

Developmental Education Task Force Report  
September 1999 – June 2000

**Consensus Form**

The following is a list of the members of the Developmental Education Task Force under the supervision of Carol Brown, Vice Chancellor for Academic and Student Affairs, that convened in September 1999 and concluded its work in June 2000. The signatures signify consensus on the Task Force recommendations.

Dr. Sara E. Hanna, Task Force Co-Chair

Dr. Michael T. Khirallah, Task Force Co-Chair

Joan M. Hutchinson

Gail L. Langer

Dr. Vera R. Lewis

Mary K. Monteith

Charles H. Neumann

Dr. Donald D. Nichols

Andrea J. Taylor

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**Introduction**

Community colleges enroll many of higher education's underprepared students, and most educators view developmental education as the panacea for the problem. The literature on developmental education is replete with descriptions of approaches to working with underprepared or at risk students. Developmental education, like most educational programs and services, has been delivered in a variety of ways, and effectiveness of these delivery systems has varied. However, research reviews suggest steps for effective implementation.

The Developmental Education Task Force conducted an evaluation and review of the present developmental education system at Oakland Community College, seeking ways to be more responsive to the needs of these students and to impact academic achievement and retention. The work of the task force involved two steps: first, an examination of the effectiveness of the current program and second, a consideration of the measures that could be taken to improve the program and services at OCC.

Developmental education at Oakland Community College does make a difference. The 1999-2000 Annual Effectiveness Report on the College's Developmental Education Purpose prepared by the Oakland Community College Office of Institutional Research shows that a majority of the students who enrolled in a developmental English and/or math course, and successfully completed that course, subsequently went on to enroll in a college-level English or math course. Further, these former developmental education students were more likely to earn a grade of C or better in their college-level courses than were students who went directly into college-level studies. In light of these findings and bolstered by research literature and current practice, assessment and mandatory placement of students in developmental education courses is warranted.

In an effort to strengthen and improve the developmental education program at Oakland Community College and in keeping with the charge given the Developmental Education Task Force, the following recommendations are being proposed. It must be stressed that these recommendations should be viewed as a way of fostering a caring and supportive environment for students with remedial needs whether those needs be ESL, English and reading, and/or math.

Developmental Education Task Force Report  
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**Recommendations**

1. Establish Developmental Education Council for a two-year period to accommodate inter-disciplinary sharing of experiences, concerns and problems of students and faculty in the developmental education area. On-going recommendations and adjustments in offerings and support services would be aimed at program improvement.
  
2. Abolish the first semester assessment waiver. Mandatory first semester assessment is consistent with the practice of most other sister institutions. Mandatory first semester assessment is in place to assist and benefit students. The sooner the college can identify weaknesses and provide support and appropriate course work for the student, the better. Exceptions to mandatory first semester assessment are:
  - a) students whose score is 24 or higher on the English sub-section of ACT
  - b) students whose SAT composite score is 950 or higher
  - c) all students who attended OCC prior to Fall 1986
  - d) students who have previously taken ASSET
  - e) students who have completed 24 semester credits at another U.S. institution, including courses equivalent to ENG 151, or have earned an Associate or higher degree \*Note
  - f) students admitted under a guest application from another college; however, students registering for ENG 151 must provide evidence of ASSET placement into this course. A guest application must be renewed each semester of enrollment. (NOTE: High school guest students are not exempt.)
  - g) students registering for specified courses in designated apprentice programs may be exempted under specific circumstances.

It is recommended that exemptions no longer be granted for students taking courses for recreation. The actual number of such students is extremely low and the task force believes such an exemption creates an unnecessary loophole.

3. Require mandatory registration in literacy and ESL courses. Students who test into developmental English or ESL are required to register during their first semester of enrollment for the appropriate literacy or ESL course. Math students must follow the math guidelines at the time of their enrollment in a math class (2001).

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\*Note: The committee feels this exemption is puzzling in that a student having credit for ENG 151 from another institution could possibly be required to take a literacy class if they did not have 24 credits from said institution.

