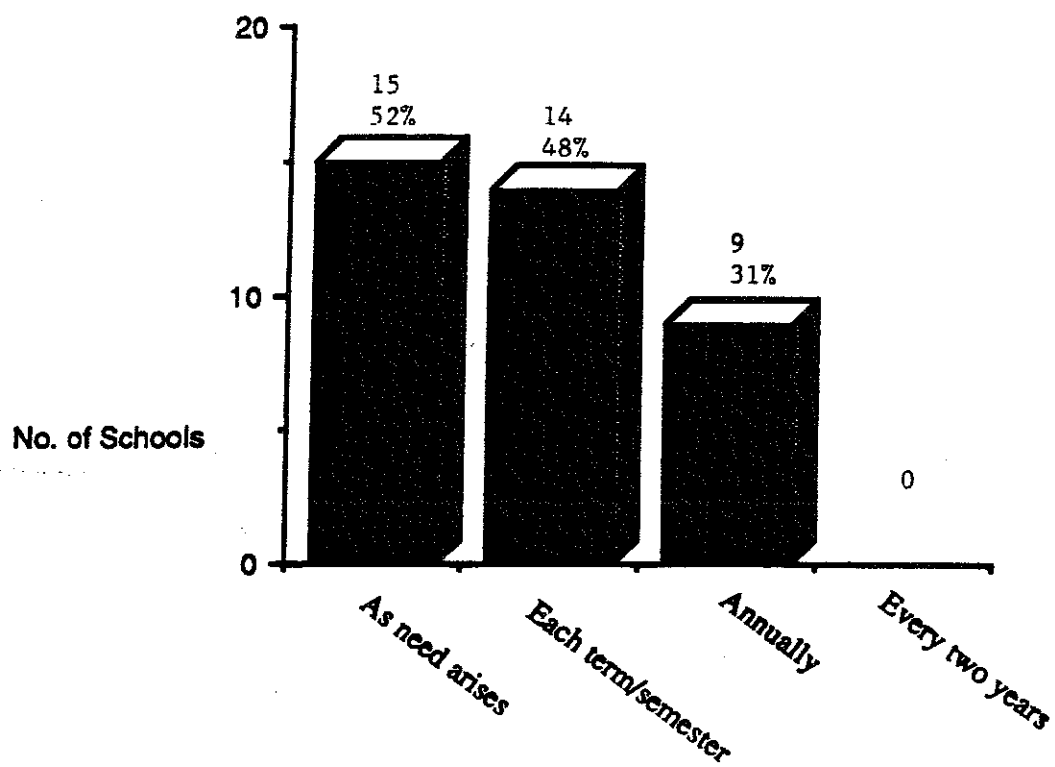


FIGURE 10

Question 16.

HOW OFTEN ARE REMEDIAL/DEVELOPMENTAL EFFORTS
EVALUATED, EITHER FORMALLY OR INFORMALLY?



Question 17:

When did you conduct your last formal evaluation of your remedial/developmental efforts (e.g., institutional by a peer review committee or an external review)?

Finding:

A review of college responses yielded the following results:

- 15 - formal evaluations within the last two years (52%)
- 3 - formal evaluations within the last three years (10%)
- 1 - formal evaluation four years ago (3%)
- 3 - formal evaluations in process (10%)
- 7 - colleges indicated no formal evaluation had been conducted (24%)

A discussion of the findings above with members of the remedial/developmental advisory committee suggested that one must consider more than the length of time between formal evaluations. As emphasized by one member, "The length of time from the last formal evaluation does not mean that nothing is going on -- developmental educators are being asked to evaluate continuously".

Question 18: (Table 3)

Please identify the number of students by race and sex who enrolled in at least one or more remedial and developmental course for Fall term, 1987. Please do not refer to IPEDS data from Fall Enrollment Form Part C, 1. a., which would result in an undercount of developmental students served. Please note that students may be counted more than once.

Finding:

This request was difficult for almost one-fourth of the colleges, who reported that their current record keeping methods did not allow easy retrieval of the data requested. Despite the time constraints of the survey, an effort was made to contact colleges that submitted no data. As necessary, the deadline was extended to accommodate colleges that thought they could retrieve the requested data if they manually examined their data or wrote a computer program. One college noted that they did not identify/categorize students based on ethnic/racial origin. Still others were able to report only totals (e.g., males and females, race). Additionally, some colleges were able to break the data down by gender and race but not by program.

