TO: Dev Ed Task Force Members

From: Sally Hanna

Re: Next Meeting

Date: April 20, 2000

We added another meeting to our schedule, May 10th. Please get back to Bena (3911) ASAP to RSVP for that meeting.

Please read the enclosed minutes carefully and bring your reports + copies to the next meeting, May 10th.
Thanks!!

Curriculum Report on Developmental Education - English

Unfortunately, there is no curriculum blueprint that guarantees success in developmental education. Most colleges are engaging in some form of placement, learning activities and assessment. Sadly, however, research data evaluating these efforts is generally unavailable. Therefore, most institutions of higher education operate on the assumption that intensified, collaborative courses that focus specifically on skill building must be effective. The task force cannot refute this assumption particularly in light of the fact that the Annual Effectiveness Report on the college's developmental education purpose shows generally positive results.

It is not within the expertise of the developmental education task force to critique or redesign the curriculum content. That must be left to the disciplines. However, strengths, areas of concern and recommendations based on discussion, observation and interviews are hereby suggested. Areas of concern involve systemic issues as well as issues particular to the Literacy Program.

The strengths of OCC's English developmental education program are
1. legitimate reading and writing activities are occurring in the classroom
2. time on task has been increased
3. across the board there are consistent gains in writing performance in both English 105 and 106 every semester the Literacy Program has been in existence
4. similar course work directed toward the production of student writing portfolios is occurring across the college in all developmental classes
5. low class size has been maintained allowing maximum student/student/instructor interaction
6. mandatory placement in developmental English or ESL classes is required for students who do not place in English 151
7. portfolio assessment is college-wide

Areas of concern that need the attention of the college are
1. no clearly articulated curriculum; if you want specific outcomes, you must be very specific about how the classroom time is spent, i.e., classroom expectations and learning activities
2. no training package for full-time and adjunct faculty (instructors need special skills to most effectively teach developmental students)
3. portfolio assessment must continue to be standardized across the college (variance in portfolio assessment causes student mastery to be questioned as well as the validity of the assessment)
4. the portfolio activity is the only consistent part of the Literacy Program (students who are required to take a developmental course should all receive very similar instruction regardless of the campus, methodological variation aside)
5. texts are not universally appealing to the diverse student body (this may cause the students to "turn off"/drop out)

6. increased number of credit hours in the Literacy Program may be related to an increasing drop out rate and may prevent students who attend primarily in the evening and on the weekend from registering

7. there is a rigidity to the Literacy Program (in teaching specific skills, the question of competence vs. time arises and if competency is the program goal, then flexible entrance and exit points into and out of the program make sense)

8. no limits on other classes students enrolled in English 105 or ESL 100 level courses may take (students who cannot read and write proficiently may quickly become overwhelmed when taking courses for which they are not prepared)

9. class scheduling is not coordinated college-wide (courses are not always offered in order to meet student need)

10. one semester assessment waiver (demonstrates a seeming lack of importance placed on the development of basic skills to succeed in college)

11. limited pool of qualified instructors with specific skills to teach developmental students (not all instructors are prepared or suited to teach developmental courses)

Recommendations

1. Abolish voluntary registration in developmental courses
2. Consider the development of a multiple entry and multiple exit program
3. Abolish one semester assessment waiver
4. Develop a training program for faculty teaching developmental courses and make training a prerequisite for teaching such courses
5. Engage in college-wide scheduling
6. Carefully examine the credit hours for the courses and consider options
7. Limit additional courses that English 105 and ESL 100 level students can take
8. Rethink text selection process and perhaps consider a student advisory board of former developmental students to aid in the process
9. In an attempt to deal with motivation and bonding issues that may prevent student success, consider a college orientation course that stresses interpersonal affiliation as well as skills and information units for students who place in developmental courses
10. Develop "companion" courses that developmental students can take in conjunction with developmental English/ESL/math and co-ordinate the schedule accordingly
11. Continue to encourage and support the English discipline as it evaluates, assesses and adjusts the Literacy Program. Fine-tuning program and course objectives, and portfolio assessment techniques, as well as classroom expectations are necessary elements of an evolving, quality program.

Sally Hanna

Tutoring and Mentoring

Current Practice

Tutoring and mentoring programs are key elements in the literature describing successful programs. Research shows that tutoring integrated with curriculum offers the highest benefit. Opportunities for tutoring at OCC are extensive, although varied from campus to campus. (See spreadsheet attached.) There is general support for English, ESL, and math classes in the IICs, open math labs, and through PASS.

However, research notes that it is not enough to make support services available (including tutoring), since developmental students do not actively seek support. Numbers from several OCC tutoring programs indicate that few developmental students make appointments with tutors or work on skills programs unless it is required. So a suggestion is to make requirements for supplemental support for developmental classes mandatory. That may take the form of in-class tutors as in the OR literacy classes, study-group leaders for out of class study-groups with study-groups required, or mandatory computer assisted instruction hours to be completed.

- Spreadsheet with overview of tutoring programs attached.
- Opportunities for tutoring are extensive, although varied.
- Specific support for literacy program only in in-class literacy tutor program at OR and 2 classes at AH.
- General support for English, ESL, and Math

Strengths
- Many varied programs

Concerns
- Do not reach all developmental students.
- Developmental students may not take advantage of all opportunities.
- Adequate funding would be needed if we were to develop programs to support tutoring for all developmental students.
- Funds for literacy tutors are indefinite.

Questions

Recommendations from research
- Tutoring and mentoring programs are key elements in the literature describing successful programs.
- Tutoring/learning strategies integrated with curriculum offer highest benefit.
- Students benefit from peer support.

- Comprehensive support services should be provided.
- Establish peer and faculty mentors and support groups.
- Increase the impact of classroom instruction by providing time for skill practice and development with supplemental instruction and tutoring. Frequently mandatory.

Recommendations
- Require that students in developmental classes participate in supplemental tutoring or instructional options.
- Design or adapt specific tutoring and supplemental instruction options for developmental classes.
  Examples: 1. Literacy group-tutors in-class, 2. Literacy group-tutors meet groups in IICs, 3. Study-group leaders for literacy classes and math classes, 4. Required computer assisted instruction time in IICs, 5. ESL conversation groups, and 6. other.
- Clarify eligibility for programs for PASS/IIC/ESL tutoring
- Develop mentoring programs.
  Examples: 1. A component of study-group and literacy-group leaders, or 2. Part of a required extended orientation program
- Designate funding for tutoring for developmental students.
- Tutor training programs based on CRLA guidelines should be in place.