4. Require directed courses for developmental students. A list of recommended directed courses is in existence and is used by counselors to advise students. It is recommended that the list be examined and that additional courses be earmarked for addition to the list. Also, it is recommended that the Developmental Education Council investigate the possibility of offering the one credit course Orientation to College, CNS 110, in order to address the affiliation and social-emotional needs of the developmental education students. This course would also provide another option for credit for these students. CNS 110 is in the taxonomy.
5. Limit the developmental education students' semester registration to twelve credits from the prescribed course list (see Recommendation #4) while they are taking developmental courses in English and ESL. At the first two levels of ESL, students should be limited to ESL courses only. This will allow students to focus on the course work and skill acquisition in the developmental classes.
6. Orientation should be mandatory for all students. Require a mandatory second orientation for all developmental students. This orientation should
  - a) be a reality piece – college vs. work and college vs. high school
  - b) include a practical component (importance of communication skills as demonstrated by an employer and/or graduate)
  - c) connect the students to services – bookstore, tutoring, counseling
  - d) demonstrate that the college cares about its students (positive first impression)
  - e) be motivational
  - f) explain what college is all about for first-generation college attendees
  - g) be consistent college-wide
  - h) contain information about the various campuses
7. As part of continuing support services to developmental students, require mandatory counseling. Counseling and support must continue throughout the developmental student's first semester in order to develop an academic plan, to insure proper registration with the advice of the counselor, and to begin to develop skills so that the student will assume responsibility for his/her academic life. Registration holds triggering counseling should not be removed until the student has completed developmental courses (ESL and English).
8. Designate certain counselors to work with developmental education students who will provide expertise, mentoring, consistency of contacts, follow-up and be a resource to other counselors and faculty. Not only is this appropriate for maximum effective service delivery, it also allows for a connection to be made between the student and the institution through the counselor.

9. Recommend that placement/assessment testing become consistent college-wide. The Developmental Education Council might become initially responsible for insuring consistency in practice. On-site, on-line testing should be explored.
10. Continue funding of tutoring and mentoring services, i.e., IIC, PASS and math lab, at appropriate levels, and increase funds for mentoring, study groups and new software packages in academic areas that are offered. Developmental students have demonstrated needs for supplemental instruction offered in a variety of formats. As The Developmental Education Council explores the development of a consistent structure for support services with a variety of forms of tutoring and supplemental instruction, it is recommended that they also explore ways to insure that students are able to take full advantage of those services perhaps by requiring attendance at supplemental instruction sessions or by rewarding students who avail themselves of such services.
11. The Task Force strongly reaffirms the current policy of limiting enrollments in developmental education courses (English, ESL, appropriate math and psychology courses and others). Small class size is essential for the one-on-one interaction between instructor and students that promotes student learning particularly in developmental courses. It is also recommended that a change to current faculty contract language be adopted. OCCFA Master Agreement, Article 2.1 (F), paragraph one, second sentence should read, "When these classes are taught as part of a collegewide or campus coordinated developmental education program, they shall have reduced enrollment." Also, the Developmental Education Council should establish procedures for insuring that the expectations for instructors teaching developmental education courses as detailed in the OCCFA Master Agreement, Article 2.1 (F) be met.
12. Explore the creation of an Early Warning System within the first several weeks of the semester to serve as an intervention device for at-risk students. Research shows that developmental students are often unlikely to seek help without the assistance of their instructors or peers and often just stop attending. An Early Warning System would allow students with problems to be identified as they first start experiencing difficulty and to find them appropriate support services.
13. Develop a seminar for adjuncts and interested full-time faculty teaching developmental education courses to include special teaching techniques, typical challenges, information about support services and ways to interface with the staff providing such services, orientation information that can be woven into their courses and other relevant information.

