



DAKLAND COMMUNITY COLLEGE

HIGHLAND LAKES CAMPUS 7350 COOLEY LAKE ROAD UNION LAKE, MICHIGAN 48085/PHONE 313-360-3000

Public Community

October 6, 1989

*Warner
- w report
- 10/11/89*

Dr. Barbara J. Argumedo
Michigan Department of Education
Higher Education Management Services
Community College Services Unit
P. O. Box 30008
Lansing, MI 48909

Dear Dr: Argumedo:

Enclosed is the requested Survey of Student Assessment and Developmental Education in Michigan's Public Community Colleges.

I have also included a report on the Highland Lakes 1988-89 Basic Skills Pilot Project and Oakland Community College's Basic Skills Strategic Plan.

Please let me know if I can be of further assistance.

Sincerely,

James L. Warner, Ph. D.
Dean of Academic &
Student Services
College-wide Basic Skills
Coordinator

JLW/er
survey

pc: R. Thompson
J. Sloan
V. Love

PLEASE RETURN BY: OCTOBER 5, 1989

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

SEPTEMBER, 1989

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

RETURN SURVEY TO:

Barbara J. Argumedo, Ph.D.
Michigan Department of Education
Community College Services Unit
P. O. Box 30008
Lansing, MI 48909

COLLEGE: OAKLAND COMMUNITY COLLEGE

NAMES AND TITLES OF PERSONS COMPLETING THIS SURVEY:

Principal Responder: James L. Warner

Other Participants:

<u>NAME</u>	<u>TITLE</u>
John Sloan	Dean of Students, Auburn Hills Campus
Verna Love	Counselor/Coordinator Basic Skills

PURPOSE:

This is a study of current policies, practices, and populations served by developmental efforts in Michigan's community colleges. The study is fourfold: (1) to determine the number of community college students needing developmental services; (2) to determine the universe of students with academic skill deficiencies; (3) to gather information about the evaluation methods used to assess, monitor, and determine students' developmental success, and (4) to determine the organizational structure and operation of developmental education activities in Michigan's community colleges. This is the second such study of student assessment and developmental education in Michigan's community colleges, the first having been conducted in 1988. This study differs from the first by constructing a more indepth and detailed account of the state of student assessment and developmental education in Michigan's public community colleges and the four-year universities that also serve in a community college capacity, Ferris State, Lake Superior State, and Northern Michigan Universities.

For purposes of this study, the American Association of Community and Junior College's definition of remedial/developmental education (11/87) is used. The definition 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.

Effective developmental education programs provide educational experiences appropriate to each student's level of ability, ensure standards of academic excellence, and build the academic and personal skills necessary to succeed in subsequent courses on the job. Developmental programs are comprehensive in that they assess and address the variables necessary at each level of the learning continuum. They employ basic skill courses, learning assistance centers, supplemental instruction, paired courses, and counseling services.

METHODOLOGY:

All 29 community colleges are being asked to complete the following survey as well as the three four-year universities that serve in a community college capacity by awarding certificates and/or associate degrees. At each institution, the president will be asked to designate one individual who will be responsible for ensuring that all appropriate staff are notified and have input into the completion of this survey. The administrators responsible for academic instruction and student services at each college will receive a copy of the letter sent to the president. At each institution the number of individuals assisting in the completion of the survey may range from one to many, although the expectation is that only one survey will be returned from each college. For this reason it is strongly recommended that at each college a committee representative of the various developmental efforts be formed to coordinate the completion of a single survey form. The president should solicit input from the following individuals in the completion of this survey: (1) Developmental administrator and instructor from each program area, (2) Director of Counseling/Student Services, (3) Registrar, (4) Director of Admissions, (5) Special Needs Coordinator, and (6) ACS 6 contact person or the institutional budget official.

Study reports will be largely statistical, although they may note specific institutional efforts in developmental education. Individual confidentiality is assured for college staff responding to the survey.

In addition to those individuals who participated in the completion of the survey form, every college president will receive a study report. The research report will also be submitted to the ERIC system for use by other developmental educators and policy makers.

The survey is organized according to the following components: assessment/placement, developmental population, assessment methods, services/activities, organizational structure, institutional policies and practices, faculty and staff, external relations, evaluation of developmental efforts, and program narratives.

ASSESSMENT/PLACEMENT:

2. Do you test newly admitted students?

No testing

Optional testing

YES

3. What type of students are tested? (Check all that apply)

All students

Full-time credit students

Full-time non-credit students

Part-time credit students *

Part-time non-credit students

Evening students *

Community service students

Customized business and industry training students (as requested)

Testing is based on specific course requirements *

Freshman only, not incoming transfer students

All transfer students

Only transfer students who have not taken English **
or math

Self- or faculty-referred students

Off-campus students *

Other (specify) _____

* Students who wish to register for 13 credits or more or enroll in English or mathematics courses (see page 32).

** Transfer students with 30 credits or more with English and equivalent to MAT 115 are exempt.

4. Does your institution have policies of **mandatory** testing or **mandatory** placement in the following areas? (Check all that apply)

	<u>MANDATORY TESTING</u>		<u>MANDATORY PLACEMENT</u>	
	<u>YES</u>	<u>NO</u>	<u>YES</u>	<u>NO</u>
READING	<u>X</u>	<u> </u>	<u>X</u>	<u>X</u> (depends on combined score)
WRITING	<u>X</u>	<u> </u>	<u>X</u>	<u> </u>
MATH COMPUTATION	<u>X</u>	<u> </u>	<u> </u>	<u>X</u>
ALGEBRA	<u>X</u>	<u> </u>	<u> </u>	<u>X</u>
SCIENCE (SPECIFY)				
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Other(s):				
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

5. What are the cut-off scores at or below which students are recommended for placement in developmental or below college-level courses? CUT-OFF SCORE TEST INSTRUMENT

(i.e., standardized tests, college-developed tests, or other)

READING	<u>24</u>	<u>ASSET-Reading</u>
WRITING	<u>35</u>	<u>ASSET-Lang. usage/Reading</u>
MATH COMPUTATION	<u>18</u>	<u>ASSET-Elementary Algebra</u>
ALGEBRA	<u>n.a.</u>	<u> </u>
SCIENCE	<u>n.a.</u>	<u> </u>
OTHER	<u> </u>	<u> </u>

DEVELOPMENTAL POPULATION:

6. What populations are your developmental services prepared to accommodate? (Check all that apply)

- Unprepared/illiterate (on site local adult basic education program)
- Underprepared/academically disadvantaged¹
- Limited English proficient (LEP)
- International students
- Handicapped²:
 - Learning disabled (i.e, dyslexic)
 - Mentally or emotionally impaired
 - Traumatic brain injured
 - Speech or language impaired
 - Hearing impaired
 - Visually impaired
 - Deaf/blind
 - Mobility impaired
 - Multi-handicapped
 - Other disabled students (specify:)

_____ Other (specify) _____

- ¹
- a. New enrollees from a secondary educational agency whose basic academic or overall G.P.A. is below 2.0 on a 4.0 scale, or persons who demonstrate inability to succeed based upon standardized test procedures.
 - b. G.P.A. of less than 2.0 on a 4.0 scale in those courses designated for the occupational training program during the current and/or previous enrollment periods in a postsecondary institution.
 - c. Students with a record of repeated withdrawals who have enrolled or intend to enroll in an approved occupational education program.
 - d. Secondary educational program drop-out without a high school diploma or a G.E.D..
- ²
- a. Persons who have been diagnosed as handicapped by a physician, psychiatrist, psychologist, or other recognized professional who is licensed and/or certified by the State of Michigan to make such determinations.

