

Report of the
BLUE II COMMITTEE
ON
DEVELOPMENTAL EDUCATION
C. S. Mott Community College

December 1998



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In October 1995, the Blue II Committee on Developmental Education was appointed by the CPSC Co-chairs: James Drummond and Leatha Terwilliger (then Vice President of Academic Affairs). This committee was formed in response to recommendation #20 of the original Blue I Committee and was given these charges:

1. To determine which recommendations of the Blue Ribbon Committee Report have been put into place and the status of those that have not;
2. To assess whether the recommendations are working;
3. To determine what further work needs to be done.

The Blue II committee has completed its work, and its report on the current status of the recommendations of the original Blue I Committee and the recommendations of the current Blue II Committee follow.

Monitoring the developmental education efforts at Mott is a monumental and time-consuming task, involving, as it does, keeping up with current research, finding out what is going on at other colleges; data gathering; understanding the complex teaching-learning problems related to developmental reading, writing and math; appreciating the special needs of at-risk students with regard to placement, advising, mentoring, counseling; meeting their unique academic, emotional, and psychological needs; and assessing program effectiveness.

The committee believes that developmental education at Mott needs on-going and focused attention by someone with academic training and experience in this area. Using a committee to oversee such a broad array of needs is not efficient. The first Blue Ribbon Committee worked for four years developing its recommendations, and the Blue II committee has been meeting for three years, unreasonably long periods of time to expect committee members to remain focused and committed. This is becoming increasingly more difficult when so few full-time faculty are expected to do so much work. Members of the current committee have had several other commitments they have been working on, so finding a meeting time even once a month has been a challenge. Consequently, we are making the following recommendations.

RECOMMENDATION A:

We recommend that the college hire a Director or Coordinator of Developmental Education. This person would report to either the Vice President Academic Affairs or the Vice President of Student Development and Instructional Support.

This person should have breadth and depth of knowledge and experience as a teacher and administrator in the field of developmental education. An ideal candidate for such a position would be someone who has graduated from the Kellogg Institute for Developmental Education at Appalachian State University in Kentucky.

This person would be responsible for overseeing all aspects of developmental education at Mott, including, but not limited to, advocating for our diverse population of at-risk students; monitoring systematic, on-going research and data gathering relevant to developmental education; working with coordinators to improve programs; promoting and encouraging professional development opportunities for developmental instructors; monitoring the progress toward implementing the Blue I and II recommendations; and appointing committees or task forces as needed to deal with developmental education issues.

It should be noted that research reveals that programs regarded as models in developmental education have such a director or coordinator. Mott should aspire to being no less than a model in the field of developmental education.

Four years elapsed from the time the Blue I Committee submitted its report and the time when the Blue II committee was formed, far too great a delay in attending to such important work. It should be noted that during that time James Drummond, CPSC Co-chair, did some tracking as to the disposition of the various recommendations, and this committee is extremely grateful for his research and notes. Nonetheless, to insure that the work of The Blue II committees do not languish until a Director of Developmental Education can be hired, the committee makes the following recommendation.

RECOMMENDATION B:

Until a director of developmental education can be hired, we recommend that someone be appointed to monitor the progress of the Blue I and Blue II recommendations which follow.

STATUS REPORT AND FURTHER RECOMMENDATIONS

The passages in italics are the original Blue I Recommendations.

The passages in boldface indicate:

- Blue I recommendations that have not yet been implemented and need immediate attention. (There are other unimplemented recommendations, which will be obvious to the reader.)

- Recommendations of this Blue II Committee.

#1 *All new students intending to enroll in credit courses will be required to participate in the regular college enrollment process (admissions, assessment, orientation, advisement, registration,) with specific deadlines for each component.*

STATUS: In January 1998, changes in the admissions policies recommended by the PERSIST committee were approved by CPSC. (See attachment 1). These policies created new categories of students who are exempt from many elements of MCC's intake procedures. Basically the policy now is that students who plan to seek a degree or want to take college level English or math must take the placement tests. Students who enrolled in developmental classes must see an advisor. Transfer students no longer have to have 30 credits with a 2.5 GPA to be exempt. They now must have successfully completed college level English and math and a content area class requiring extensive reading with a C or better.

Students categorized as NCFD, dual enrollees and transfer can largely avoid college procedures related to assessment, orientation and advisement. Data provided by Gail Ives shows the number of students in such categories for the last few registration periods at MCC. (See attachment 2)

Interpretation of this data is difficult and raises questions. How many of the 982 students from 99-2 were also here in 98-3? How many in either semester were new that semester? How much duplication is in the total? How many of those in 98-3 have since chosen a program and thus should have had some contact with an advisor? How many actually did? What programs are they now in? Can Datatel answer these questions?

In their book *BETWEEN A ROCK AND A HARD PLACE: THE AT-RISK STUDENTS IN THE OPEN DOOR COLLEGE*, John and Sueanne Roueche stress that one element of a model developmental education program is required orientation that creates "a bond with the college" and socializes students "to the norms and values of the institution" and they recommend pairing development students "with faculty and /or student mentors."

The committee has serious concerns about the implications of the PERSIST recommendations with regard to developmental students in particular.

RECOMMENDATION C:

We recommend that a process be put in place to monitor the impact of the PERSIST Policies (adopted by CPSC in January 1998) on students recommended for developmental courses.

#2 *All stages of the college enrollment process as required for each student must be completed before classes begin.*

STATUS: All stages of the enrollment process can be done as late as the first whole week of classes, or during the first few days of classes for Fall 2, Winter 2, Spring, Summer, and both Second-Eight week sessions.

