

NADE CONFERENCE 2005

The keynote address to start off the conference was delivered by Dr. Kay McClenney. She followed this address with one of the concurrent sessions which I also attended.

Her comments were very germane. She stressed that we as faculty must keep developmental education from becoming the equivalent of an academic ghetto for the 'underclass' of underachieving, underprepared, underappreciated students. We must sell the fact that we provide the path to the upperclass, that we build skills much like those that are required for entry into nursing, computing, etc. Students who do not succeed in developmental courses won't succeed anywhere else – so they end up on welfare or in jail, or worse. "Education vs. incarceration." Hence it is imperative that we provide and support their access to an education; it is imperative that we do better. Much like we do in our master advisor program, she expressed the need for advising of developmental ed students by advisors trained for this task rather than untrained faculty.

She stressed the importance of data collection and analysis. Data educates us first so we may more effectively educate our students. Obtaining and interpreting data is one of our biggest challenges, but can yield one of the developmental educator's most powerful tools. We must tell ourselves the truth! We need to know how many (%) of our students take one or more developmental ed classes, how many (%) move on to the next class, how many (%) reach the college level class being remediated, how many (%) actually succeed in the college level class. These data should be divided to show race, ethnicity, income level, sex, p/t vs f/t, hours worked, single/married/with children, ... Then use the data to target the work that we do.

We need to resist the 'average', the bell curve. We need to look at best practices where success has been documented. We need to improve, evaluate, and improve some more if need be. Linkages need to be strengthened – across disciplines, departments, colleges, with high schools; competencies need to be established for leaving developmental ed for entry into college level courses. A passing grade on a common final should be mandatory for moving on! She felt that every educator should take a course at least once every 2 years in an

area they know nothing about so they can **remember the fear** that our students often experience.

Dr. McClenney commented upon what she felt was the fundamental shift over the last 25 years. She said it wasn't technology or the internet; rather she believes it was that a high school graduate no could expect to just go out and get a job that would adequately support a family – that there has been an escalating demand for higher education. We have to work with the students who show up at our doors, not those that we wish would show up. We have to get past the thinking that they “shouldn't be in college” mentality. We need to realize and believe that all students can learn when provided with the right conditions. She commented on a colleague who said “all students can't learn German” to which she replied “it's a good thing they weren't born in Germany.” We need to have high expectations. We need to decide how good is good enough – what pass rate is acceptable. A college is no better than its lowest performing group. We need to achieve a situation where students who pass through developmental education classes are just as likely or even have a better chance to succeed than students who place directly into college level classes.

Dr. McClenney did a concurrent session on student engagement. She reviewed CCSSE (community college survey of student engagement) survey data. This information is located at URL www.CCSSE.org and her slide show is under resources at this site. Of interest were: Nationally, 21% of CC students collaborate on work outside of class, 44% collaborate on work in class; 87% don't do anything at a CC other than go to class; 22% often or very often talk with advisors outside of class while 34% never do. Of students who enter a CC, 13% earn 0 hrs, 34% earn 1-14 hrs, 20% earn 15-29 hrs, 14% earn 30-44 hrs, 11% earn 45-60 hrs, and 9% earn more than 60 hrs.

Some things that some colleges do to help retention, etc.

- Mandate 3 hr student success course
- Mandate 3 hr course for students on academic warning or probation
- Mandate 3 hr course for students who fail a developmental course
- Require advising of students in developmental courses by professional advisors, not faculty
- Require orientation (unless a transfer student)

- o Some reward attendance with better parking places, reduced fees, early registration

Success in developmental educations requires:

- Engaging students early and often
- Stressing academic advising
- Purposeful course re-design

“Achieving the Dream” Colleges were mentioned but I was unfamiliar with them. I looked this up on the internet and attach the info found. It has to do with a national imperative to enhance opportunity for students for whom community colleges are the entry point to higher education. Access, however, does not always translate into success. It is noted that in 2002, 47% of all African-American students, 56% of all Hispanic students, and 57% of all Native American students were enrolled in community colleges. These colleges are committed to improve success of underserved students on their campuses.

BASIC SKILLS SPIN

Accuplacer is used in California CCs for placement into developmental/college level classes. They use Plato for non-credit classes. One CA college has just established a reading class with 2 hr lecture, 3 hr lab (for reading, done in groups, not on computer). They meet 8 weeks in a traditional format and have class meetings 8:25-10:50 TR or 10-11:25 MWF. Last 8 weeks there is no lecture. No topic is more than 20 minutes in class lecture. Do 20 minutes of reading text in class. Read small books on non-fiction (their choice) for 2 weeks. Must do structured report. Read small books of fiction ... do structured report. They have 10 assignments – must make an A before going to next assignment. You answer one question, your partner the next... orally. Student on average complete 8 of 10 assignments in a semester. They have one assignment on dictionary work, one in a major area such as biology. They aren't tested on biology content, rather on notes etc. Everyone does an assignment on math – there may be half a dozen questions per assignment.