7. Are your institution's developmental education services available only to students who tested as needing developmental assistance?

___ YES' NO

(Explain): _____

_____ Also available to those who seek help or who are identified as underprepared
_____ through contacts with teaching faculty and academic advisors (counselors).

8. Per the Michigan Community College Activities Classification Structure (ACS 6), instruction is divided into element classifications on a course level based on the institutional reason for offering the course. Thus, the assigned ACS 6 code of 1.5 (Developmental and Preparatory Instruction) has been identified by your institution as being developmental instruction. This ACS 6 report also includes a column for remedial/supportive study. On the attached form titled, Developmental Course Listing, please list the following:

1. All courses with an ACS 6 code of 1.51, 1.52, 1.53 and 1.54.
2. Other courses identified in the remedial/supportive study column with a (R) or a (B).
3. Additional courses which you have identified as developmental but not listed in items 1 and 2.

REPORTING CAUTION FOR QUESTIONS 9-12:

For questions 9-12, include all students enrolled in credit and non-credit courses, students in business and industry contracted instruction, and students in special programs supported by state and federal funds. Do not refer to IPEDS (Integrated Postsecondary Education Data System) data from Fall Enrollment Form Part C, 1.a., as the IPEDS data only includes students enrolled for credit and would result in an undercount of developmental students served.

9. Please identify the number of students by race and sex who tested as needing remediation in one or more developmental areas in Fall term, 1988.

Note: Students may be counted more than once.

FALL 1988

Remedial/ Developmental	Black Non-Hispanic		Hispanic		Asian/ Pacif. Island.		Amer. Indian/ Alaskan Nat.		White Non-Hispanic		Non-Resident Alien		Other		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Reading																
Writing																
Math Computation																
Algebra																
Science																
Other (specify)	111	227	14	15	18	17	1	7	356	418	-	-	166	186	666	870

The above numbers are for those who tested as needing remediation in one or more of Remedial/Developmental Categories listed. College-wide data by Remedial/Developmental area was not available in time to meet deadline of this report. The break down can be provided for future reports.

10. Please provide an enrollment summary of students by age who tested as needing remediation in one or more developmental course during Fall term, 1988.

AGE	MEN	WOMEN
Under 18	4	2
18-19	382	380
20-21	93	65
22-24	50	98
25-29	58	110
30-34	34	71
35-39	16	55
40-49	18	64
50-64	3	18
65 and Over	0	2
Age Unknown	8	5
TOTAL STUDENTS	666	870

11. Please identify the number of students by race and sex who enrolled
in one or more developmental course during Fall term, 1988.

Note: Students may be counted more than once.

FALL 1988

Remedial/ Developmental	Black Non-Hispanic		Hispanic		Asian/ Pacif. Island.		Amer. Indian/ Alaskan Nat.		White Non-Hispanic		Non-Resident Alien		** Other		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Reading	31	51	5	9	8	7	2	3	298	324	0	0	72	105	416	499
Writing	100	142	18	15	21	17	4	8	713	696	0	0	210	203	1066	1081
Math Computation	27	61	0	5	0	3	0	1	117	181	0	0	28	46	172	297
Algebra	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
* Other (specify)	2	3	1	0	0	0	0	0	15	18	0	0	2	3	20	24

* Study Skills Course.

** Includes unknowns

12. Please provide an enrollment summary of students by **age** who **enrolled** in one or more developmental course during Fall term, 1988.

AGE	MEN	WOMEN
Under 18	9	2
18-19	771	756
20-21	241	156
22-24	108	132
25-29	113	167
30-34	61	117
35-39	28	93
40-49	26	104
50-64	7	24
65 and Over	0	0
Age Unknown	11	13
TOTAL STUDENTS	1,375	1,564

ASSESSMENT METHODS:

13. Do you use standardized tests?

YES (Go to 14)

NO (Go to 15)

14. If YES, check all that apply:

ASSET (Check components used)

Writing Skills

Reading Skills

Numerical Skills

Advanced Mathematics

Elementary Algebra

Intermediate Algebra

College Algebra

Geometry

College Board MAPS (Multiple Assessment Programs & Services)

College Board CLEP (College Level Examination Program)

Standardized Reading Test (List names):

T.O.E.F.L. (Test of English as a Foreign Language) [OR only]

Other (Specify)

15. Do you use college-developed tests?

YES

NO

16. If **YES***, check in which subject areas:

Writing

Reading

Math Computation

Advanced Mathematics

Elementary Algebra

Intermediate Algebra

College Algebra

Geometry

Science (specify) _____

Other (specify for what purpose)

*If your institution uses college-developed test instruments, please attach a separate sheet(s) detailing test content, number of questions, and ability ranges as appropriate.

17. Do you use other methods to identify students who need developmental education ?

YES (GO to 18) NO (GO to 19)

18. If YES, check all that apply:

College Instructor/Counselor Referral

Student Referral

High School Record

Transfer Record

ACT Scores

SAT Scores

Business and Industry Referrals

Other (specify) Special Needs and Financial

Aid referrals

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

(Please explain) No

SERVICES/ACTIVITIES:

20. Do you conduct student assessment?

YES (GO to 21) NO (GO to 23)

21. If **YES**, what types of assessment do you use? Check all that apply and provide the percentage (%) of students from the total enrolled in the institution who receive these services.

<u>Assessment:</u>	<u>Percentage of Students</u>
<input checked="" type="checkbox"/> Academic Assessment (e.g., Formal Testing)	<u>24</u> %
<input checked="" type="checkbox"/> Interest and Career Assessment	<u>8</u> %
<input checked="" type="checkbox"/> Individual Assessment (i.e., Personal Counseling)	<u>NA</u> %
<input checked="" type="checkbox"/> Specialized Assessment (e.g., Handicapped)	<u>2</u> %
<input checked="" type="checkbox"/> Prescription for Assistance	<u>1.5</u> %

22. What type of student assessment takes place within developmental reading, math, and writing courses to confirm appropriate student placement?

Developmental reading: Individualized instructor assessment through Reading performance standardized tests (e.g., Nelson-Denny).

Developmental math: Instructor developed tests of achievement.

Developmental writing: Instructors assess through writing assignments.

23. Do you have a system for monitoring student progress across developmental areas?

_____ YES (GO to 24) NO (GO to 25)

24. If YES, in what developmental subject areas does monitoring take place? Check all that apply and provide the percentage (%) of students from the total enrolled in the institution who receive these services.