At the time this question was developed, the intent was to compare remedial/developmental enrollment figures reported against the courses identified as remedial/developmental by institutions within the Activities Classification Structure (ACS), particularly the ones specified in the "Other" category. However, this is the first year for the new ACS remedial/developmental designation and the final results are not yet in. Therefore, a tabulation of the number of students by race and sex who enrolled in one or more remedial and developmental courses for Fall term, 1987, has, at this point, been

Question 18

**PLEASE IDENTIFY THE NUMBER OF STUDENTS BY RACE AND SEX WHO
ENROLLED IN ONE OR MORE REMEDIAL AND DEVELOPMENTAL COURSES
FOR FALL TERM, 1987.**

TABLE 3

REMEDIAL/ DEVELOPMENTAL	Black/ Non-Hisp.		Hispanic		Asian/ Pacif. Island		Am. Indian/ Alaskan Nat		White/ Non-Hisp.		Non-Res. Alien		Other		Total		Non- Classifiable
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Math ¹	859	1359	164	305	119	197	116	233	5360	6940	25	25	90	100	6751	9273	22
Reading	506	834	69	68	42	47	29	35	1344	1789	29	14	54	55	2153	2986	7
Writing	695	1099	147	222	166	194	115	164	3305	3378	111	129	97	80	4645	5245	9
Other (specify) ³	170	201	29	43	59	57	10	18	761	1193	14	5	50	33	1109	1581	10
Non-Classifiable ⁴	83	0	5	6	0	0	6	3	145	135	0	0	2	1	241	145	10
Total	2313	3493	414	644	386	495	276	453	10915	13,435	179	173	293	269	14899	19230	58

1. Total Math 16,024
Total Reading 5,139
Total Writing 9,890
Subtotal 31,053

2. Non-classifiable -not broken down by gender or race.

3. E.g., Spelling, College Study Skills, Grammar & Punctuation, Psychology, Chemistry/

4. Non-classifiable -broken down by gender and race, but not by program.

conservatively limited to students who enrolled in remedial/developmental math, reading, or writing. A total headcount indicates that:

16,024 students enrolled in a remedial or developmental math course
 9,890 students enrolled in a remedial or developmental writing course
 5,139 students enrolled in a remedial or developmental reading course
 31,053

An additional 2,690 students enrolled in other courses reported to be remedial or developmental in nature: for example, College Study Skills, Grammar and Punctuation, Psychology, and Chemistry.

An analysis by race and sex revealed the following patterns of enrollment of men and women within each race and program grouping:

Black/ Non-Hisp.		Hispanic		Asian/ Pacif. Island		Amer. Indian/ Alaskan Nativ.		White/ Non-Hisp.	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
MATH									
39%	61%	35%	65%	38%	62%	33%	67%	44%	56%
READING									
38%	62%	50%	50%	47%	53%	45%	55%	43%	57%
WRITING									
39%	61%	40%	60%	46%	54%	41%	59%	49%	51%

As illustrated by the percentages above, in the area of math, across all racial groups, females outnumbered males in their pattern of enrollment. With the exception of White females (56%), overall female enrollment exceeded 60%.

In the area of reading, enrollment was the same for male and female Hispanics (50%). However, female enrollment for Blacks, Asians, American Indians, and Whites, surpassed their male counterparts.

In the area of writing, enrollment was almost equal for White males (49%) and females (51%). However, for Black students, as was true in the areas of math and reading, female enrollment (61%) far exceeded male enrollment (39%). It is important to note that the pattern of Black male and female enrollment in remedial/developmental courses closely parallels overall Black college enrollment for Fall, 1987, in which males represented 31% of Black enrollment and females, 69%. For Hispanics, female enrollment (60%) far exceeded male enrollment (40%).

It is also important to emphasize that the enrollment figures collected for the purposes of this survey are limited to students who enrolled in one or more remedial/developmental courses for Fall term, 1987, and do not include the number of students who may have accessed tutorial services but did not enroll in actual remedial coursework.

TABLE 4

Question 19.

PLEASE PROVIDE AN ENROLLMENT SUMMARY OF STUDENTS BY AGE WHO
ENROLLED IN ONE OR MORE REMEDIAL/DEVELOPMENTAL CLASSES IN
FALL, 1987 ¹

AGE	MEN	WOMEN	TOTAL
Under 18	83	95	178
18-19	3632	4210	7842
20-21	2514	2439	4953
22-24	1729	1765	3494
25-29	1610	2225	3835
30-34	1015	1748	2763
35-39	555	1158	1713
40-49	421	1164	1585
50-64	95	260	355
65 and Over	40	72	112
Age Unknown	230	365	595
TOTAL STUDENTS	11,924	15,501	28,655 ²

1. No figures from Glen Oaks C.C., Henry Ford C.C., and North Central Michigan College.

2. The total figure includes 1230 non-classifiable students.

Question 19: (Table 4)

Please provide an enrollment summary of students by age who enrolled in one or more remedial/developmental classes in Fall, 1987. Please do not refer to IPEDS data from Fall Enrollment Form Part C, l. a., which would result in an undercount of developmental students served.