#3 *All registration must be completed before the first day of classes.*

STATUS: Even though a new student is not supposed to register for a class that has already met (only drops and adds allowed), students are allowed and often encouraged to register for classes after the first meeting. Many advisors and some counselors do not adhere to the "first class meeting" rule because of an administration request during a low enrollment semester to try and start students in these classes late. We are concerned about how this late start in developmental classes affects at-risk students.

#4 *After classes begin, only drops and adds will be permitted.*

STATUS: Technically, the policy exists but is not adhered to in many cases. At-risk students who can begin their basic courses a week late are put at even greater risk for failure. In addition, the burden on instructors to bring these students up to speed is time-consuming.

#5 *Marketing should begin earlier and it should stress the required admission deadline for each semester.*

STATUS: Marketing does begin earlier. There is no published admission deadline, however, and, in fact, advertising still encourages much late registration activity. While the admissions office does not endorse this policy, administration and enrollment pressures have not allowed the admissions office to adhere to an admissions deadline.

#6 *The College should institute a year-round registration schedule which allows installment tuition payments to control rush periods of advisement.*

STATUS: This recommendation is not currently being implemented. The new Datatel system is fully capable of handling year-round registration. Current payment policy allows students to elect a payment plan that is underwritten by Tuition Management Systems, Inc. Payments can be spread over the entire semester with final credit withheld in the case of non-payment. It appears that the primary hurdles to implementation of this recommendation are:

1. **Determining course offerings and developing appropriate schedules for several semesters in advance.**
2. **Adjusting financial aid procedures to accommodate registration for future semesters when satisfactory academic progress in the current semester has not yet been demonstrated by the student.**

#7 *The college should develop a special procedure to enable financial aid students to meet deadlines.*

STATUS: This recommendation has been implemented. Since the financial aid office does the screening, the applicants have a high degree of certainty that they will receive the aid applied for.

Financial aid applicants who have not received their award letters can still register for classes. The student is able to attend classes while his/her aid is pending. In the event that financial aid is denied, the student is responsible for tuition and may elect to go on the payment plan.

#8 The general rule at Mott should require mandatory testing for all students.

STATUS: No longer in effect. In January 1998, changes in the admissions policies recommended by the PERSIST Committee were approved by CPSC. Basically the policy now is that students who plan to seek a degree or who want to take college-level English or math must take the placement tests. Transfer students no longer have to have 30 credits with 2.5 GPA to be exempt; they now must have successfully completed college level English and math and a content area class requiring extensive reading with a C or better. (See comments at recommendation #1.)

#9 Students should be allowed one retest opportunity upon request within the regular college enrollment deadline.

STATUS: This policy is in place, and the college catalogue informs students of this opportunity. The college is now using the ACCUPLACER computerized test for reading, math, and some English placement. Students are allowed to retake the test. Permission to retake the test is determined on a case-by-case basis after a conference with the student and the test administrator. In English, a retest procedure has been established for students who do a writing sample for their placement test. The procedure insures that students do not write on the same topic that they wrote on during the initial placement testing. Only one retest is possible. All placement writing samples are now read by two instructors. As a further check, the diagnostic paper written in all English classes the first day is a kind automatic retest. It is used to help verify the original placement in writing classes. **The committee urges the math area to adopt a similar policy.** During registration, three seats in each developmental section are held open until after classes start so that students can more easily switch during the first week if they need to. The English department sends all instructors a letter informing them of the importance of reading the diagnostic early so that students can switch to a new class by the end of the first week.

RECOMMENDATION D:

We recommend that the math and reading areas adopt a policy similar to the one used in English whereby three seats are kept open in developmental math and reading classes during the early registration period so that students can move into these classes more easily during the first week of the semester.

#10 Reentering students with MCC placement test scores will be exempt from placement testing

STATUS: In place.

#11 All new students who have an ACT score of 20 or more in math and reading should be excused from taking the Math and Reading portions of the MCC placement test. However, all new students will take the writing placement test.

STATUS: In place.

RECOMMENDATION E:

The committee recommends that the ACT score be lowered to 18 for math and reading. Dr Cohen believes this is an acceptable score, and it is consistent with what other community colleges are using. The current college catalogue lists the ACT score of 20 in math and reading as the exemption.

Students who score 87 and below on the CPT Sentence Skills Test will take the writing placement test if they fall within the guidelines of the PERSIST Committee recommendations: students who are seeking a degree or certificate or students who want to enroll in college level English and math.

#12 Transfer students with 30 credit hours and a 2.5-4.0 GPA will be exempt from taking placement tests.

STATUS: No longer in place. This policy was replaced by the following PERSIST Committee recommendation: "Transfer students with documentation of having successfully completed college-level English Composition and/or Math and a content area class requiring extensive reading (C or better) at the sending accredited institution will be exempt from the appropriate components of placement testing."

#13 The student with a 2- or 4-year degree from an institution accredited by North Central or an equivalent accrediting agency at the time the degree was granted should be excused from all placement tests.

STATUS: In place.

#14 Students with degrees or credits from institutions outside the U.S. will take the MCC placement tests.

STATUS: This recommendation was disapproved with justification by the president. Large numbers of students for whom English is barely a second language end up in English 098 or 099, courses that are not designed to teach English as a Second Language. Our current placement testing process is not appropriate for students with minimal English proficiency. Often, they barely write a few sentences for the writing sample and need translators for the CPT. The writing samples come first to the English readers who then have to pass them on to an ESL reader. This is a time-wasting process. In Spring of 1998, Angela Reeves agreed to work with Carol O'Donnell and ESL instructors to streamline the process for assessing and placing these students. When Dean Kelz was working with this group, she recommended the use of the CELSA or some similar test for foreign students. After investigating this issue and examining the process, Angela Reeves and Carol O'Donnell have agreed to leave the system as it is. With our policy of letting students drop in for testing, there is no way to require them to go through the admissions process before placement testing without running into discrimination problems.