<u>Monitoring:</u>	<u>Percentage of Students</u>	
<input checked="" type="checkbox"/> Reading	_____ %	Financial Aid and Special Needs & experimental program students
<input checked="" type="checkbox"/> Writing	_____ %	
<input checked="" type="checkbox"/> Math Computation	_____ %	
_____ Algebra	_____ %	
_____ Science	_____ %	
_____ Other(s)		
_____	_____ %	
_____	_____ %	

25. What skill areas are included in developmental education? (Check all that apply)

Skill Areas:

- _____ Literacy (0-sixth grade)
- _____ High School Completion
- _____ G.E.D. Preparation
- Basic Skills (Reading, Writing, Math)
- Study Skills (e.g., note taking, test taking)
- Critical Thinking/Reasoning Skills
- _____ Technology literacy (to bridge gap between basic skills and machine specific training)
- Employability Skills (upon request)
- Life Survival Skills (e.g., Orientation to College Life; other affective components)
- _____ Other (specify) _____

26. What percent (%) of instruction in developmental education is delivered :

<u>Delivery Systems:</u>	<u>Percentage of Instruction</u>
_____ Traditional Classroom Setting (whole-group instruction with students of <u>dissimilar</u> academic achievement levels)	_____
<u>X</u> Traditional Classroom Setting (whole-group instruction with students of <u>similar</u> academi achievement levels)	<u>100%</u>
_____ Paired Courses (i.e., developmental and content area)	_____
<u>X</u> Learning Assistance Centers	<u>100%</u>
<u>X</u> Computer-Assisted Instruction	<u>NA</u>
<u>X</u> Individualized Learning Lab (non-computerized)	<u>NA</u>
<u>X</u> One-to-One Individualized Instruction	<u>100%</u>
<u>X</u> Competency -Based Instruction (Eng)	80% (Exit exams required in ENG. writing courses only)
<u>X</u> Combination of Classroom, Assistance Center, and Tutoring	<u>100%</u>
_____ Supplemental Instruction (model students attend <u>high risk courses</u> and conduct small group sessions afterward)	_____
_____ Other (specify) _____	_____

27. What academic support services are used to meet the needs of students in developmental education? Check all that apply and provide the approximate percentage (%) of students needing services that receive them.

<u>Academic Support Services:</u>	<u>Percentage of Students</u>
<input checked="" type="checkbox"/> Student Intervention Activities (e.g., Intrusive Advising)	<u>NA</u> %
<input checked="" type="checkbox"/> Support Services for the Handicapped	<u>80</u> %
<input checked="" type="checkbox"/> Feedback to Faculty re: the Institution's Efforts with Developmental Students	<u>100</u> %
<input checked="" type="checkbox"/> Feedback to Faculty re: Individual Student Progress	<u>100</u> % AS NEEDED
<input checked="" type="checkbox"/> Linkage Between Developmental Support Activities and the Instructional Objectives of Non-Developmental Courses	<u>100</u> %
<input checked="" type="checkbox"/> Computer-Assisted Instruction	<u>NA</u> %
<input checked="" type="checkbox"/> Professional Tutoring, Program Specific	<u>NA</u> %
<input type="checkbox"/> Professional Tutoring, General	<u> </u> %
<input checked="" type="checkbox"/> Peer Tutoring, Program Specific	<u>NA</u> %
<input checked="" type="checkbox"/> Group Tutoring	<u>NA</u> %
<input checked="" type="checkbox"/> Individual Counseling	<u>100</u> %
<input checked="" type="checkbox"/> Career Planning	<u>10</u> %
<input checked="" type="checkbox"/> Academic Counseling	<u>100</u> %
<input type="checkbox"/> General Education Development Testing Services (GED)	<u> </u> %

ORGANIZATIONAL STRUCTURE:

28. Do you have a formal developmental education program?

YES NO (GO to 30)

If YES, please give the administrative title(s) of the individual(s) who administer it:

James Warner, Dean of Academic and Student Services, Highland Lakes Campus/

Basic Skills College-Wide Coordinator

29. What percentage of your developmental program or activities are centralized or decentralized? (Approximate)

	<u>Centralized</u>	<u>Decentralized</u>	
Assessment	<u>100</u> %	<u> </u> %	= 100%
Placement	<u>100</u> %	<u> </u> %	= 100%
Instruction	<u> </u> %	<u>100</u> %	= 100%
Tutorial Services	<u> </u> %	<u>100</u> %	= 100%
Administration	<u> </u> %	<u>100</u> %	= 100%
Evaluation	<u>50</u> %	<u> </u> %	= 100%

30. If you don't have a formal developmental education program at your institution, what best describes your institutional efforts?

 (a) decentralized activities administered or monitored by a single individual

 (b) decentralized activities administered or monitored by more than one individual

 (c) centralized set of developmental activities administered or monitored by a single individual

 (d) centralized set of developmental activities administered or monitored by more than one individual.

31. Developmental Education Assistance is offered through which program/service areas ? (Check all that apply)

Academic Support

Student Affairs/Student Support Services

English Department

Math Department

Learning Assistance Center

Education Department

Other (Explain: _____

32. Where are your developmental activities conducted?
(Check all that apply)

On Campus

Off-Campus Sites

Local school districts

Area vocational centers

Employer work sites

Community centers

Via telecommunication systems

Mobile units

Other (explain) _____

33. When is developmental instruction available? (Supply time periods)

	<u>Weekdays</u>	<u>Evenings</u>	<u>Saturday</u>	<u>Sunday</u>
Classes	$\frac{8 \text{ a.m./p.m.}}{5 \text{ a.m./p.m.}}$ -	$\frac{6 \text{ p.m.}}{10 \text{ p.m.}}$	$\frac{\text{a.m./p.m.}}{\text{a.m./p.m.}}$	$\frac{\text{a.m./p.m.}}{\text{a.m./p.m.}}$
Labs	$\frac{8 \text{ a.m./p.m.}}{5 \text{ a.m./p.m.}}$ -	$\frac{5 \text{ p.m.}}{8:30 \text{ p.m.}}$	$\frac{\text{a.m./p.m.}}{\text{a.m./p.m.}}$	$\frac{\text{a.m./p.m.}}{\text{a.m./p.m.}}$
Tutoring	$\frac{8 \text{ a.m./p.m.}}{5 \text{ a.m./p.m.}}$ -	$\frac{5 \text{ p.m.}}{8:30 \text{ p.m.}}$	$\frac{\text{a.m./p.m.}}{\text{a.m./p.m.}}$	$\frac{\text{a.m./p.m.}}{\text{a.m./p.m.}}$

34. What is the approximate percent of students enrolled in developmental courses who attend in the evening? 60 %.

35. What is the vehicle for communication across developmental areas (e.g., staff meetings, departmental updates, interdepartmental meetings, informal)?

Staff meetings, Campus Basic Skills Committee meetings, College Basic Skills meeting (a Sub-Committee of College Academic Senate)

36. How would you describe communication among those that provide developmental services/courses? (e.g., continuous, not consistent, needs improvement)

Continuous and needs improvement

37. What are the institutional goals for developmental curriculum? (If necessary, attach a separate sheet)

See pages 7-25 (goals A-H), OCC Basic Skills Strategic Plan

38. Which individuals are responsible for writing/determining/creating your developmental curriculum? (Explain)

Kay Burdette, IIC, Highland Lakes; Chuck Neuman, Math, Auburn Hills;

Dave Randall, Math, Highland Lakes. Ben Reilly, English, Orchard Ridge;

Chris Noordhoorn, English, Highland Lakes; Marianne Adam, IIC, Royal Oak;

Paula Barthel, English, Auburn Hills, Karen Robinson, English, Highland Lakes

42. What percentage of total college revenue is used to support student assessment, advisement, instruction, and support services for developmental education efforts at your institution?
 (Please use your best judgement and record your responses vertically.)