14. Require that exit testing be mandatory for movement to the next higher level in the developmental course sequence both for English and ESL. This demonstrates skill mastery and increases the likelihood of student success. Such exit testing must be coordinated college-wide for consistency.
  
15. As developmental education continues to evolve, the need for specific data is essential. It is recommended that the college increase the amount of research in this area, particularly the tracking of developmental education students, in cooperation with Institutional Effectiveness reports, tying in with the Counseling Centers' VCR system/Colleague equivalent. CORE
  
16. Continue the College's financial/budgetary support for developmental education and its philosophical commitment to developmental students.

Finally, the Task Force is well aware of the efforts of the Math Placement Committee and is fully supportive of that work. Therefore, the Task Force has deliberately avoided specifying math in some of its recommendations because the Math Placement Committee is on the brink of putting forth identical recommendations. The Developmental Education Council should work with the Mathematics Placement Task Force to insure consistency with the recommendations herein as appropriate.

**Developmental Education Task Force  
Minutes  
May 31, 2000**

Present: Sally Hanna, Joan Hutchinson, Mike Khirallah, Vera Lewis, Mary Kay Monteith and Andrea Taylor

The meeting was called to order at 5:20pm by Sally Hanna.

The committee reviewed the latest revision of the Task Force recommendations.

- A revision to #5 including the course list statement was agreed to.
- Adding in language to #14 concerning the faculty contract, 2.1 (F) was agreed to.
- Discussion concerned the additional concerns on the last page of the recommendations. After much discussion, it was decided to incorporate some of that into #2 (e) as a note and into #6.
- Discussion took place about the final statements in the recommendations on the last page about the Math Placement Committee. Some felt that it meant that the math students would be able to do whatever they wanted without following the recommendations put forth in the Developmental Ed Task Force document. It was agreed to revise the last paragraph to reflect the desire of the Task Force to have the Developmental Education Council work with the Math Placement Committee to insure consistency with the Developmental Ed Task Force recommendations.

The introduction was distributed and reviewed by the Task Force members. Language was added in concerning institutional research. Suggestions were made for a lead-in paragraph to the recommendations.

The appendices were discussed and an order sheet was distributed. The committee felt that everything was in order. Clean copies of some of the information is to be forwarded to Khirallah.

Hanna will redo the recommendations with the above changes and distribute to the Task Force members immediately. Lewis will do the same with the introduction.

**ALL CHANGES ARE TO BE BACK TO HANNA BY JUNE 9, 2000.**

Khirallah, Hanna and Taylor will work on the "binding."

The next meeting is **June 14<sup>th</sup>** at 5:00 pm at OR in the President's Conference Room. Final touches for the report will be made. Vice-Chancellor Carol Brown will be attending.

The meeting adjourned at 7:30 pm.

**Developmental Education Task Force**  
**Revised Recommendations 5-31-00**

1. Establish Developmental Education Council for a two-year period to accommodate inter-disciplinary sharing of experiences, concerns and problems of students and faculty in the developmental education area. On-going recommendations and adjustments in offerings and support services would be aimed at program improvement.
  
2. Abolish the first semester assessment waiver. Mandatory first semester assessment is consistent with the practice of most other sister institutions. Mandatory first semester assessment is in place to assist and benefit students. The sooner the college can identify weaknesses and provide support and appropriate course work for the student, the better. Exceptions to mandatory first semester assessment are:
  - a) students whose score is 24 or higher on the English sub-section of ACT
  - b) students whose SAT composite score is 950 or higher
  - c) all students who attended OCC prior to Fall 1986
  - d) students who have previously taken ASSET
  - e) students who have completed 24 semester credits at another U.S. institution, including courses equivalent to ENG 151, or have earned an Associate or higher degree \*Note
  - f) students admitted under a guest application from another college; however, students registering for ENG 151 must provide evidence of ASSET placement into this course. A guest application must be renewed each semester of enrollment. (NOTE: High school guest students are not exempt.)
  - g) students registering for specified courses in designated apprentice programs may be exempted under specific circumstances.It is recommended that exemptions no longer be granted for students taking courses for recreation. The actual number of such students is extremely low and the task force believes such an exemption creates an unnecessary loophole.
  