Finding:

An analysis of the enrollment summary of students by age who enrolled in one or more remedial/developmental classes in Fall, 1987, indicates that the largest group of enrolled students (45%) were those between the ages of 18 and 21. The second largest group of enrolled students were those between the ages of 22 and 34. A clustered breakdown* by age appears below:

01%	-	Under 18
45%	-	18 to 21
35%	-	22 to 34
12%	-	35 to 49
02%	-	50 and Over
02%	-	Age Unknown

*Rounded off to the nearest hundred

Question 20:

How do students find out about remedial/developmental courses and services? (Please check all that apply.)

Finding:

According to the respondents, they assume that college students find out about remedial/developmental courses and services in the following ways, which have been arranged in a hierarchical manner according to the frequency of the response:

Orientation	- 100%
Counselor Referral	- 97%
Institutional Referral	- 97%
College Catalogue	- 93%
Schedule Book	- 79%
Outside Agency Referral	- 79%
On Admission	- 76%
College Brochure	- 62%
Media (radio, television, newspaper)	- 38%
Other Referral ¹	- 35%
Other ²	- 21%

¹student-self, Department of Social Services (DSS), Vocational Rehabilitation, private vocational agencies, GED, local school district personnel.

²previous students/word of mouth, college posters, bulletins, special flyers, through the assessment program, admission office's recruitment programs, "College Night".

TABLE 4

Question 19.

PLEASE PROVIDE AN ENROLLMENT SUMMARY OF STUDENTS BY AGE WHO
ENROLLED IN ONE OR MORE REMEDIAL/DEVELOPMENTAL CLASSES IN
FALL, 1987 ¹

AGE	MEN	WOMEN	TOTAL
Under 18	83	95	178
18-19	3632	4210	7842
20-21	2514	2439	4953
22-24	1729	1765	3494
25-29	1610	2225	3835
30-34	1015	1748	2763
35-39	555	1158	1713
40-49	421	1164	1585
50-64	95	260	355
65 and Over	40	72	112
Age Unknown	230	365	595
TOTAL STUDENTS	11,924	15,501	28,655 ²

1. No figures from Glen Oaks C.C., Henry Ford C.C., and North Central Michigan College.

2. The total figure includes 1230 non-classifiable students.

Question 21:

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

Finding:

Twelve colleges (41%) reported that they have a professional development program that includes preparation of staff to work with underprepared students: Glen Oaks, Gogebic, Grand Rapids, Highland Park, Jackson, Kalamazoo Valley, Lansing, Macomb, Muskegon, Southwestern, Washtenaw, and Wayne County. A complete list of professional development activities is contained in Appendix 2.

Question 22:

What is your liaison relationship with feeder high schools concerning remedial/developmental enrollment?

Finding:

Thirteen colleges (45%) reported that they had no formal relationship with feeder high schools concerning remedial/developmental enrollment. Sixteen colleges (55%), however, reported that they have established communication linkages and do participate in outreach activities involving feeder high schools. Listed below are the actual responses received from sixteen colleges which highlighted the nature of their relationship with feeder high schools.

Communication Linkages:

- informal communication linkages between high school counselors and counseling personnel
- Special Needs counselor contacts area high schools' special education teachers
- Education Talent Search and Upward Bound staff work with counselors and students to make referrals to the community college
- feeder high schools alert the Learning Assistance Center each semester regarding academically disadvantaged students

Collaboration:

- representatives from local high schools and the Learning Assistance staff are members of respective advisory committees and task forces
- work with high school adult education programs to enroll their graduates
- high schools that have a community school program work with some community college students who do not have a diploma or a G.E.D.
- beginning an articulation process with Detroit Public Schools Guidance Department

Promotion/Outreach Activities

- Learning Assistance Center schedules staff visitations to area high schools
- information sharing with high school staff, counselors, and students
- enrollment director reviews all college policies and procedures, including remedial/developmental opportunities, during college night

- programs at all area high schools
- math department conducts campus visits by high school administrators, district superintendents, and school board members for the purpose of informing them about the developmental math program

Question 23: (Figure 11)

Finding:

As illustrated by the figure above, only six schools (21%) reported that remedial/developmental enrollment information at their college is sent back to feeder high schools: Gogebic, Lake Michigan, Lansing, Muskegon, Northwestern, and Schoolcraft. Northwestern reported that they send back ASSET test results, while Lake Michigan noted that group scores are sent back upon request only. In the category of special enrollees, Lansing reported that they send back students' progress reports for dual-enrollment students (high school students taking college courses). Schoolcraft qualified their "yes" response with the explanation that plans are "in process" for enrollment information to be sent back to feeder high schools.