	Student Assessment	Student Advisement	Developmental Instruction	Developmental Support Services
% Institutional Operations	<u>100</u> %	<u>100</u> %	<u>100</u> %	<u>100</u> %
% Federal/State/Other	<u> </u> %	<u> </u> %	<u> </u> %	<u> </u> %
% Business/Union Contracts	<u> </u> %	<u> </u> %	<u> </u> %	<u> </u> %
Total	100 %	100%	100%	100%

FACULTY AND STAFF:

43. List the job titles of those individuals employed in the delivery of developmental instruction and services at your institution (i.e., faculty, staff, paraprofessionals, peer tutors, professional tutors) and indicate the number of full- and part-time staff included within each title.

<u>Job Title</u>	*Full-time	*Part-time
<u>English Faculty</u>	<u> </u>	<u>8</u>
<u>Individualized Instructional Center Faculty</u>	<u> </u>	<u>3</u>
<u>Counselors</u>	<u> </u>	<u>3</u>
<u>Paraprofessionals</u>	<u> </u>	<u>6</u>
<u> </u>	<u> </u>	<u> </u>

44. Do you use the services of volunteer tutors?
 YES(GO to 45) NO (GO to 46)

* All faculty (even full-time employees) are involved in delivery of developmental instruction as a part of their regular assignment.

45. If YES, how are they used in your institution's developmental activities? (Check all that apply)

Tutorial assistance is given within the instructional component of a developmental or college level course.

Tutoring occurs outside the context of a specific course.

46. What different educational qualifications and personal attributes from those of regular faculty and staff does your institution look for when hiring a developmental educator? (attach a separate sheet if necessary.)

Caring and empathic attitude toward underprepared students.

47. Are tenured track positions available to developmental education faculty? YES NO NOT APPLICABLE (No tenure system)

48. How many faculty have the following average years of experience in developmental education? (Provide the number of persons in each category; include lab and classroom instructors)

<u>Educators</u>	<u>#0-3 years</u>	<u>#4-6 years</u>	<u>#7-9 years</u>	<u># 10-15 years</u>	<u>#16+ years</u>
<u>F.T. Faculty</u>	20				
<u>P.T. Faculty</u>	30				
<u>Paraprofessionals</u>	6				

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

YES (GO to 50) NO (GO to 51)

50. If YES, what program(s) do you use? What have you done that works?

51. How would you describe the turnover rate for your developmental faculty? (Check appropriate response)

	Full-time	Part-time
High (e.g., 1-2 years)	_____	_____
Medium (e.g., 3-6 years)	_____	_____
Low (e.g., 7+ years)	_____ X	_____ X

EXTERNAL RELATIONS:

52. What activities and data do you engage in and share with feeder high schools concerning developmental enrollment?

Adult Basic Education Connections (ABE offered on-campus by local centers)

53. Does your institution work with K-12 Adult Education to meet the developmental education needs of your community?

 X YES NO

If YES, please explain _____

We have arranged with local adult basic education centers to act as referral agents for students who fall below basic skills level of college preparedness.

54. Is space provided within your institution for neighboring K-12 school districts to conduct adult education courses?

YES NO

55. Does your institution work with community-based organizations to meet the developmental needs of your community?

YES NO

If YES, please explain: Tech prep initiatives

56. Does your institution work with Business and Industry to promote ongoing and, if necessary, on-site developmental education programs designed to meet specific industry needs?

YES NO

If YES, state an example: _____

EVALUATION OF DEVELOPMENTAL EFFORTS:

57. Does your institution survey students for their expectations of developmental services?

YES (GO to 58) NO (GO TO 59)

58. IF YES, does your institution survey all students or some students?

All Students Some Students

59. How is the success of your developmental efforts measured in the following subject areas? (Check all that apply)

	READING	WRITING	MATH	ALGEBRA	SCIENCE	OTHER
a. Completion of modules/ competency based materials						
b. Pre-test/post-test comparison (What kind?)						
c. Post-test only (what kind?)		x				
d. Course completion						
e. Passing rates in develop- mental courses (2.0 or above)	x	x	x			x
f. Percentage at "C" or above						
g. Percentage who reach mini- mum competency on a post- test sufficient for college- level course						
h. Successful retention rate in subsequent college level course(s) (2.0 or above)	x	x	x			x
i. Academic performance in subsequent college level courses	x	x	x			x
j. Program evaluation	x	x	x			x

k. _____ None of the above.

l. _____ Other. (Explain:)

IF YOU CHECKED 59c., PLEASE COMPLETE Q. 60 IF POSSIBLE

60. What is the percentage of those completing remediation who reach minimum competency on a post-test sufficient to begin college level coursework?

	Percentage (%)
READING	<u>82</u>
WRITING	<u>73</u>
MATH COMPUTATION	<u>59</u>
ALGEBRA	<u>42.61</u>
SCIENCE	<u>0</u>
OTHER	<u>0</u>

61. How often are developmental programs or services evaluated, either formally or informally? Check either F (Formally) or I (Informally)

Content Area	Each Term/ Semester		Annually		Every Two Years		Other	
	F	I	F	I	F	I	F	I
1. READING		x	x					
2. WRITING		x	x					
3. MATH COMPUTATION		x	x					
4. ALGEBRA								
5. SCIENCE								
6. OTHER(S):								
7.								

62. What institutional research has been undertaken in developmental education areas at your institution within the last two years?

(Explain) The Highland Lakes Campus conducted a study of its 1988-89 Basic

Skills Pilot Program. Prior to that the Basic Skills Task Force conducted a

review of State and national Developmental Education Programs.

63. List five specific strengths of your developmental efforts and five areas of major concern:

Strengths:

- 1 Increased offerings ad developmental courses.
- 2 Design of Developmental courses.
- 3 Support of Basic Skill Pilot Programs.
- 4 Identification of Administration responsible for leadership of basic skill efforts.
- 5 Retention among students enrolled in basic skills pilot projects.

Areas of Concern:

- 1 Need for additional sections of Developmental courses.
- 2 Need for study skill and orientation to College information.
- 3 _____
- 4 _____
- 5 _____

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

X YES (GO to 66) _____ NO (GO to 65)

65. If you answered NO to Q. 64, please provide your own working definition of developmental education or the points of difference in the stated definition:

PROGRAM NARRATIVES:

66. Using the following five headings, provide a process description of your developmental activities or program incorporating answers to the questions: who, what, when, why, and how as appropriate. This narrative will be an important component of the final report and should be written to be of utilitarian value to developmental educators and policy makers:

Academic Assessment Practices:

- All students who wish to register for ENG 052, ENG 131, or ENG 151; MAT 115, MAT 114, MAT 111, MAT 110, MAT 105, or MAT 101; or register for 13 or more credits (in 15 weeks) or 7 or more credits in 7½ weeks must take the ASSET assessment test.