RECOMMENDATION F:

We recommend that from time to time appropriate faculty and administrators reexamine the intake process for students whose first language is not English to see if the process can be streamlined without running into discrimination problems, and to investigate the possibility of adopting a more appropriate placement test for these students. The college might want to see what's being done at other community colleges with large numbers of foreign students.

#15 A student may be exempted from placement testing by Handicapped Student Services. Handicapped Student Services shall notify Guidance Services and Counseling of this judgment and the reason therefore.

STATUS: According to Delores Deen, Director of the Learning Center, disabled students are exempted from taking the placement tests--or sections of it -- when appropriate. Since the hiring of Rick Tallarigo as director of the testing center, Disability Services communicates with him directly. The most frequent exemption is for blind students who will not be using print as their means acquiring information. Those students are excused from the reading portions of the test because if someone reads to them the test becomes a listening test. In exceptional cases, deaf students are excused from taking the reading and writing tests, because they have such low-level English skills that it doesn't make sense to provide an interpreter for a test the student could not even begin to understand. In such a case, they work with the advisor or special needs counselor to place them in the appropriate developmental classes. Approximately five students are exempted each semester.

Increasingly, disabled students go through the admissions and testing process without the center's knowledge and come to the Learning Center only after encountering difficulty in their classes or after registering and being referred by a counselor or advisor.

#16 Any student may take any of the placement tests even if College policy exempts him or her.

STATUS: In place.

#17 Compulsory orientation for new advisors and regular meetings and professional development opportunities for all advisors.

STATUS: See #19b This recommendation is not in effect.

#18 A handbook should be developed for advisors. This handbook should include such content as institutional data related to student success, more specific placement test information and information on the complexities of advising developmental students.

STATUS: The committee to implement this recommendation was disbanded. Nancy Tyler made another start on this project some years ago and turned the material over to Gary Bocksch when he took on the job of coordinator for advisors; he is no longer the coordinator and turned the materials back over to Bill Mitchell, Interim Associate Dean of

Counseling. In any event, the material in the notebook was out of date, so the project needed to be started again from scratch. Bill Mitchell has begun some work on developing the handbook and has completed 10 pages, but he is retiring in December of 1998, so the project will be turned over to the new associate dean. This would seem to be a good sabbatical project for someone. There are lots of handbook samples on the internet that could be used as models.

#19 Mandatory placement should be considered only after: A) valid and reliable instruments and practices are in use and appropriate alternative re-test instruments are available, B) advisement is done only by advisors who have been specifically and thoroughly trained to do this work, C) advisors have specific information about a student's probability of success if he/she does not take mandatory classes, D) class size in development courses is reduced so that developmental students have a more reasonable assurance of getting the individual help they need to be prepared for regular college work, E) section availability is increased.

STATUS: Mandatory placement has not been implemented, and this committee still has strong reservations about instituting mandatory placement at Mott.

The most recent State Survey of Developmental Education revealed that only 37% of Michigan community colleges have mandatory placement, so Mott is not out of line with other community colleges in this regard.

RE: 19A Having only recently adopted new testing procedures, we do not have significant data that demonstrates whether the new tests are valid and reliable. The college is now using the ACCUPLACER computerized test. Reading and math have established cutoff scores and are monitoring the process to see if these scores are reliable placement indicators. English established a cut score of 88 for placement in English 101; students who score below that will do the writing sample. In 1996, the English writing placement test underwent extensive revision: students now have a choice of topics; the topics are more consistent in their degree of difficulty; the papers are read by two readers who must agree on the placement recommendation. Given the high (97%) agreement rate on the placement recommendations, the English staff is satisfied that it is "a valid and reliable" test; however, students placed under the revised test are just now completing the whole English sequence, so they are waiting for tracking information to verify this. Both the CPT and the writing test have a retake option.(See #9 above.)

RECOMMENDATION G:

We recommended that if and when the Michigan Proficiency test is determined to be a reliable skills assessment tool, the college study the possibility of using those scores for placement purposes.

Making an accurate placement assessment depends on a student's doing a good job on the placement test. To ensure that students are able to do the best job possible on the placement test, Dr. Cohen proposed developing a handbook to help students prepare for taking the tests. A community college in New York has developed a model handbook. Bill

Mitchell called and asked for a copy, but hasn't received it yet. We believe that such a handbook would be helpful to at-risk students who frequently have poor test-taking skills.

RE: 19B An advising coordinator was appointed 1997 and worked for a year, but he no longer has that job, and no one has been appointed in his place. So at the present, there is no coordinator of advisors. Some meetings of advisors were held during his tenure, but they were not well-attended. Bill has met with a committee of advisors to discuss the issue, and one of their recommendations was that attendance at regular professional development meetings be mandatory.

Dr. Cohen has said that he plans to bring in experts on advising developmental students to do some professional development work with advisors.

Another issue is the need for advisors to have better information to work with in helping place students in appropriate classes, specifically copies of recent high school and college transcripts and placement test scores for math. Both of these requests were passed along to Bill Mitchell. This information is now available and can be pulled by clerks when needed.

RE: 19C Requests for data from this committee and the institution of regular program reviews have resulted in the collection of data relevant to this recommendation. Thus far, the data does not provide advisors with information they believe they can use to convince students to take developmental courses.

(It should be noted that the following data is based on students who took the old placement test . Data on students admitted after June 1996 when implemented is now being gathered.)