3. Require mandatory registration in literacy and ESL courses. Students who test into developmental English or ESL are required to register during their first semester of enrollment for the appropriate literacy or ESL course. Math students must follow the math guidelines at the time of their enrollment in a math class (2001).

\*Note: The committee feels this exemption is puzzling in that a student having credit for ENG 151 from another institution could possibly be required to take a literacy class if they did not have 24 credits from said institution.



4. Require directed courses for developmental students. A list of recommended directed courses is in existence and is used by counselors to advise students. It is recommended that the list be examined and that additional courses be earmarked for addition to the list. Also, it is recommended that the Developmental Education Council investigate the possibility of offering the one credit course Orientation to College, CNS 110, in order to address the affiliation and social-emotional needs of the developmental education students. This course would also provide another option for credit for these students. CNS 110 is in the taxonomy.
5. Limit the developmental education students' semester registration to twelve credits from the prescribed course list (see Recommendation #4) while they are taking developmental courses in English and ESL. At the first two levels of ESL, students should be limited to ESL courses only. This will allow students to focus on the course work and skill acquisition in the developmental classes.
6. Orientation should be mandatory for all students. Require a mandatory second orientation for all developmental students. This orientation should
  - a) be a reality piece – college vs. work and college vs. high school
  - b) include a practical component (importance of communication skills as demonstrated by an employer and/or graduate)
  - c) connect the students to services – bookstore, tutoring, counseling
  - d) demonstrate that the college cares about its students (positive first impression)
  - e) be motivational
  - f) explain what college is all about for first-generation college attendees
  - g) be consistent college-wide
  - h) contain information about the various campuses
7. As part of continuing support services to developmental students, require mandatory counseling. Counseling and support must continue throughout the developmental student's first semester in order to develop an academic plan, to insure proper registration with the advice of the counselor, and to begin to develop skills so that the student will assume responsibility for his/her academic life. Registration holds triggering counseling should not be removed until the student has completed developmental courses (ESL and English).
8. Continue funding of tutoring and mentoring services, i.e., IIC, PASS and math lab, at appropriate levels, and increase funds for mentoring, study groups and new software packages in academic areas that are offered. Developmental students have demonstrated needs for supplemental instruction offered in a variety of formats. As The Developmental Education Council explores the development of a consistent structure for support services with a variety of forms of tutoring and supplemental instruction, it is recommended that they also explore ways to insure

that students are able to take full advantage of those services perhaps by requiring attendance at supplemental instruction sessions or by rewarding students who avail themselves of such services.

9. Designate certain counselors to work with developmental education students who will provide expertise, mentoring, consistency of contacts, follow-up and be a resource to other counselors and faculty. Not only is this appropriate for maximum effective service delivery, it also allows for a connection to be made between the student and the institution through the counselor.
10. Recommend that placement/assessment testing become consistent college-wide. The Developmental Education Council might become initially responsible for insuring consistency in practice. On-site, on-line testing should be explored.
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13. Continue the College's financial/budgetary support for developmental education and its philosophical commitment to developmental students.
14. The Task Force strongly reaffirms the current policy of limiting enrollments in developmental education courses (English, ESL, appropriate math and psychology courses and others). Small class size is essential for the one-on-one interaction between instructor and students that promotes student learning particularly in developmental courses. It is also recommended that a change to current faculty contract language be adopted. OCCFA Master Agreement, Article 2.1 (F), paragraph one, second sentence should read, "When these classes are taught as part of a collegewide or campus coordinated developmental education program, they shall have reduced enrollment." Also, the Developmental Education Council should establish procedures for insuring that the expectations for instructors teaching developmental education courses as detailed in the OCCFA Master Agreement, Article 2.1 (F) be met.