Academic Placement Practices

Students are placed in the above English courses based upon their reading and language usage ASSET scores.

The ASSET math scores are used along with high school records of math achievement to recommend appropriate math courses.

Academic Instructional Practices

The courses listed on page 8 of this report are considered developmental and are designed to assist underprepared college students to become better prepared to do college level work.

ENG 131 and MAT 105 are also considered developmental education courses.

In addition, basic skills program such as the pilot program at the Highland Lakes Campus described in the attached report are being considered for all Campuses. The Auburn Hills Campus is under taking a similar project in 1989-90.

Academic Placement Practices

See previous page.

Student and Program Evaluation Practices:

Students are asked to evaluate individual developmental courses. In addition the Basic Skills Pilot programs are evaluated in the manner described in the attached Highland Lakes Basic Skills Pilot Project Report.

Working Arrangements or Understandings with Other Agencies for the Delivery of Developmental Services or Education:

Faculty have surveyed other schools involved in the delivery of developmental education.

BASIC SKILLS PILOT PROJECT

HIGHLAND LAKES CAMPUS
OAKLAND COMMUNITY COLLEGE

JUNE 1988 - JUNE 1989

RECEIVED
SEP 11 1989
DEAN, ACADEMIC &
STUDENT SERVICES
HIGHLAND LAKES

Faculty, staff and administrators of Oakland Community College have spent two and half years researching and planning the Basic Skills pilot project. In January of 1988 the Highland Lakes Campus was selected as the location for the pilot project. All the planning and researching then took on the shape of real staff, faculty, administrators and students. There were many questions and concerns to be dealt with before the students were enrolled and classes started in the Fall of 1988.

Which sections would be designated Basic Skills and who would be the instructors? One section each of ENG 102, ENG 052, ENG 131, CNS 115, IIC 057 and MAT 105 was selected to be the core courses for the pilot project. Each department selected the faculty members to teach the sections designated Basic Skills in the College Course schedule. The sections that were designated Basic Skills had a maximum seat size of 20 students which was monitored by the Basic Skills Coordinator. Each of the department heads at Highland Lakes was asked to determine which if any of the courses in their discipline would be suitable for a student reading below the 12th grade. This list of courses was used as electives for the Basic Skills students. Core course sections, faculty and electives had been determined; it was now time to recruit students for the project.

The students were selected based on their scores of the ASSET test. Students who placed into ENG 052 or ENG 131 were contacted by phone or sent a letter describing the Basic Skills Pilot Project and inviting the student to be part of the project. The Basic Skills Coordinator sent the letters, did the phone calling and advised most of the Basic Skills students. The counselors did some of the advising when a student came to them and was interested in the Basic Skills Project. When the student met with the Basic Skills Coordinator, they discussed what were the responsibilities of the College and what were the responsibilities of the student in regards to the project. The student and the coordinator then signed an agreement stating these responsibilities. This process started in June of 1988 and most of the Basic Skills sections were full by the end of early registration.

The students are enrolled and the semester is ready to start. The instructors, counselors and the Basic Skills Coordinator were ready to assist the Basic Skills students during the fall semester. The Basic Skills Coordinator along with the course instructor met each of the Basic Skills sections. The students were asked to fill out a data sheet and to schedule their Individualized Instruction Center (IIC) study time. The counseling department was given a list of the Basic Skills students and a counselor was assigned to each student. The assigned counselor contacted each student either by phone or letter. The students had a strong support group, instructor, counselor and the coordinator, encouraging them to succeed in college.

Who were these students and how many were there?

- 41 students
- 18 male 23 female
- 22 Average age range 17 - 41
- 12 working average number of hours 23
- 8 receiving financial aid 26 not 4 trying
- 3 married
- 6 with children average number of children 2
- 33 taking 2 Basic Skills courses
- 8 taking 3 Basic Skills courses
- 22 taking elective

The faculty, staff and administrators involved in the Basic Skills Pilot Project met every three weeks to keep abreast of the students progress. Students who were having academic trouble were contacted in the IIC by the Basic Skill Coordinator and students who need additional assists were contacted by their counselor. This intervention was to be positive and caring so the students would know that the counselors, instructors and coordinator were there to assist them. The semester went smooth. Only one student dropped out; he moved out of town.

What were the results of that Fall Semester?

- 1 dropped
- 40 completed
- 40 passed the English Exit test
- 40 averaged 2 hours per week in the IIC
- 38 returned to OCC for the Winter semester
 - 35 to Highland Lakes
 - 2 to Auburn Hills
- Study groups were developed and friends were made.

The students were asked at the end of the Fall semester to evaluate the Basic Skills Pilot Project. One of the questions was; would the student recommend the Basic Skills Project to other students. The results were 39 said yes one said maybe. The results of the entire evaluation are attached.

From things that were learned during the fall project, the winter semester project did have some changes. The students who were recruited had an ASSET reading score of less than 25. This meant that not all the students who placed into ENG 131 were contacted about the project. There were two sections of ENG 131 designated Basic Skills during the winter semester. The CNS 115 was not a core course but an elective. A counselor met with each of the ENG 052 and 131 sections to discuss goal setting and career planning with the students. All other aspects of the program were the same as the fall semester.

Who were these students and how many were there?

- 40 students
 - 22 new Basic Skills
 - 18 returning from last semester
- 17 male 23 female
- 23 Average age range 18 - 45
- 23 working average number of hours 31
- 9 receiving financial aid
- 6 married
- 5 with children average number of children 3
- 33 taking 2 Basic Skills courses
- 7 taking 3 Basic Skills courses
- 23 taking elective

The winter semester went just as smooth as the fall semester. The Highland Lakes Basic Skills committee members discussed students and the project during the winter semester and how the project would appear in the fall of 1989. The members also discovered that some students needed immediate help and developed a process so the student would get that immediate help. Basic Skills students were given an evaluation form at the end of winter semester and again, the students would recommend the project to other students. Some of the students said they are interested in talking with other new students about the project.

What were the results of the Winter Semester?

- 3 dropped
- 37 completed
- 37 passed the English Exit test
- 37 averaged 2 hours per week in the IIC

- Students felt a part of the college and there were people at the college who cared about them and to whom they could talk.

There were many benefits seen during the pilot project. The smaller class size allowed these underprepared students more individualized attention and they became better acquainted with the instructor. There were several students in both the fall and winter semester who the members of Highland Lakes Pilot Project Committee felt would not have completed the semester had it not been for the coordination of the instructors, counselors and the IIC instructor. Students knew they had a support group that was there to help them. Students knew a counselor by name, their instructor by name and the instructor knew their name. The students learned that the Individualized Instruction Center is a friendly place where all students can get academic help. The students discovered they could succeed in college and that success made them college students.