For example, students who were recommended for all three developmental courses and who did not take any of them had better GPAs than students who took all three. Seven percent of the Non-takers were able to earn a 4.0 GPA as compared with 4% for the Takers. Thirty-eight percent of the Non-takers earned a 3.0 or better while only 28% of the Takers did. For the lower GPAs, however, just the opposite is true. Seventy-eight percent of the Takers earned a 2.0 or better, while only 62% of the Non- takers did.

In English, even though students who have taken only one developmental course have a 100% chance of passing English 101, the students who have taken only one developmental course manage to pass English 101 nearly 73% of the time; however, they may have to take it two or three times to pass.

The college has recently hired a psychometrician, who is in charge of the testing office. The college also has appointed a director of institutional research. These two people working together should be able to provide accurate tracking information about the effectiveness of the developmental classes.

The committee has provided them with copies of "Developmental Education Outcomes at Minnesota Community College: A Paper Presented at the Annual Forum of the Association

for Institutional Research" in May 1996. The study is regarded as a model of research in tracking the success of developmental students.

RECOMMENDATION H:

We recommend that the Office of Institutional Research provide the appropriate academic and counseling associate deans and coordinators with regular reports on the success, retention, and persistence of students recommended for developmental courses. This data should include information regarding students who follow and do not follow the placement recommendations to take developmental courses. (See attachments 3 and 4 regarding the Minnesota study and requests for data from this committee.)

Other data that the committee thinks might be useful can be found on the Course Withdrawal Questionnaire on the back of the Class Schedule Worksheet that students fill out when they withdraw from Class. (See attachment 5) Currently, this information is on file in the admissions office and cannot be easily accessed, although Gail Ives has started to do some data entry with this information. Information from this questionnaire might be useful in improving retention of developmental students.

RECOMMENDATION I:

We recommend that the information from the Course Withdrawal Questionnaire that students fill out when they withdraw from class be put in DATATEL so it can be easily accessed, analyzed, and used to help developmental students succeed and persist at Mott.

RE:19D Class sizes have not been reduced; however, during the Fall 1997 semester, the college ran a pilot project in English 098 and 099 to see if reduced class size resulted in greater retention, attendance and grade improvement. Class size was reduced from 28 to 15 for that semester. The Vice President for Academic Affairs and coordinator asked instructors to gather data on the results. As of December 1998, no information has been made available regarding the results of this pilot.

RE:19E The college has shown a commitment to developmental education by hiring full-time instructors in all three developmental areas. However, if we went to mandatory placement, reading and math would have difficulty staffing the sections needed. (See #34.)

#20 A committee should be established to monitor progress toward meeting [the conditions outlined in # 19] and to make a final recommendation if it is satisfied that mandatory placement can be implemented.....The committee should evaluate developmental education at Mott, study monitoring procedures at other colleges and serve as a catalyst for change in addition to monitoring the progress at Mott toward realizing the criteria instituted for mandatory placement.

STATUS: The Blue Ribbon II Committee was established in October 1995 and has been meeting regularly since that time. The bulk of its work has centered on the issues related to mandatory placement.

In lieu of a mandatory placement policy, the following recommendations were made by the Blue I committee to try to impress upon students the importance of taking developmental courses:

#21 Students who have reading comprehension scores below eleventh grade level, a writing placement recommendation below English 101 and/ or math placement scores below Math 101 should enroll in the appropriate developmental courses.

STATUS: This recommendation was referred to the NCA Assessment Committee. The current assessment committee has not dealt with this issue. (See the update on #24 for related information.) The Blue II Committee conducted a survey in Winter 1998 asking instructors to list all the courses in their areas that students who are recommended for developmental classes should not take. That list is being reviewed and refined and will be distributed to advisors and counselors for use in helping students work out their schedules. (See attachment 6)

#22 Students should begin taking required developmental courses in their first two semesters and will successfully complete all such courses within their first 22 credit hours at MCC.

Until now, this information has not been gathered. Gail Ives, Director of Institutional Research, has developed the following process for tracking (at regular intervals during their first two years) students' completion of developmental courses.

STATUS: Tracking Process – DRAFT

As of State Aid date (schedule attached), for each Fall and Winter semesters, the Placement Testing Coordinator will produce a list of SS#/names of students who tested at the developmental level for math, reading and writing. This list will be forwarded to the Institutional Research office. This list constitutes the tracking cohort for that term.

At intervals of 12 months and 24 months later, I.R. will record the following data for each listed student:

SS# xxx-xxx-xxxx
Student name

<u>Course Area</u>	<u>Course Activity</u>	<u>Retention</u>	<u>Outcome</u>
Math <i>e.g.</i>	Course #s taken <i>Math 021</i>	Completed? <i>Y</i>	Grade received <i>S</i>
Reading	Course #s taken	Completed?	Grade received
Writing	Course #s taken	Completed?	Grade received

Total Credits completed
Cumulative G.P.A.
When total credits = 22 or greater;
Dev. Ed. Recommendation completed? Y/N

Electronic and paper files will be maintained for the source data.
Semester Total Summaries will be produced based on aggregating the individual reports.
These summaries will be sent to the Developmental Education Committee for review.

Semester and Annual Summaries shall be created and placed on file in the I.R. office and the MCC Reports Database.

RECOMMENDATION J:

We recommend that the tracking program developed by Gail Ives and outlined above be implemented as soon as possible so the college can track how quickly students are completing their developmental courses and determine whether early completion of basic courses is significant in regard to their success, retention, and persistence. This information should be forwarded to the appropriate academic and counseling associate deans, coordinators of developmental programs, and advisors and counselors. In the meantime, Gail might look at the data from Fall 1996 and 1997 in 098 and 099 to make a preliminary assessment.

#23 A form should be created to certify that the college has informed the student of their placement test results and provided them with appropriate advice. This form should be signed by students as part of their registration process to indicate whether they accept or reject the recommendation.