Question 24: (Figure 12)

Finding:

As illustrated in the figure above, 21 colleges (72%) reported that they do not have "an agreement" regarding "the delivery" of remedial/developmental education with area high schools, adult education, or business and industry.

One college reported that they have an agreement with area high schools, while five colleges (17%) reported that they have an agreement with adult education. Six colleges (21%) reported that they have an agreement with business and industry regarding the delivery of remedial/developmental education.

In retrospect, it would appear that the terms "agreement" and "delivery" may have been problematic for those completing the survey. For example, among advisory group members who contributed to the completion of the survey at their local institution, it could be discerned that most interpreted "agreement" and "delivery" in a formal context, which may have resulted in an undercount of actual activity.

Question 25:

List five specific strengths of your remedial/developmental efforts and five areas of major concern:

Finding:

Of all the survey questions, this two-part question elicited the largest of number of responses; these are contained in Appendix 3. The responses were telling in that they demonstrated what is important and what the issues are. Curiously, some responses ended up in the final tally as both a **strength** and an **area of concern** dependent upon overall institutional responses.

The five specific strengths of Michigan's community college remedial/developmental efforts were determined to be:

FIGURE 11

Question 23.

IS REMEDIAL/DEVELOPMENTAL ENROLLMENT INFORMATION AT
YOUR COLLEGE SENT BACK TO FEEDER HIGH SCHOOLS?

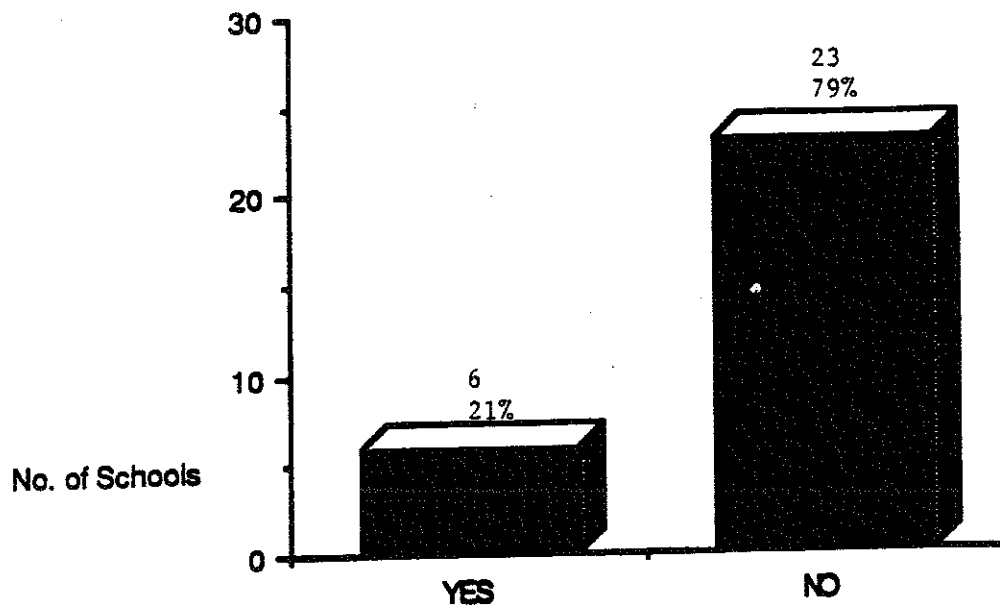
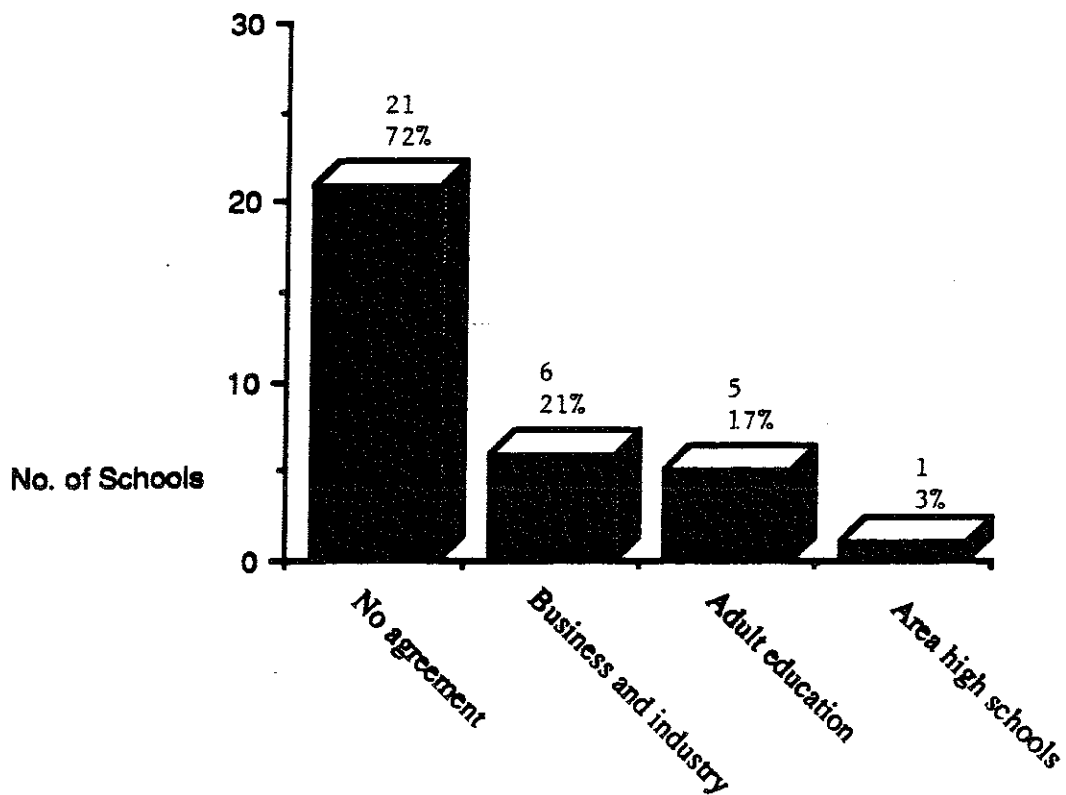