Arizona uses “New Century” software for preliteracy through their GED program. It is server based and covers all subjects.

A list of colleges recognized for their integration of developmental ed and adult ed programs is on p.76 of our conference program. It includes: Albuquerque Tech/Vocational Institute, Davidson CC (NC), Santa Fe CC (FI), and Western Wyo. CC.

A 10 hr required workshop/class is required by some deans for students on academic warning/probation. It is a study skill class...and one such canned program is the Cambridge-Stratford program. See URL www.cambridgestratofrd.com for more info. After the 10 hr workshop, they do a follow-up at midterm with reports from faculty teaching the student. IF everything is OK there is no more work the student has to do. Otherwise required tutoring etc can be mandated.

A “gateway to college” course is taught at Montgomery College for h.s. dropouts that show some degree of success. It meets 1:45 twice a week for a full semester.

U of Md has a 4 week intensive Math (pre, ele, int alg) and/or Writing class. It is computer based. Students must score 80% or higher after each chapter, then take tests in blocks for advancing to next class. For a contact, email eshearn@umd.edu.

MATH INTENSIVE REVIEW

Montgomery College has a Fast Track Program that is made up of 2 review courses that cover 3 levels of developmental math. It is not a required course, so they must advertise to get students. It costs \$120/class + \$36 for an inhouse workbook. Every teacher gets \$700 to teach it so it must have 7 students to make and after 20 students the class is split. Each is a two-week refresher course and is non-credit through continuing ed. It is taught 9-11 daily for 2 weeks in the daytime and 6:30-8:30pm for evening students. It was also tried online (Collegis converted it to distance format and their second class will start in April). They have a demo site www.sebct.montgomerycollege.edu where you log in with ID: fasttrack_guest and PW: fasttrack_guest. The traditional Fast Track courses are taught before the start of each semester – Jan, June, Aug. and use Accuplacer for placement before and after the course which is multiple choice and a traditional pencil/paper exam as well at the end. Their results were that 2/3 of the students tested before/after the review went up one level. Their courses are patterned after Prince George's and used the PG text the first time before writing their own. The first course covers prealgebra and elementary algebra, while the second covers elementary algebra and intermediate algebra.

FIVE DIFFERENT APPROACHES IN DEVELOPMENTAL MATHEMATICS

A handout of slides was passed out. One used a developmental math lab approach; one used Academic Systems software (NETWORK PROBLEMS!); one use I CAN Learn Education Systems software – real world problems. Don't allow calculators for classes. One used Hawkes learning systems for computer-aided supplemental instruction (3 credit hours but 5 contact hours – 3 lecture, 2 lab). They used SynchronEyes to show snapshot of student machines on the faculty machine. Another used EInstruction with clickers for answering questions.

INTEGRATING PLATO WITH TRADITIONAL CURRICULUM

Davenport U. in Michigan has open admissions. 91% need dev math, 79% need dev English, average age is 31 years. They use Plato tutorial on library website. 60% of the work is on Plato, 30 writing/quizzes and 10% final for English; 60% Plato, 30% midterm/quizzes, 10% final for math. Dialup doesn't work at home for Plato. There was no consistency across DUs 27 campuses in

Mich/Ind. It is set up to do 2 courses in one term – math now is 3 courses but will be changed to 2 in fall; 2 in English/reading now. Credentialed faculty only are allowed to teach their developmental classes. They use McGraw Hill text “PreAlgebra/Algebra demystified” in math, and a Houghton Mifflin text for English. You need IT support with Plato. They use Compass to place, a departmental final, a C or better to pass developmental classes, and require 6 hrs training for their faculty. Plato diagnostic is not good. Results: comparing students in Plato classes with those not in Plato classes --- 8% higher success rate, 5% higher satisfaction rate, 2% better retention rate, 1.3% lower dropout rate. Publicity sheet was passed out.

RESTRUCTURING DEVELOPMENTAL MATHEMATICS AT SINCLAIR CC

Sinclair CC is on the quarter system. All their materials and data are available from them for the asking from Barbara Adams in the developmental math dept (10 FT and 20-30 PT d.e. fac. for 2500 students in dev math this past fall) which is separate from the academic math dept. They changed from 2 dev math courses to 3. They give a 30 page study skills guide to students for each class. Calculators can only be used in limited situations such as geometry or in some applications. No calculators are allowed in beginning algebra in the math dept. The dept came up with a guide on assessment (available). They raised the grading scale so fewer students with Cs failed in next course. They changed the repeat exam option to only allow 1 per semester.