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16. Develop a seminar for adjuncts and interested full-time faculty teaching developmental education courses to include special teaching techniques, typical challenges, information about support services and ways to interface with the staff providing such services, orientation information that can be woven into their courses and other relevant information.

Finally, the Task Force is well aware of the efforts of the Math Placement Committee and is fully supportive of that work. Therefore, the Task Force has deliberately avoided specifying math in some of its recommendations only because the Math Placement Committee is on the brink of putting forth identical recommendations. The Developmental Education Council should work with the Mathematics Placement Task Force to insure consistency with the recommendations herein as appropriate.

**Developmental Education Task Force**  
**Revised Recommendations 5-18-00**

1. Establish Developmental Education Council for a two-year period to accommodate inter-disciplinary sharing of experiences, concerns and problems of students and faculty in the developmental education area. On-going recommendations and adjustments in offerings and support services would be aimed at program improvement.
  
2. Abolish the first semester assessment waiver. Mandatory first semester assessment is consistent with the practice of most other sister institutions. Mandatory first semester assessment is in place to assist and benefit students. The sooner the college can identify weaknesses and provide support and appropriate course work for the student, the better. Exceptions to mandatory first semester assessment are:
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4. Require directed courses for developmental students. A list of recommended directed courses is in existence and is used by counselors to advise students. It is recommended that the list be examined and that additional courses be earmarked for addition to the list. Also, it is recommended that the Developmental Education

Council investigate the possibility of offering the one credit course Orientation to College, CNS 110, in order to address the affiliation and social-emotional needs of the developmental education students. This course would also provide another option for credit for these students. CNS 110 is in the taxonomy.

5. Limit the developmental education students' semester registration to twelve credits while they are taking developmental courses in English and ESL. At the first two levels of ESL, students should be limited to ESL courses only. This will allow students to focus on the course work and skill acquisition in the developmental classes.
6. Require a mandatory second orientation for all developmental students. This orientation should
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12. As developmental education continues to evolve, the need for specific data is essential. It is recommended that the college increase the amount of research in this area, particularly the tracking of developmental education students, in cooperation with Institutional Effectiveness reports, tying in with the Counseling Centers' VCR system/Colleague equivalent.
13. Continue the College's financial/budgetary support for developmental education and its philosophical commitment to developmental students.
14. The Task Force strongly reaffirms the current policy of limiting enrollments in developmental education courses (English, ESL, appropriate math and psychology courses and others). Small class size is essential for the one-on-one interaction between instructor and students that promotes student learning particularly in developmental courses.
15. Explore the creation of an Early Warning System within the first several weeks of the semester to serve as an intervention device for at-risk students. Research shows that developmental students are often unlikely to seek help without the assistance of their instructors or peers and often just stop attending. An Early Warning System would allow students with problems to be identified as they first start experiencing difficulty and to find them appropriate support services.

16. Develop a seminar for adjuncts and interested full-time faculty teaching developmental education courses to include special teaching techniques, typical challenges, information about support services and ways to interface with the staff providing such services, orientation information that can be woven into their courses and other relevant information.

The Task Force has two additional concerns that it was not prepared to put forward as recommendations, but which should be discussed.

1. Some of the exemptions from assessment testing are puzzling. The requirement that a student have 24 semester credits from another institution including a course equivalent to ENG 151 seems to be unfair only to the extent that 24 credits seem to be irrelevant to the student's need to take an assessment test for English. The Task Force was also concerned that the institution will accept credits from any U.S. institution rather than accredited institutions. Finally, the Task Force is concerned that OCC requires a student who has tested out of ENG 151 at another institution and has credit for ENG 152 from another institution to take ENG 151. This also seems unfair to a student who has demonstrated ability at another college.
2. The Task Force feels strongly that orientation must be mandatory for **all** students. On-line and video formats should be developed so that students who work or have other limiting obligations can participate. Not only is orientation a means for conveying information, it is also a way to create an image, establish a connection with the student, and sell the institution to the student.