FIGURE 12

Question 24.

DOES YOUR INSTITUTION HAVE AN AGREEMENT REGARDING THE
DELIVERY OF REMEDIAL/DEVELOPMENTAL EDUCATION WITH ANY
OF THE FOLLOWING?



1. Faculty/Staff (24)*
2. Institutional Support (administration, faculty, staff) (17)
3. Cooperation and Collaboration Across Departments (8)
4. Student Benefits (7)
5. Student Assessment (6)

*number of colleges which provided this response

The five specific areas of concern regarding Michigan's community college remedial/developmental efforts were determined to be:

1. Lack of Total College Involvement and Commitment (10)
2. Student Placement (9)
3. Need for Student Tracking System (9)
4. Inadequate Physical Facilities (9)
5. Coordination and Integration of Academic Courses and Student Services (8)
5. Student Assessment (8)

*number of colleges which provided this response

Question 26:

Using the following five headings, furnish a description of your remedial/developmental efforts or program(s). This narrative will be an important component of the final report and should be written to be of utilitarian value to remedial/developmental educators and policy makers. (Academic Assessment Practices, Academic Placement Practices, Academic Instructional Practices, Student and Program Evaluation Practices, Agreements with Other Agencies Regarding the Delivery of Remedial/Developmental Education)

Finding:

The content of the narrative descriptions received from individual institutions varied widely regarding the extent of their remedial/developmental efforts or program(s). For resource purposes, a condensed version is available from the Department of Education upon request. The narratives provide valuable insight into educational practices which are used to assess and assist students in need of remedial/developmental education. They also are important in highlighting the nature of working relationships community colleges in Michigan enjoy with other agencies regarding the delivery of remedial/developmental education. It was apparent from the narratives that more than half of the community colleges have formed working relationships with local high schools, intermediate school districts, adult education, community agencies, and business and industry to address the remedial and developmental needs of the local constituency.

CONCLUSION

The survey was designed to obtain baseline information on student assessment and related remedial/developmental efforts in Michigan's 29 community colleges. The information presented in this study can assist college staff and state policy personnel to make more informed and knowledgeable decisions.

The survey shows that a number of issues require further study. Since 22 of the community colleges (76%) reported that remedial/developmental efforts are decentralized within their institution, future survey formats will need to accommodate this organizational structure. The toughest question which needs to be addressed by future research is whether remedial/developmental education makes any difference in the success rate of low ability students when they are compared to a control group of students with similar abilities. Part of this question is the problem of measuring student success: for example, the number of college-level English courses completed, student grades, and student retention --- each has been used as a measure. It is apparent, too, from the heterogeneous nature of the growing remedial/developmental population, that a statewide determination of the severity of overall student skill deficiencies is required. Although the present study treated tutorial services in a superficial manner, more information is needed on the number of students with remedial/developmental needs who may also be receiving tutorial assistance.