HIGHLAND LAKES
BASIC SKILLS PROJECT
FALL 1988
EVALUATION FORM

CIRCLE YOUR ANSWER

1. In which Basic Skills course did you participate?

ENG 131 (3) ENG 102 (7) ENG 052 (9) MAT 105 CNS 114 (3)
IIC 057 (9)

2. The instructors are knowledgeable about the subject.

strongly agree (8) agree (8) disagree strongly disagree does not apply

3. The instructors are willing to provide assistance outside of the class.

strongly agree (11) agree (4) disagree strongly disagree does not apply (1)

4. The instructors display a considerate attitude towards students.

strongly agree (8) agree (8) disagree strongly disagree does not apply

5. The counseling sessions were helpful.

strongly agree (4) agree (10) disagree (1) strongly disagree does not apply (1)

6. The study time in the IIC was helpful.

strongly agree (8) agree (7) disagree (1) strongly disagree does not apply

7. I used the tutoring services in the IIC.

often sometimes (4) seldom (7) never (5)

8. I used the counseling services.

often	sometimes	seldom	never
(2)	(9)	(4)	(1)

9. The size of the class had a positive affect.

strongly agree	agree	disagree.	strongly disagree	does not apply
(6)	(8)	(1)	(1)	

10. The Basic Skill Coordinator is willing to provide assistance.

strongly agree	agree	disagree	strongly disagree	does not apply
(8)	(8)			

11. What is your impression of the Basic Skills Project.

12. What, in the Basic Skills Project, was most valuable to you?

13. Would you recommend the Basic Skills Project to other students?

Comments

**Basic Skills Pilot Project Highland Lakes
Fall 1988 Evaluation**

<u>impression</u>	<u>value</u>	<u>recommnd</u>	<u>comments</u>
		yes	
best idea I have ever seen	cooperation with instructors	yes	thanks
good program, easy to get back to school		yes	helped a lot
helpful and rewarding		yes	
helpful for people who need it		yes	
I feel more self confident		yes	It was beneficial on my half and had fun at the same time.
I think it is great	Helped me feel better about school and myself.	yes	For the first time in my life I have enjoyed school.
I think it was a good program	the study labs	yes	
I think it was helpful and will be even more helpful to students having a hard time.	IIC 057 course	yes	
It can be a useful project		maybe	It depends on how that person studied in high school.
it helps you out a lot		yes	
It is very helpful for students who have problems learning or are just slow.	the study sessions	yes	Thanks you for making my first semester a bit easier for me.
It was very helpful for me.	I found that the IIC room was valuable to me. The sizes of my classes helped a lot to.	yes	Thank you for inviting me into the Basic Skills Project. It was/is very helpful.
it works		yes	
The study time helped. When you came for study time you had to study. Unlike at home where you would rather watch TV.	study time and the teachers willingness to help	yes	
very good program	studying in the IIC, having someone there	yes	

OAKLAND COMMUNITY COLLEGE

BASIC SKILLS STRATEGIC PLAN

May 11, 1989

BASIC SKILLS MISSION STATEMENT

The Oakland Community College Basic Skills Program is a college-wide program designed to meet the developmental needs of students with academic deficiencies who are perceived to have potential for academic success.

BASIC SKILLS PLANNING COMMITTEE

Marianne Adam

Paul Batty

Kay Burdette

George Keith

Chuck Neumann

Dave Randall

Ben Reilly

Debbie Rowe

Noreen Ruehs

Dick Saunders

John Sloan

Dick Thompson

BASIC SKILLS STRATEGIC PLAN COMMITTEE

The following are assumptions used by the Basic Skills Strategic Planning Committee in its formulation of the Mission Statement, Goals and Objectives as well as the development of the related strategies:

ASSUMPTIONS ABOUT CONDITIONS

Assumption: Students

- Typically 18-45 years old.
- Begin reluctantly, become positive.
- Increasing percentage of foreign born and minority representation.
- Poor self-concept.
- Acknowledge deficiencies exist.
- Innumeracy and poor verbal skills.
- Lack of goals.
- Unrealistic about skills.
- Don't appreciate the value of time invested in development.
- Poor time managers.
- Don't know how to be students.
- Have many external demands on them.
- Learning is not a high priority.
- They can learn.
- May have undiagnosed learning disability, especially among older students.

Assumption: Available Resources

- Curriculum.
- Support services:
 - * Tutoring
 - * Counseling
 - * Technology
 - * Specialists, including administrative
 - * Consultants
- Faculty.
- Testing and diagnosis.
- Educational materials.
- Referral agencies.
- Facilities.
- Child care.
- Transportation.
- Student financial support.

Future Conditions and Trends

- More women.
- Few persons 18 and under.
- Greater need for retraining.
- Increasing need for basic skills.
- Increasing foreign population.
- Changing values.
- Aging population.
- Decreasing manufacturing.
- By 2005-2010 Oakland County population will increase by 12% - 25%.
- Media oriented population.
- Multiple careers.

- Declining State/Federal support.
- Necessary and growing willingness for business and industry to enter into partner relationships.
- Solving problems will be increasingly costly.
- More stringent entrance requirements at four-year colleges and universities.
- Higher level of work-place literacy and numeracy are being required.

GOAL A

The Basic Skills Program should establish settings that enable its students to gain success skills.

Objectives:

- Students will be able to set and accomplish realistic short-term and long-term academic goals.
- Students will be able to identify and use academic support systems.
- Students will develop a positive self-concept and requisite motivation toward their educational goals.
- Students will be knowledgeable about and be able to use time management skills in pursuing academic studies.
- Students will become independent learners.
- Students with diagnosed learning disabilities will be made aware of coping strategies.
- Students will become:
 - more self-affirming
 - more self-motivating
 - more self-determining
- Students will develop greater empathetic regard for other people.
- Students will become familiar with the career planning process.
- Students will be knowledgeable of occupational and educational information resources.

The following strategies are identified for Goal A:

1. The objectives in Goal A will be explicit in CNS 114: Seminar, Human Potential and CNS 115: Career Planning and other counseling delivery systems as learning objectives.

Resources: Time Deadline: Fall 1989 Mgr: Campus Dean

2. Human potential, self-esteem development and career planning will be proposed to be required components of Basic Skills. Satisfaction of this required component may be achieved by participation in CNS 114, CNS 115, individual/group counseling or special seminars.

Resources: Time Deadline: Fall 1989 Mgr: TBI

3. IIC's will provide human potential, self-esteem development and career planning improvement opportunities on an individual basis.

Resources: Staff Deadline: Ongoing Mgr: Appropriate
Dean

4. The following objectives will be explicit in all Basic Skills counseling courses:

- Students will be able to take effective notes.
- Students will be knowledgeable about test-taking strategies.
- Students will improve their listening skills.
- Students will be able to participate in collaborative learning.
- Students will be able to formulate and verbalize their questions effectively.
- Students will be aware of and be able to use appropriate study processes.

Resources: Time Deadline: Jan., 1990 Mgr: Campus Dean

5. A review of all existing print and non-print materials which support the learning objectives in Goal A will be undertaken.

Resources: Money/Time Deadline: Jan. 1990 Mgr: TBI

6. A system will be devised and implemented to evaluate the degree to which students are learning and using the skills listed in Goal A.

Resources: Money Deadline: Fall 1990 Mgr: Consultant

7. The LRC and Career Centers will orient all basic Skills students in the use of available resources.

Resources: Staff Deadline: Ongoing Mgr: Chair/
Director

8. A system will be devised and implemented to provide Basic Skills students appropriate counselor contact while they participate in the program.