STATUS: The form was developed and approved; however, the form has been used only sporadically and inconsistently.

The reading and writing coordinators devised two other forms (See attachments 7 and 8) intended to help advisors explain to students why they were recommended for a specific course, the assumption being that if students knew why they were recommended for a developmental course they would be more inclined to take it. This form is not used consistently either. At present it may not be used at all. An informal survey of advisors indicated that some of them don't even know of its existence.

RECOMMENDATION K:

We recommend that the reading and writing placement explanation forms be put on Datatel so they can be easily accessed if students have questions about why they were recommended for developmental English or reading.

#24 In completing their schedules, students with developmental needs should take only courses that faculty have determined do not require-developmental reading, writing, and/or math skills.

STATUS: This committee conducted several surveys to help develop a list of courses like the ones recommended in # 24. A survey of students taking developmental courses was conducted in April 1997. Approximately 300 surveys were returned. On them, students indicated what other courses they were taking and whether they thought the courses were too difficult for their level of math, reading and/or writing skills. In addition, faculty in each discipline were asked to look at their courses and determine which ones (or which sections of courses) could be recommended to developmental students. Information from these surveys was used to develop a list of courses that it is believed developmental students can take with some hope of being successful. (See attachment 9) The list indicates whether a particular course would be appropriate for a developmental reading, English, and/or math student. The list can be used by advisors and counselors to help guide students into college courses appropriate for their skill levels in reading, English, and math. The list should help students put together a full load without getting into courses for which they are not prepared. At the request of this committee, the co-chair of CPSC has revised the Form-1A to include a place where instructors can indicate whether new courses would be appropriate for developmental students.

Another way to implement this recommendation might be to block students from taking certain courses until they have demonstrated that they have the requisite skills for that course. In other words, students would not be mandated to take developmental courses, but they would be blocked from taking particular college-level courses until they had developed certain proficiencies.

RECOMMENDATION L:

We recommend that the college investigate a possible alternative to mandatory placement whereby students are blocked from taking certain college-level courses until they have demonstrated that they have the requisite skills in those courses.

#25 All students who have completed less than 17 credit hours of courses numbered 100 or higher must obtain an advisor's signature prior to registering for classes.

STATUS: No longer in effect. This recommendation was replaced by PERSIST recommendation IV: "All new degree or certificate seeking students are required to see an advisor or counselor prior to registering for the first term of enrollment. For subsequent terms students are encouraged to seek advisor or counselor assistance. Degree or certificate seeking students who have a cumulative grade point average below 2.0 or are undecided regarding a program major or who are enrolled in developmental course work are required to see an advisor or counselor each term in which they are in that status."

The following BR I recommendations relate indirectly to this point in that it is advisors who have the most direct contact with students during the enrollment process and potentially have the greatest influence in guiding student choices with regard to classes. It is the advisor who is in the best position to keep students from enrolling in classes where they have no chance of success and to see that these students are placed in developmental classes.

#26 Developmental courses should continue to be offered only by the appropriate Schools/Guidance and Counseling, and

#27 Each School/Guidance and Counseling should determine which of its courses is developmental and make recommendations about the need for additional developmental education courses in its area.

STATUS: According to our current catalog (1998-99, page 34), the only courses that are listed as "developmental" are the following: English as a Second Language (ESL. 005, 006, 007); Spelling (ENG. 007); Reading Improvement (ENG. 020); Essentials of English (ENG. 021); Basic Sentence Skills (ENG. 098); Basic Writing (ENG. 099); Basic Mathematics (MATH 021); Applied Mathematics (MATH 094). ENGL 097, Responding to Literature, will soon be added.

The courses appear to be offered in the appropriate schools. In addition, it is the policy of the Science and Math department to determine which courses are developmental. The Humanities area also determines which of its courses are developmental. (The new English 097 course, for instance, was developed by a faculty member in the English area and was approved by the English faculty.) Therefore, at the current time, the decision as to which courses are developmental is determined within the school.

#28 All developmental courses should be prefaced by a "0" number.

STATUS: Currently, all classes with a "0" preface are considered developmental courses. The nature of the content and the grading system indicates they are developmental courses.

#29 Faculty and Administration should make a commitment to creating developmental courses for students who need them.

STATUS: The developmental English faculty completely revised its developmental offerings so that we now have two courses rather than the one ENGL 024 course. Some faculty are working a third course for Pre-098 students. In October 1998, Humanities approved a literature course for developmental students, English 097, Responding to Literature.

The Humanities area now offers three ESL (English as a Second Language) courses, 005-Intermediate, 006-Advanced and 007-Pronunciation and Speaking.

The last 18 minutes of Carolyn Post's video tape "How to Study for a Distance Learning Class" would be useful for developmental students and could be made available for them in the Learning Center also. Laura Tobias has used the tape in her developmental classes with good success.

RECOMMENDATION M:

We recommend that the section of Carolyn Post's video tape "How to Study for a Distance Learning Class" that deals with information of use to students in developmental classes be close captioned for the hearing impaired, be made more widely available, and advertised.

In addition, some developmental English instructors are working with instructors in the Business area to offer a linked 099 and Keyboarding class.

Although the courses referred to below are not developmental courses, they are courses that address problems like those faced by students placed in developmental courses and are, therefore, relevant to this recommendation.

- Ann Freeman-George has developed a linked Study and Learning Skills (CSLS) and Biology class. The hope is to increase the courses that CSLS is linked to; unfortunately, Ann Freeman-George, the instructor working on this linking project, is hired only part-time.
- Carolyn Post, Reading, has developed a Reading and Study Skills Improvement course, which she is linking with several courses in the nursing area. (See #30 for more information.) Carolyn has developed an 8 week vocabulary course (ENGL-110, Vocabulary for Success) that could be linked with terminology-laden courses, which would be offered in the Learning Center.