RECOMMENDATIONS

Community colleges are encouraged to develop a college-wide review committee to discuss implications of "A Survey of Remedial/Developmental Education in Michigan's Public Community Colleges" for adoption of those principles supportive of their local college philosophies and historical tradition. College administrators should assure that the college trustees adopt policies for remedial/developmental education.

Community Colleges Need to Determine If:

1. It is in the students' best interest to have centralized or decentralized remedial/developmental activities. These activities include academic assessment, career assessment, academic advisement, career planning/counseling, academic placement, and remedial/developmental instruction.
2. Student academic assessment cut-off scores for remedial/developmental placement should be the same or vary according to the academic intent of the student (i.e., short-term retraining course, terminal occupational associate degree, transfer program to a four-year college).
3. Students should receive institutional or degree credit for remedial/developmental courses.
4. The academic content of their remedial/developmental efforts encompass the skills needed to function successfully in college-level courses. These efforts should encompass literacy, basic skills, critical thinking/reasoning skills, and technical literacy.

5. The faculty who teach remedial/developmental courses are trained in remedial/developmental, basic skills, or adult education instructional techniques.
6. Remedial/developmental services are available to both day and evening students.

Community Colleges Need To:

1. Develop closer linkages with the feeder high schools, since 45% of the students enrolling in one or more remedial courses are between the ages of 18 and 21. The activities with the local high schools would include sharing student assessment results on a regular basis and defining the skills needed for students to function successfully in college-level courses.
2. Develop closer linkages with local adult education agencies to coordinate adult education academic exit skill levels with the entry-level skills needed by students to begin college-level instruction.
3. Consider the creation of a multi-educational level remedial/developmental task force (high school, adult education, community college) for the purpose of collectively addressing how educational agencies can work together to lower the number of students needing remedial assistance. This effort would enable remedial/developmental educators from all educational levels to pool their resources, knowledge and expertise in addressing similar problems and concerns.

State Board of Education, Governor, Legislature Need To:

1. Recognize the role that Michigan's public community and junior colleges are playing in remedial/developmental education and support it accordingly.
2. Provide financial incentives to support faculty professional development in order to assure that community college faculty who teach remedial/developmental courses are qualified.

PLEASE RETURN BY: AUG 05 1988

**A SURVEY OF REMEDIAL/DEVELOPMENTAL EDUCATION IN
MICHIGAN'S PUBLIC COMMUNITY COLLEGES**

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

Coordinated by Dr. Barbara Argumedo

Michigan Department of Education

Community College Services Unit

**with technical assistance from
The Industrial Technology Institute Community College Liaison Office**

COLLEGE: _____

NAMES AND TITLES OF PERSONS COMPLETING THIS SURVEY:

APPENDIX 2

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

Explain:

- Lead instructors are supported to attend annual conferences and workshops to update skills. / / Kalamazoo, Jackson
- speakers visit campus to raise sensitivity and consult faculty at large on how to work with remedial students. /(Kalamazoo)
- some faculty have received some training via a Title III grant. (Gogebic)
- selected staff-retraining and up-grading of skills /Glen Oaks
 - available on individual basis as requested / / / /
- visitations to other colleges' developmental programs. /
- assist counselor with completion of master's through scheduling, not money. / Jackson
- sessions held to help staff identify student problems and familiarize them with services available. /Discipline areas offer professional development sessions which are discipline specific / /Lansing, Muskegon
- optional special presentations on campus /Gogebic
- provided by Dean of Instructional Services as faculty in-service / GRJC
- Counseling & Academic Support Services Center staff/workshops/seminars / GRJC
- *The Special Services Department professional staff are prepared to work with underprepared students and receive on-going training. Macomb /
- inservice on a semester basis through the Center for Instructional Support Services /Highland Park
- one-day workshop is scheduled prior to each semester (Southwestern)
- * Have senior staff, as part of their load, work closely with part-time teachers to be sure they understand the philosophy and structure of the program. / Jackson
- informal mentoring system between instructors who have taught Student Success Seminar and people who wish to teach it. Washtenaw
- centralized training efforts held each semester with the delivery of instructional content to students at the remedial/developmental level. Wayne. /

25. List five specific strengths of your remedial/developmental efforts and five areas of major concern:

Strengths:

1. Institutional support - / // / / / / / top administrators, strong commitment
from the top down
coordinates institutional efforts/
- / administrative & faculty support
2. 2 grant programs - Special Needs and Student Support Services ///
(Title III Grant provided wonderful CAI materials and equipment to run them.) outside funding
3. Variety of materials - / / (well-equipped and staffed Learning Laboratory for math, reading, and writing)
- a number of courses in basic English and math.
4. Coordination with English Department /
- cooperation between faculty and ILC staff /
5. Writing tutors /
- supported by learning labs and tutors
- Peer tutoring /
- tutorial program through Learning Assistance Center /
- *extensive monitoring of special populations /
planning & implementation of new student progress monitoring system /
6. Well-trained staff (tutors & professionals) / .
7. Attitudes of staff working in developmental programming
8. Variety of techniques / / attention to individual learning styles
9. Support from Special Needs program //
10. Coordination with subject disciplines // Integrated with departments
11. Collaborative efforts between the academic and student services division. // //
12. TLC supplemental diagnostic testing by referral (Delta)
13. Establishment of student academic data base (Delta)

14. Curriculum development by study and collaboration across disciplines ..
/ (Delta)
15. Experimentation and evaluation of varied teaching strategies. (Delta)
16. Faculty research in teaching strategies (Delta)
17. integrates instruction, counseling, and academic support services.
18. Outcomes: enhances student success, motivates students to succeed,
provides a "second chance" for students /.
- prepares students for college curricular offerings //
- students can begin satisfying requirements in their major fields
of study while they are enrolled in developmental classes. /
-teaches excellent study habits /
-increase in retention rates /
19. assessment / /entrance testing & course recommendations
- all incoming students are evaluated and placement is mandatory /
-placement system in place /
20. orientation
21. Academic opportunity center/
Student Learning Center /
22. supplemental instruction
23. Intra-college communication/faculty/staff
24. counselor works closely with reading & writing instructors
24. personnel-excellent; caring staff in student services and patient
caring instructors in developmental areas.///committed support staff
- faculty involvement / /interest of instructors
qualified and dedicted instructors /////
-experienced faculty and staff/ /
-course placement advice given to students /
-caring academic support staff /
25. class size is small; students receive individualized attention. / /
26. course offerings accomodate diverse entry skill levels. / // //variety
of courses and programs /comprehensive in scope
27. administrative support / /// /
- faculty support /
28. a single college department for academic support of the developmental
student. / /concerted efforts under one administrative unit
29. availability of classes day and evening / /flexibility in times and
courses offered / /
30. variety of instructional methods to meet individual needs / ///
31. full-time lead instructors /
32. students must show proficiency prior to advanced courses taken.
33. option of moving students into developmental instruction throughout
fall and spring semesters /
34. good student-instructor ratio //
35. continuity of facutly - provides for appropriate evaluation of

- materials and methods /
36. use of technology for teaching and learning / /
 - computer assisted instruction
 37. progress toward the implementation of a mandatory assessment & placement program. / -mandatory ASSET assessment of Basic Skills
 38. experience with & commitment to the individualization and personalization of instruction. //
 39. good facilities and equipment // /receipt of computer & scantron equipment and forms
 40. good support services //
 - improved supportive & responsive caring environment for students
 41. improved advising information /
 42. development of beginning course prediction tables /
 43. increased utilization of campus resources
 44. decentralized by discipline
 45. staff development/Mott
 46. credits (up to 12) count towards graduation
 47. increased awareness of current offerings
 48. tutoring center offers academic support to all developmental students
 49. currently under review / / /
 50. new pilot project underway
 51. ASSEt
 - 52 Computer Lab for Reading and Writing
 - *study skills taught through traditional classes and through video tape course
 53. mandatory testing and placement /
 54. Efforts of Developmental education task force /
 55. team instructional approach /
 56. fair and equal treatment /
 57. academic and curricular standards /

APPENDIX 4

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

July 12, 1988

S A M P L E

STATE BOARD OF EDUCATION

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Ex-Officio

Mr. David C. Briegel
President
Southwestern Michigan College
Cherry Grove Road
Dowagiac, Michigan 49047

Dear President Briegel:

A recurrent theme evolving from the Superintendent of Public Instruction's Community College Regional Meetings was the need for baseline data on student assessment practices and related remedial/developmental efforts in Michigan's community and junior colleges. Currently, no such data exists.

In response to these requests, a representative group of community college experts in the field of student assessment and remedial/developmental education were invited to the Department of Education to decide on the focus and content of the survey instrument. Upon achieving consensus, the survey instrument was developed and piloted. The study is being done in cooperation with the Michigan Department of Education, Community College Services Unit, the Michigan Community College Association Executive and Research Committees, and the State Board for Public Community and Junior Colleges.

Enclosed is your institution's copy of the survey. We ask that you designate one individual responsible for ensuring that appropriate staff have input in the completion of the survey. At each institution the number of individuals assisting in the completion of this survey may vary. It is strongly recommended that a committee representative of the various remedial/developmental efforts be formed to coordinate the completion of a single survey form.