Resources: Time Deadline: Fall 1989 Mgr: Department
Chair

9. Basic Skills special needs students will be referred to available agencies and support services as appropriate.

Resources: Staff Deadline: Ongoing Mgr: J. Sloan

GOAL B

The Basic Skills Program should establish settings that enable its students to gain competency in study skills.

Objectives:

- Students will be able to take effective notes.
- Students will be knowledgeable about and be able to use time management skills in pursuing academic studies.
- Students will be able to set and accomplish realistic short-term and long-term academic goals.
- Students will be knowledgeable about test-taking strategies.
- Students will improve their listening skills.
- Students will be knowledgeable about memorization techniques.
- Students will be able to participate in collaborative learning.
- Students will be able to read and write different kinds of discourse.
- Students will be able to formulate and verbalize their questions effectively.
- Students will become discriminating learners.
- Students will be able to use academic support systems.
- Students will be aware of and be able to use appropriate study processes.

The following strategies are identified for Goal B:

1. The objectives in Goal B will be explicit in IIC 057: College Success Skills as learning objectives.

Resources: Time Deadline: Fall 1989 Mgr: Campus Dean

2. IIC 057 will be proposed to be a required Basic Skills course.

Resources: Time Deadline: Fall 1989 Mgr: Kay Burdette

3. IIC's will provide study skills improvement opportunities on an individual basis.

Resources: Staff Deadline: Ongoing Mgr: Appropriate
Dean

4. The following objectives will be explicit in all Basic Skills IIC courses:

- Student will be able to take effective notes.
- Students will be knowledgeable about test-taking strategies.
- Students will improve their listening skills.
- Students will be able to participate in collaborative learning.
- Students will be able to formulate and verbalize their questions effectively.
- Students will be aware of and be able to use appropriate study processes.

Resources: Time Deadline: Fall 1989 Mgr: Campus Dean

5. A review of all existing print and non-print materials which support the learning objectives in Goal B will be undertaken.

Resources: Money/ Deadline: Jan. 1990 Mgr: TBI
Time

6. A system will be devised and implemented to evaluate the degree to which students are learning and using the skills listed in Goal B.

Resources: Money Deadline: Fall 1990 Mgr: Consultant

GOAL C

The Basic Skills Program should establish settings that enable its students to gain competency in reading.

Objectives:

- Students will improve both their understandable and usable vocabularies.
- Students will improve their skills in contextual analysis.
- Students will read at or above the 10.9 grade level.
- Students will be able to recognize different kinds of discourse.
- Students will improve their comprehension.
- Students will be able to adjust their reading rates to their purposes.
- Students will improve their ability to remember what they read.

The following strategies are identified for Goal C:

1. The objectives in Goal C will be explicit in English 050: Developmental Reading Skills and English 110: Reading Skills Improvement as learning objectives.
Resources: Time Deadline: Fall 1989 Mgr: Campus Dean

2. English 050 and English 110 will be proposed to be required Basic Skills courses as indicated through assessment and placement.
Resources: Time Deadline: Fall 1989 Mgr: Ben Reilly

3. IIC's will provide reading improvement opportunities on an individual basis.
Resources: Staff Deadline: Ongoing Mgr: Appropriate Dean

4. The following objectives will be explicit in all Basic Skills reading courses:
 - Students will be able to take effective notes.
 - Students will be knowledgeable about test-taking strategies.
 - Students will improve their listening skills.
 - Students will be able to participate in collaborative learning.
 - Students will be able to formulate and verbalize their questions effectively.
 - Students will be aware of and be able to use appropriate study processes.Resources: Time Deadline: Fall 1989 Mgr: Campus Dean

5. A review of all existing print and non-print materials which support the learning objectives in Goal C will be undertaken.
Resources: Money/Time Deadline: Jan. 1990 Mgr: TBI

6. A system will be devised and implemented to evaluate the degree of which Basic Skills students are learning and using the skills listed in goal C.
Resources: Money Deadline: Fall 1990 Mgr: Consultant

GOAL D

The Basic Skills Program should establish settings that enable its students to gain competency in writing.

Objectives:

- Students will discover that writing is a way of learning.
- Students will improve their ability to articulate their ideas in writing.
- Students will improve their ability to perform standard writing activities: sentences, paragraphs, short essays.
- Students will use key steps in the recursive process of writing.
- Students will begin to develop their understanding of the relationships among sentences, paragraphs, and essays.
- Students will develop increased understanding of the different aims of writing.
- Students will improve their analytical and critical thinking skills.
- Students will begin to develop their understanding of the role of rhetoric in communicating.
- Students will gain an understanding of some fundamental modes of writing.
- Students will become better prepared for success in English 151: English I.

The following strategies are identified for Goal D:

1. The objectives in Goal D will be explicit in English 052: Elements of Written Communication and English 131: Fundamentals of Communication as learning objectives.

Resources: Time Deadline: Fall 1989 Mgr: Campus Dean

2. English 052 and English 131 will be proposed to be required Basic Skills courses as indicated through assessment and placement.

Resources: Time Deadline: Fall 1989 Mgr: Ben Reilly

3. IIC's will provide writing improvement opportunities on an individual basis.

Resources: Staff Deadline: Ongoing Mgr: Appropriate
Dean

4. The following objectives will be explicit in all Basic Skills writing courses:

- Students will be able to take effective notes.
- Students will be knowledgeable about test taking strategies.
- Students will improve their listening skills.
- Students will be able to participate in collaborative learning.
- Students will be able to formulate and verbalize their questions effectively.
- Students will be aware of and be able to use appropriate study processes.

Resources: Time Deadline: Fall 1989 Mgr: Campus Dean

5. A review of all existing print and non-print materials which support the learning objectives in Goal D will be undertaken.

Resources: Money/ Deadline: Jan. 1990 Mgr: TBI
Time

6. A system will be devised and implemented to evaluate the degree to which Basic Skills students are learning and using the skills listed in Goal D.

Resources: Money Deadline: Fall 1990 Mgr: Consultant

GOAL E

The Basic Skills Program should establish settings that enable its students to gain competency in arithmetic skills and mathematical reasoning.

Objectives:

- Students will improve their ability to perform standard arithmetic calculations using pencil and paper.
- Students will develop increased understanding of the concepts supporting the various arithmetic procedures.
- Students will enhance their analytic and critical thinking skills.
- Students will begin to understand the role of symbolism in mathematics.
- Students will develop an understanding of the relationship between arithmetic and algebra.
- Students will gain some basic algebraic manipulative skills.
- Students will be better prepared for success in MAT 110: Elementary Algebra.

The following strategies are identified for Goal E:

- 1. The objectives in Goal E will be explicit in Mathematics 105: Preparation for Algebra as learning objectives.**

Resources: Time Deadline: Fall 1989 Mgr: Campus Dean
- 2. Mathematics 105 will be proposed to be a required Basic Skills course, as indicated by assessment and placement, for those Basic Skills students whose program of study requires mathematics.**

Resources: Time Deadline: Fall 1989 Mgr: D. Randall
- 3. IIC's will provide mathematics improvement opportunities on an individual basis.**

Resources: Staff Deadline: Ongoing Mgr: Appropriate Dean
- 4. The following objectives will be explicit in all Basic Skills mathematics courses:**

 - Students will be able to take effective notes.
 - Students will be knowledgeable about test-taking strategies.
 - Students will improve their listening skills.
 - Students will be able to participate in collaborative learning.
 - Students will be able to formulate and verbalize their questions effectively.
 - Students will be aware of and be able to use appropriate study processes.