Because there is no settled policy regarding the offering of a developmental level writing class geared specifically to the particular needs of the hearing impaired, this population does not receive the treatment that Recommendation #29 advocates: "Faculty and Administration should make a commitment to creating developmental courses for students who need them."

If a course is offered but does not have whatever number of students someone has decided on as the minimum for that semester, the class is dropped. Fairy Hayes-Scott, who is remarkably qualified to teach a writing course for hearing impaired students because she has learned how to sign, is left to find another class to teach at the last minute that will fit into the schedule she thought had been settled many weeks before. Consequently, the hearing impaired students are moved to a regular 098 class. One semester, Laura Tobias had four hearing impaired students along with a full class of hearing students. During the Fall 1998 semester, Celeste Resh had three hearing impaired students in one 098 class. Without an established policy, both students and teachers suffer.

RECOMMENDATION N:

We recommend that an English 021, 022, 023 course designated specifically for the hearing impaired be offered at least once a year, and that no more than one hearing impaired student be allowed to register in any section of English 098 and 099.

#30 The curriculum should include a learning skills/orientation course coordinated by Guidance Services and Counseling and strongly recommend it to students with developmental needs.

STATUS: Guidance and Counseling offers two classes: CASD 121, Study and Learning Skills – 4-6 sections a semester; CASD 122, Survival Skills for College – 1-3 sections per semester. (CASD 122 Survival Skills for College has not been offered for several years. The CETL Student Success Subcommittee worked with Ann Freeman-George on the CASD 122 Survival Skills class to see what could be done to make it more appealing (name change, for instance) and Ann and Ron Knox worked on some marketing strategies to help promote it so that more sections can be offered.

As a result of the work of the CETL subcommittee, the number of sections of CASD 121 has increased. On average 9-10 sections are offered each semester, and this number has gone as high as 13. CETL also worked with Ann Freeman-George to develop a linked course with Biology. That course was offered for the first time Winter 1998 semester. In addition, Carolyn Post has developed a linked Reading 112 and Nursing 105 course which was offered for the first time during the Fall 1997 semester and again during the Winter 1998 semester. During the Fall 1998 semester, Reading 112 will be offered as a linked course with Medical Terminology and Anatomy and Physiology. English 112 Reading for College Courses is also regularly offered as a separate course. Developmental English instructors and business instructors are working on a linked Basic Writing and Keyboarding class.

#31 The college increase financial resources to provide comprehensive support services for development students. These areas may include but not be limited to peer and professional tutoring, student monitoring, advising, counseling and mentoring.

STATUS: Approximately five years ago Mott had funds available to assist developmental students in reaching some academic success. The program was titled the STAR PROGRAM (Students Taking Academic Responsibility). This program was geared toward assisting students entering college with deficient academic skills. The STAR PROGRAM was disbanded

approximately five years ago, and the college currently does not have a program to specifically assist developmental students. We do not have resources that specifically address the needs of developmental students in the areas of mentoring, counseling, tutoring, advising and student monitoring.

#32 The College should investigate Supplemental Instruction as developed by the University of Missouri at Kansas City...

The PAC (Peer Academic Coaching) program developed by Ann Freeman-George and operating out of the Learning Center is a modification of SI. In the last two years, the number of instructors using PA coaches has increased from 1 to 7. The Learning Center is working on expanding this program.

#33 Professional development opportunities should be provided to assist faculty and staff working with developmental students in integrating critical thinking skills into their developmental courses. Provide college-wide inservice opportunities related to developmental education issues and conduct ongoing discussions of developmental education topics at a convenient time with all faculty.

STATUS: CETL, the Committee for Excellence in Teaching and Learning, has provided workshops, brown bag lunches, conferences (one devoted specifically to critical thinking), faculty meetings, and welcome back programs dealing with issues of concern to instructors with developmental students. CETL has established a Student Success subcommittee that has been working on these issues. The FOCUS and *Developmentally Speaking* newsletters serve this function also and are sent to all faculty. The appointment of Ballenger Chairs for Developmental Education and Math also addressed this recommendation. The Teaching Partners group was established by the Ballenger Chair for Developmental Education specifically for the purpose of providing all faculty with a forum for discussing how faculty can work with developmental students in college-level courses. These meetings were scheduled at various days and times throughout the week four times a semester. The person in charge of this group is retiring in December 1998.

In addition, developmental reading and English instructors meet regularly (at least once a month and sometimes together) for professional development purposes. The math instructors also meet regularly. Developmental math issues are raised and discussed at these meetings.

#34 The College must offer at least as many sections of developmental courses as are needed for students who have been recommended for them.

STATUS: Because we do not have mandatory placement, the college does not offer as many sections of developmental courses as would be needed for students who are recommended for them.

In English and Reading, however, we do offer enough sections for students who choose to take English 098, 099 and 020. When classes are cancelled, it is because of low enrollment. In the Developmental English program, we currently have approximately 8 full-time and 8 part-time

instructors who are qualified to teach 098 and 099. If all these instructors taught 2-3 sections of 098 and/or 099, we could cover 27-30 sections if we went to mandatory placement. Current data indicates that we would need 6-7 sections of 098 and 8-9 sections of 099 for a total of 15-16 sections. So English would be able to cover the number of sections we would need.

Reading has only 1 full-time instructor and 3-4 part-time instructors, who could cover 21 sections, but that area would need to be able to cover about 58 sections if we went to mandatory placement.

