
DEVELOPMENTAL EDUCATION AT O.C.C

During the past two decades, administrators, faculty, and staff at the College have attempted to improve the developmental education function, and to remedy the deficits found in this domain during the formative years of OCCs existence. From the long perspective of institutional history, significant gains have been made but there remains much to be done. Among the historic mission of the community college movement, developmental education stands along side the other functions: transfer programs, vocational/technical programs, student personnel/counseling, and community service programs.

Opening to enrollments that set a national record, the College's leadership provided a comprehensive program consistent with other junior/community colleges across the country. The institution's first catalog (1965-66) gave this definition to the "Developmental Program":

For those who may not have realized the importance of education in their high school years, or, for various reasons, did not utilize their potential, this program will provide an opportunity for continued education. Oftentimes this "second chance" is all that is needed for a student to gain the knowledge and self-confidence necessary for continued growth.

Reflecting the "open door" philosophy of the community college movement, this statement recognized what may be called a "remediation" function while emphasizing elements of personal/social growth. Because the entire College was devoted to a innovative Audio-Tutorial Instructional Approach to higher education, the fact of large numbers of under-prepared students would become a reality in the early semesters that would necessitate a revision in future catalogs. During the next decade, thousands of students with limitations in English, Communication, and Math skills would enroll and College faculty and staff would be challenged to provide a broad range of academic and personal/social supportive services.

DEV. ED. TASK FORCE

DOX NICHOLS

STUDENT SUPPORT SERVICES AT MADONNA UNIVERSITY

SOURCE: SHERRY KLISZ, DIRECTOR

CENTER FOR PERSONALIZED INSTRUCTION --- assists underprepared students and those experiencing academic difficulty. Tutors are available in specific subject areas as in basic reading, writing, math, chemistry and computer skills.

Tutoring is provided for first and second year students at a cost of \$8.00 per hour. Free tutoring is available only for students eligible for the TRIO program (see below).

CPI offers other resources (books, videos, and computer programs) to all Madonna students for the purposes of independent study.

CPI has a federally-funded program (TRIO) that provides tutorial assistance, basic skills testing and advising to low income/first generation/disabled students free of charge.

STAFFING: Director, 3 full-time academic advisors, and 30-35 peer tutors, including graduates, and M.A., Ph.D. candidates.

MADONNA INSTRUCTION CENTER --- autotutorial area equipped with computers, interactive videos, and a practice lab providing clinical equipment for student practice or faculty-planned simulations.

Day and Evening hours are provided in both Centers.

HOW PROGRAMS ARE PUBLICIZED TO STUDENT BODY:

Staff make presentations in all Orientations, pamphlets are included in Admissions letters, and students are referred from the Basic Skills test results as well as those given Provisional Admission to the University.

(OVER)

DEVELOPMENTAL EDUCATION AND RETENTION

A major concern that the Task Force may want to address is that of assisting identified students while that are with us so that they continue to enroll and move toward degree completion.

Madonna University has a full-time Retention Coordinator for the "University Retention Support System" who is responsible for helping faculty to identify students in need of academic before they drop out. A new computer program permits a monitoring system to be utilized which "red flags" students who are at-risk early in the process and then assists in making referrals to the academic support program.

At Chattanooga State Community College in Tennessee, a similar program assists faculty by providing printed post cards that are distributed to all instructors prior to mid-term. These include a check-off of academic concerns, provide space for individual faculty remarks and suggestions (including the all-important interest and encouragement), and when addressed, go to students for their response. Because of the convenience, most faculty actively participate in this important process because they are interested in retention.

A year ago I sent a copy of the postcards to the Chancellor's office, with an explanation and suggestion that the idea be investigated for possible use at OCC...and got no response.

+++See Madonna Retention notice form attached.

**MADONNA UNIVERSITY
RETENTION SUPPORT SYSTEM
WINTER TERM 2000**

Student's Name	
Instructor	
Course/Title	
Section	
Estimated Grade: A, B, C, D, Failing or Unable to Reply	

ATTENDANCE (Please check appropriate box)				
Satisfactory	Unsatisfactory	Tardy	Leaves at break	Number of absences

AREAS OF CONCERN (Please check appropriate box)								
WRITING SKILLS	CLASS PARTICIPATION	TEST-TAKING SKILLS	CLASS PREPARATION	TEST ANXIETY	TIME MGT.	NOTE-TAKING SKILLS	COMPLETION OF HOMEWORK	LACK OF INTEREST IN COURSE

COMMENTS

Signature of Instructor: _____ Date: _____

*Last date to **withdraw** from full term courses is **MARCH 31, 2000**
Please return the forms to Jan Lewis in Room 1001 G.
Thank you for your participation in this program.