Finally, the Task Force is well aware of the efforts of the Math Placement Committee and is fully supportive of that work. Therefore, the Task Force has deliberately avoided specifying math in most of its recommendations only because the Math Placement Committee is on the brink of putting forth identical recommendations and we prefer not to interfere with that process. However, we also hope that the Math discipline will support and adopt the above recommendations.

## **RECOMMENDATION: DEVELOPMENT EDUCATION TASK FORCE**

To meet the needs of an increasing number of students who enroll with academic limitations, it is recommended that the College offer additional courses to serve this audience. The modifications in English offerings producing the Literacy Program have given excellent assistance to students experiencing communication difficulties, and the proposed changes in areas of mathematics will further enhance the College's efforts in helping students to acquire the necessary skill level for moving toward their curricular objectives.

So that students scoring into the "developmental education" enrollment category have a broader range of courses from which to choose, it is proposed that the College offer introductory-type classes in areas of social science, science and the humanities. These could be similar to courses that were offered during the 1970s under the rubric of "Foundational Studies," a few of which remain in the catalog but which are rarely offered by academic departments. The new courses would differ in level of academic rigor compared to the Foundations courses and would be taught in an inter-disciplinary format. At present, the Applied Psychology course is offered to Developmental Ed students and has involved the psychology instructor and staff from the Counseling Department. The following three courses would supplement the offerings in English and mathematics:

### **INTRODUCTION TO SOCIAL SCIENCE: AN INTER-DISCIPLINARY APPROACH**

Students will be introduced to the basic vocabulary, concepts, and principles of Sociology, Psychology, Anthropology, Economics, History, and Political Science. Professors from each of these disciplines will make presentations for their respective academic areas. Experiences in these academic areas will assist students in understanding their roles in American society and ways that information can be used in their lives and careers.

### **INTRODUCTION TO HUMANITIES: AN INTER-DISCIPLINARY APPROACH**

Students will be introduced to the basic vocabulary, concepts, and principles of Art, Music, Literature, Philosophy, and Cultural Diversity. Professors from each of the disciplines will make presentations for their respective academic areas. In addition, students will experience a "hands-on" approach to understanding each field of study utilizing materials, interactions, and applications to life experiences and career choices.

### **INTRODUCTION TO SCIENCE: AN INTER-DISCIPLINARY APPROACH**

Based on presentations by instructors from the disciplines of Biology, Chemistry, Physics, Astronomy, Geology, and the Medical Sciences, students will



acquire an understanding of basic vocabulary, concepts, and principles. Information from presentations, readings, and laboratory experiences will assist students in applying vocabulary and concepts to their lives and careers.

Course development for these proposed classes will follow the Campus and College curriculum addition/modification model requiring departmental and discipline approval.

It is recommended that the courses have limited enrollment so that individual attention and support can be provided.

Don Nichols

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\* see Minutes from March 29

May 17/00

### Developmental Education Task Force Recommendations

Does Not Include Recommendations from Mar. 29 Minutes.

Monteith asked that the committee look at item #7 and suggested that in her meeting notes there were additional issues, particularly access. The committee agreed to review that item and put it forward for group discussion.

Discussion returned to the policy items for final decisions and clarification.

1. Abolish the first semester assessment waiver. Mandatory first semester assessment is consistent with the practice of most other sister institutions. Mandatory first semester assessment is in place to help students. The sooner the college can identify weaknesses and provide support and appropriate course work for the student, the better. Exceptions to mandatory first semester assessment are students who have earned credit in appropriate English or math courses from this institution or another accredited institution, students who have earned credit by CLEP or Advanced Placement, and students who have earned an earned degree.
2. Require mandatory registration in literacy and ESL courses.

*Students who test into developmental English or ESL are required to register during their first semester of enrollment for the appropriate literacy or ESL course. Math students must follow the math guidelines at the time of their enrollment in a math class.*

The committee feels strongly that students who have communication skills deficiencies must enroll in the appropriate developmental course in order to increase the likelihood of success in subsequent courses. In order to achieve this, the college must agree to offer the necessary courses.