Developmental Math has not always been able to offer as many sections as needed because of budget constraints. On the average, the area has needed to offer 3-4 more sections. This semester (Fall 1998), however, they were able to offer all sections needed and were able to offer classes at a wider variety of times than in the past. Math would need to be able to offer approximately 42 sections if we went to mandatory placement.

#35 Class size be reduced by 25% in developmental math and English.

STATUS: Enrollment has not been reduced by 25% in English and Math. In the fall of 1997, Developmental English conducted a pilot program whereby enrollment in English 098 was reduced to 18. No information is available as to how the pilot worked to increase retention and pass rates. The developmental English faculty has gathered much research which concludes that reduced class size results in greater student success and should move forward with this recommendation.

RECOMMENDATION O:

We recommend that class size in reading courses also be reduced by 25%. The reading instructors have significantly increased their work load by including required writing in their 020 classes.

#36 The College make special efforts to train and hire instructors who have specialized teaching skills for the developmental class environment, and

#37 The present full-time developmental instructors institute an orientation and mentoring process for new developmental instructors. Each discipline will institute its own ongoing program.

STATUS: In Developmental English, efforts have been made to hire and train instructors with special skills for dealing with developmental students. All English faculty hired since the Blue I report are qualified to teach 098 and 099. The coordinator prepared an extensive orientation packet for instructors hired to teach developmental English, which is given to new full- and part-time hires. The first meeting of the school year is devoted to helping the new developmental instructor get started. Professional development meetings are held throughout the year, and new instructors are assigned to a mentor for the first year. There is a professional development bookcase in the main office with a library of books and journals as well as folders and notebooks with teaching/learning tips and strategies.

All reading instructors must be qualified to teach 020, and the Reading Coordinator conducts an extensive orientation to the reading lab and program. The reading staff holds regular professional development meetings. On occasion, the developmental reading and English instructors hold joint professional development meetings to discuss mutual concerns.

The Math department has hired two full-time instructors with qualifications to teach developmental math, but they have not continued in the program. One instructor is teaching Tech Math 094. There is no formal training or mentoring for new instructors teaching MATH 021 or 094.

#38 Faculty teaching developmental education courses should investigate alternatives to the current S/U grades...

STATUS: Reading has developed a system for enabling students to progress from lower to higher levels of reading skill without suffering the penalty of the U grade.

English has been trying for several years to establish a "Progress" grade for students who made significant progress but have not yet mastered the skill level to move up to the next course. These efforts have run into several roadblocks. In the winter of 1998, the Vice President for Academic Affairs asked the developmental English instructors to revisit the issue with her and Bettye Wilson, but the VP retired before the issue could be discussed. A record of what the English faculty have done to date and the research they have gathered as to how this grade has worked at other community colleges now resides somewhere in the office of the Vice President Academic Affairs. Should the college decide to reopen this proposal, Celeste Resh and/or Joe Bommarito, Developmental English Coordinator, would be the people to contact.

Math voted not to institute any changes in the way developmental students are graded.

#39 Consideration should be given to alternatives to the traditional semester blocks of time and credit such as modules, weekend courses and variable credit.

STATUS: These alternatives have been discussed by the Developmental English faculty, but no significant changes have been implemented. Ideally, the faculty would like to have students in class 3-4 days a week, but this scheduling is not realistic given students out-of-school obligations (family, jobs, commuting, etc.). Because developmental students need regular reinforcement of skills and regular feedback, weekend classes are not recommended because there is too much time lapse between meetings. In addition, too much material would have to be covered in one session, sending the students into "information overload". In fact, the staff would prefer that students not take 098 and 099 during the eight week spring and summer sessions because too much needs to be learned in such a short time. The eight week session doesn't afford enough time for practice. For the last two years, one section of 099 has been offered for a 10 week rather than an 8 week block. Everyone agrees that modules dealing with particular skills, especially editing skills, is a good idea, but no one has worked on this idea. Presently, conferences, the Writing Center and the WICAT lab are reasonable substitutes for modules. The Writing Center used to teach modules in skills, like the use of commas,

correcting run-ons and fragments and so forth, but no longer does that because of lack of staff.

Reading courses are highly individualized and tailored to the needs of students as a result of on-going assessment and regular student-teacher contact.

Tina Hughes, Tech Math, is working on a modularized 094 course.

The math faculty doesn't think the 021 course can be reduced to a module format, but perhaps Tina Hughes' work on 094 will be an occasion to revisit the idea.

A problem with trying to modularize the course is the need to assign each module a separate section number (094, 095, 096, 097).

Karen Sharp has considered the possibility of modularizing 021 as a result of her 021 telecourse. Math students use her tapes in the library to review skills like fractions, for instance, and catch up on missed work or classes. They report that the tapes are useful. However, there aren't a lot of tapes available, and their availability has not been widely advertised.

RECOMMENDATION P:

We recommend that the video tapes from Karen Sharp's Math 021 telecourse be close captioned for the hearing impaired, made more widely available, and advertised for use in the Viewing/Listening Center by students in developmental math classes.

#40 Each faculty member teaching developmental courses to consider alternative teaching approaches such as interactive video disc/tape, computer aided Instruction, Telecourses, self-paced learning.

STATUS: Alternate methods of delivery in English have been discussed in English. One instructor, Steve Robinson, has tried using a computer classroom, but found he spent more time teaching students how to use the computer than he did teaching writing (See attachment 10). Distance Learning is generally thought not to be appropriate for developmental writing classes because of the need for regular, on-going contact and in-the-class assessment.

Karen Sharp, Math, has developed a Math 021 telecourse. It is her "gut feeling" that students in the MATH 021 telecourse do as well as students in the traditional classroom. She plans to use her sabbatical to verify this hunch.

#41 Extension centers should offer developmental courses provided that they are taught by instructors with experience teaching such courses on campus.