Resources: Time Deadline: Fall 1989 Mgr: Campus Dean
- 5. A review of all existing print and non-print materials which support the learning objectives in Goal E will be undertaken.**

**Resources: Money/ Deadline: Jan. 1990 Mgr: TBI
Time**
- 6. A system will be devised and implemented to evaluate the degree to which Basic Skills students are learning and using the skills listed in Goal E.**

Resources: Money Deadline: Fall 1990 Mgr: Consultant

GOAL F

The Basic Skills Program should establish settings that enable its students to gain competency in listening/speaking.

Objectives:

- Students will improve their ability to compose a message and provide ideas and information suitable to the topic, purpose, and audience.
- Students will improve their ability to transmit the message by using delivery skills suitable to the topic, purpose and audience.
- Students will improve their ability to listen with literal comprehension and to respond effectively.
- Students will improve their ability to listen with critical comprehension.
- Listening/speaking will be a component in each of the courses included in the Basic Skills Program.
- Students will develop self-confidence in oral communication.
- Students will develop skills in recognizing non-verbal cues in sending and receiving messages.

The following strategies are identified for Goal F:

1. The objectives of Goal F will be explicit as learning objectives for each Basic Skills course to the extent they are determined to be appropriate for the course.

Resources: Time Deadline: Fall 1989 Mgr: Campus Dean

2. Appropriate courses or delivery systems will be identified or developed to achieve the listening/speaking objectives of Goal F.

Resources: Time Deadline: Fall 1990 Mgr: P. Batty

3. IIC's will provide listening/speaking improvement opportunities on an individual basis.

Resources: Staff Deadline: Ongoing Mgr: Appropriate
Dean

4. The following objectives will be explicit in all Basic Skills listening/speaking courses or delivery systems:

- Students will be able to take effective notes.
- Students will be knowledgeable about test-taking strategies.
- Students will improve their listening skills.
- Students will be able to participate in collaborative learning.
- Students will be able to formulate and verbalize their questions effectively.
- Students will be aware of and be able to use appropriate study processes.

Resources: Time Deadline: Concurrent with Mgr: Campus Dean
any course
Dean
development/
course
identification

5. A review of all existing print and non-print materials which support the listening/speaking objectives of Goal F will be undertaken.

Resources: Money/Time Deadline: Jan. 1990 Mgr: TBI

6. A system will be devised and implemented to evaluate the degree to which Basic Skills students are learning and using the skills identified in Goal F.

Resources: Money Deadline: Fall 1990 Mgr: Consultant

7. An assessment system which identifies the listening/speaking needs of Basic Skills students will be developed.

Resources: Time/Money Deadline: Fall 1990 Mgr: TBI

GOAL C

The Basic Skills Program should establish settings that enable its students to gain competency in critical thinking skills.

Objectives:

- Critical thinking will be a component in each of the courses included in the Basic Skills Program.
- Students will improve their ability to identify and use frameworks for problem solving.
- Students will improve their ability to observe and apply their observations to a framework.
- Students will engage actively in analyzing problems, ideas, and processes.
- Students will improve their ability to recognize and interpret patterns and trends.
- Students will improve their ability to define problems, set goals, and design strategies for problem solving.
- Students will improve their ability to distinguish facts, opinions, assumptions, and a priori premises.

The following strategies are identified for Goal G:

1. The objectives in Goal G will be explicit as learning objectives for each Basics Skills course.

Resources: Time Deadline: Fall 1989 Mgr: Appropriate
Dean

2. Appropriate courses or delivery systems will be identified or developed to achieve the critical thinking objectives of Goal G.

Resources: Time Deadline: Ongoing Mgr: Vice
Chancellor

3. IIC's will provide critical thinking skills improvement opportunities on an individual basis.

Resources: Staff Deadline: Ongoing Mgr: Appropriate
Dean

4. The following objectives will be explicit in all Basic Skills critical thinking courses or delivery systems:

- Students will be able to take effective notes.
- Students will be knowledgeable about test-taking strategies.
- Students will improve their listening skills.
- Students will be able to participate in collaborative learning.
- Students will be able to formulate and verbalize their questions effectively.
- Students will be aware of and be able to use appropriate study processes.

Resources: Time Deadline: Concurrent with Mgr: Campus Dean
any course
development/
course identification

5. A review of all existing print and non-print materials which support the critical thinking objectives of Goal G will be undertaken.

Resources: Money/
Time Deadline: Jan. 1990 Mgr: TBI

6. A system will be devised and implemented to evaluate the degree to which Basic Skills students are learning and using the skills identified in Goal G.

Resources: Money Deadline: Fall 1990 Mgr: Consultant

Goal H

The college should provide resources that will insure the success of the Basic Skills mission at OCC.

Objectives:

- Resources (financial, human and physical) sufficient to support the Basic Skills Program strategies will be provided.
- A full-time Basic Skills director will be empowered to act as the central administrator.
- The Basic Skills Program will be organized and structured in an effective, efficient and consistent manner.

The following strategies are identified for Goal H:

1. The objectives of Goal H will be explicit in the college's Strategic Plan as support objectives.
Resources: Time/
Money/
Staff Deadline: 1989-90 Mgr: Vice Chancellor
2. A professional development fund will be maintained to orient Basic Skills faculty and staff.
Resources: Money Deadline: 1989-90 Budget Mgr: Vice Chancellor
3. A program to identify those characteristics in instructors which are essential for effective teaching of Basic Skills will be undertaken; faculty for Basic Skills will be recruited accordingly.
Resources: Time/
Money Deadline: Fall 1989 Mgr: Consultant
4. The information management system of the college will be implemented in support of Basic Skills activities.
Resources: Time Deadline: Sequenced
1990-1992 Mgr: A. McCord
5. Supplies and equipment necessary to achieve the Basic Skills goals and objectives will be identified and appropriated annually.
Resources: Money/
Time Deadline: Annually Mgr: Vice Chancellor
6. Faculty and staff will be acquired and assigned as the program expands.
Resources: Staff/
Money Deadline: As Required Mgr: Vice Chancellor
7. Physical facilities will be acquired and assigned as the program expands.
Resources: Money Deadline: As Required Mgr: Vice Chancellor
8. A system will be devised and implemented to evaluate the overall effectiveness of the Basic Skills program.
Resources: Time/
Money Deadline: June 1990 Mgr: Vice Chancellor

9. A Central Office position will be established with the responsibility and authority to coordinate Basic Skills activities throughout the college and to act as the advocate for the entire Basic Skills program.

Resources: Money/
Space/
Equipment/
Staff Deadline: Fall 1989 Mgr: Vice Chancellor

10. Basic Skills will be implemented also as a pilot project on the Auburn Hills Campus beginning in the 1989 fall semester.

Resources: Staff/
Time/
Money Deadline: Fall 1989 Mgr: C. Gram

11. A schedule for implementing Basic Skills college-wide will be developed.

Resources: Time Deadline: Fall 1989 Mgr: Vice Chancellor

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