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

Mr. David C. Briegel
July 12, 1988
Page Two

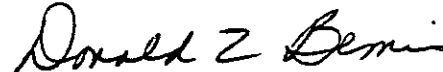
Please address questions about this survey and return it by August 5, 1988,
to:

Dr. Barbara J. Arguemedo
Michigan Department of Education
Community College Services Unit
Box 30008
Lansing, Michigan 48909
(517) 335-3067

Your commitment and support are greatly appreciated. While the survey appears to be lengthy, it is intended to be comprehensive and representative of your college's role and mission.

Thank you for your assistance.

Sincerely,



Donald L. Bemis

cc: Marshall Bishop
David Schultz
Daniel Stenberg

STATE OF MICHIGAN

STATE BOARD FOR PUBLIC COMMUNITY
AND JUNIOR COLLEGES

Advisory to State Board of Education
Box 30008, Lansing, Michigan 48909



GARY D. HAWKS
Interim Superintendent
of Public Instruction

April 12, 1988

TO: State Board for Public Community and Junior Colleges

FROM: James H. Folkening

SUBJECT: Approve Timeline for Community College Study of Student Assessment Activities and Related Remedial/Developmental Efforts/Programs in Michigan's 29 Community Colleges

A recurrent theme which evolved from the Superintendent's Regional Meetings was the need for comprehensive data on student assessment practices and related remedial and developmental efforts in Michigan's community colleges. Presently, no such data exists.

The purpose of the proposed survey study is to obtain a baseline on the nature of student assessment practices and related remedial/developmental efforts/programs in Michigan's 29 community colleges. An optional, second part of the study could include on-site visits to community colleges which represent a recurrent pattern in either student assessment practices or the type of remedial/developmental efforts or program. A decision on the second part of the study will be made after the first portion is reported. Dr. Barbara Argumedo will be conducting the study along with staff assistance from the Community College Services Unit.

The proposed survey would include questions as determined by several focus groups, including the State Board for Public Community and Junior Colleges, Michigan Community College Association's Research Committee, and select community college representatives possessing expertise in student assessment practices and remedial and developmental education.

The following timeline is recommended in order to conduct the first comprehensive study of student assessment practices and related remedial/developmental efforts/programs in Michigan's 29 community colleges.

- | | |
|----------|---|
| April 12 | <u>State Board for Public Community and Junior Colleges</u> <ul style="list-style-type: none">- approve study- approve timeline- identify any additional issues relevant to the study |
| April 15 | <u>Michigan Community College Association Executive Committee</u> <ul style="list-style-type: none">- solicit support for the study- identify any additional issues relevant to the study |
| April 15 | <u>Michigan Community College Association Research Committee</u> <ul style="list-style-type: none">- review survey instrument- identify any additional issues relevant to the study |

- April 20** Community College Experts in Student Assessment Practices and Programs Related to Remedial and Developmental Education
- review survey instrument
 - solicit input on issues/questions relevant to the study
- April 27** - Identify survey participants at each community college
- May** - Pilot survey instrument
- May/June** - Send survey questionnaire to survey participants at each community college
- June/July** - Analyze data
- August** - Reconvene community college experts to review findings and develop recommendations
- October 11** - Report survey information to State Board for Public Community and Junior Colleges
- October 19** - Report survey information to State Board of Education
- October 26** - Disseminate results of study to survey participants, college presidents, and other interested parties

Community College Administrators Focus Group

Delta College	Dr. William Walters Coordinator Teaching/Learning Center
Grand Rapids Junior College	Dr. Marinus Swets Dean of Arts and Science
Highland Park Community College	Dr. Carolyn Williams Dean of Student Services
Kellogg Community College	Carole Edmonds Dean of Arts and Science
Lansing Community College	Jean Morciglio Tutorial Coordinator Special Needs
Lansing Community College	Allan Maar Professor Academic Enrichment Services
Macomb Community College	Dr. Donald Wing Dean of Academic Services and Alternative Learning

Northwestern Michigan College

Dr. Lornie Kerr
Vice President for Student and
Administrative Services

Oakland Community College

Dr. Keith Shuert
Mathematics Professor

Schoolcraft College

Dr. Sirkka Gudan
Director
LAC/Developmental Education

Southwestern Michigan College

Dr. Dan Stenberg
Director
Remedial and Developmental
Education

Washtenaw Community College

Dr. Guy Altieri
Vice President
Instruction and Student Services

Wayne County Community College

John Bolden
Director
Academic Support and Developmental
Studies

It is recommended that the State Board for Public Community and Junior Colleges:

1. Approve the Timeline for Community College Study of Student Assessment Activities and Related Remedial/Developmental Efforts/Programs in Michigan's 29 Community Colleges.
2. Identify issues/questions for study.