STATUS: English 099 has been offered in Lapeer and has been taught by instructors who have first taught the course on the main campus where they have had regular contact with the full-time staff.

Developmental English courses have been scheduled at SLBC but have never filled.

Because of lack of lab space at branch campuses, it is not possible to offer the reading classes at those sites

Developmental Math 021 has been offered at both SLBC and Lapeer and is usually taught by adjunct faculty. **Courses are assigned strictly by preference points, so that the instructor may or may not have taught the course on the main campus.**

#42 Liaison be formed between college and secondary school faculty to discuss the skills needed to succeed in college.

STATUS: The Mt. Morris BELCAP Project is one such liaison. Discussions with Clio and Beecher High Schools have also begun. At the suggestion of the president and vice-president, the developmental writing instructors have talked about going to area high schools to do quick holistic readings and mini-diagnoses of students' skill level. Nothing has happened beyond the talking stage. It is hoped that these reading sessions would begin a dialogue about skills needed to succeed in college so that high school teachers could adjust course content, teaching methods, and assessment practices.

The Flint Board of Education recently hired a Deputy Superintendent of Learning Improvement. Mott might want to find out more about this new position and what her plans are in the K-12 schools and what the implications are for developmental education at Mott.

The English coordinators are in the very early stages of discussing the establishment of liaisons with both area high schools and business/industry/professionals. The reading coordinator will be asked to join this discussion. A representative from math might also want to be part of this discussion.

The BR chair suggested they begin by making the following contacts: Tracy Valentine from the GISD and chair of a committee of representatives from area schools who work on professional development issues; the Board of Ed's Superintendent for Learning Improvement; Bill Donahue from the Flint Roundtable.

The Blue II chair met in October 1998 with John and Sueanne Roueche from NISOD at the University of Austin to discuss this issue. They gave her the name of several community colleges around the country that have developed model collaboration programs. This information has been passed along to the developmental coordinators. It is also recommended that the developmental coordinators and staff consult *THE COMPANY WE KEEP: COLLABORATION IN THE COMMUNITY COLLEGE* by Roueche, Tabor and Roueche for further information on how to initiate collaborations.

#43 Form a committee to articulate adult developmental education in the county. Members ought to include area high schools, adult high schools, rehabilitation agencies, business, industries, other colleges, MCC and others involved in providing such services.

STATUS: Approved in 1992. This committee has not been formed.

#44 MCC to conduct voluntary academic assessments (Math, Reading, Writing: our placement tests) for anyone in the community past the age of 16 who wants to have his/her scholastic skills evaluated.

STATUS: Approved in 1992. Nothing has been done to advertise this service.

RECOMMENDATION Q: We recommend that the college should consider advertising this service as a way of attracting prospective students.

#45 The College currently accepts students whom we believe are functioning below the developmental level. These are students who cannot be helped to progress in any of our current developmental courses, nor by any of our current support services. The committee is concerned about the ethical and legal implications of enrolling students whom we cannot help to develop academically. What to do about these students is outside the scope of the Blue Ribbon Committee's charge. We, therefore, recommend that a committee be established immediately to study and make recommendations regarding these students.

STATUS: This committee has not been formed. Some developmental English faculty have been working on a Pre-098 course for severely at-risk students. Celeste Resh, Laura Tobias, and Freida Urquhart are contacts. The English faculty met recently to discuss another issue and as a result of their conversation came up with several plans for dealing with severely at-risk students that might address this recommendation. Leslie Vitale and Joe Bommarito are the contacts.

Last year, the Blue II Chair participated in a survey on developmental education programs in two-year colleges. An abstract of the study is attached (see attachment 11).

An important finding of the study was that there is a significant relationship between an institutions' satisfaction with their programs and several factors, among them conducting systematic evaluation and professional development for administrators. Ironically, the study also shows that the majority of two-year colleges do not evaluate their programs.

The study recommends five steps that administrators can take at two-year colleges to improve their programs.

Dr. William J. Travis of Johnson and Wales University conducted the survey plans to expand this study next year to include more two-year colleges and to determine what outcomes the schools have established for their programs.

RECOMMENDATION R

We recommend that the college seriously consider Dr. Travis' recommendations, and request the results of his follow-up study for further consideration.

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Finally, the sources listed below were used during the committee's work and have been donated to the Faculty Reading Room in the Mott Library, where they will be available for future use.

Dwinell, Patricia L. and Jeanne L. Higbee, eds. *Developmental Education: Enhancing Student Retention*. Carol Stream, IL: National Association for Developmental Education, 1997.

_____. *Developmental Education: Meeting Diverse Student Needs*. Morrow, GA: National Association for Developmental Education, 1998.

Maxwell, Martha. *From Access to Success: A Book of Readings on College Developmental Education and Learning Assistance Programs*. Clearwater, FLA: H. & H. Publishing Company, Inc. 1994.

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NADE (National Association of Developmental Educators). *Self-evaluation Guides: Models for Assessing Learning Assistance/Developmental Education Programs*. Clearwater, FLA. H. & H. Publishing Co., 1995

Roueche, John E. and Sueanne D. Roueche. *Between a Rock and a Hard Place: The At-risk Student in the Open-Door College*. Washington, D.C. Community College Press, 1993.

Respectfully submitted by the Blue II Committee on Developmental Education on December 28, 1998.

Sharon Naughton, Chair 

Gary Bocksch
Delores Deen
Susan Goldner
James Hanley
Robert Hyduke
Shelle Kelz

Celeste Resh
Vasu Seshadri
Lynn Sutton
Freida Urquart
Bobbie Foust, 1996-97
Gail Ives, Fall 1998
Carolyn Post, Winter 1998