3. Require directed courses for developmental students. A list of recommended directed courses is in existence and is used by counselors to advise students. It is recommended that the list be scrutinized and that additional courses be added to the list as appropriate.
4. Developmental students' semester registration should be limited to 12 credits while taking developmental courses in English and ESL (special restrictions for ESL students). This will allow students to focus on the course work and skill acquisition in the developmental classes.
5. All developmental students must go through orientation <sup>a second mandatory</sup> ~~which should be available in a variety of formats (on-line, video).~~ This orientation should
  - a) be a reality piece – college vs. work
  - b) include a practical piece (importance of communication skills as demonstrated by an employer and/or graduate)
  - c) connect the students to services – bookstore, tutoring, counseling
  - d) demonstrate that the college cares about its students; positive first impression
  - e) be motivational
  - f) explain what college is all about for first-generation college attendees

Next mtg. May 31<sup>st</sup>, June 14<sup>th</sup>. - get copies of data for Maryk + Mike

g) be consistent college-wide

h) contain information about the various campuses

Counseling and support must continue throughout the developmental student's first semester in order to develop an academic plan, to insure proper registration with the advice of the counselor and to begin to develop skills so that the student will assume responsibility for his/her academic life.

6. Mandatory counseling for developmental students should continue as part of continuing support. Registration holds triggering counseling should not be removed until the student has completed developmental courses (ESL and English).

# REPORT ON SUPPORT SERVICES AT OAKLAND COMMUNITY COLLEGE

Joan Hutchison

## INTRODUCTION

For college students, support services - in the form of financial aid, child care and of course academic support - are crucial in reaching goals successfully. Oakland Community College provides these services to some degree of success. As with any institution, however, there is always room for improvement. Here, there may be a need for widening the net to catch students in danger of falling, by increasing the number of staff and hours and perhaps providing more aggressive intervention early on in the academic careers of our students.

## FINANCIAL AID

Each campus runs an office for financial aid. Besides providing information and assistance for loans and scholarships.

Cooperative education is run out of a separate office, the placement

include more career options, such as education

As Ms. Kalson said, employers regularly complain about the lack of communication skills - writing, speaking and computer literacy. It might be helpful to include members of the business community and other employers as part of orientation for all college students, with info, as well, on coop education.

### CHILD CARE

Child care is available at Auburn Hills, Orchard Ridge, Southfield and Royal Oak campuses. The atmosphere at the Auburn Hills facility was cheerful, clean and orderly. The staff seemed attentive towards the children. Students receive experience with art, music and of course play. They also receive snacks. Although legally there is space for 60 students, the director said the facility would be cramped and noisy with that number and does not support that size. Fees are as follows : infants (six months to one year) at \$4/hour; toddlers (one to two-and-a-half) at \$3/hour, and preschool (two-and-a-half to five) at \$2/hour. Auburn is the only campus that allows infants.

Payments are made three times during the semester. There is a drop-in center for snow days or emergencies for children in this age range. Hours are Monday through Thursday 7:45 a.m.-5:15 p.m. and Fridays 7:45 a.m. to 1:15 p.m.

### Strengths

As mentioned above, the atmosphere is very pleasant in child care with a welcoming, intelligent staff. There seems to be a variety of activities, as well. Fees seem reasonable.

### INDIVIDUALIZED INSTRUCTION CENTERS (IIC)

All of the main campuses have an IIC with fairly length hours. The Royal Oak IIC, for example, is open from 8:30 a.m. tp 10 p.m., Monday through Thursday, Friday 8:30 a.m. to 9 p.m., and Saturday 9 a.m. to 1 p.m.

More tutors are becoming involved directly in the classroom. This seems to be a good and popular option at the college. Orchard has done this for a number of years. At Auburn, the IIC has worked with instructors to implement an "SI" program in which successful students are hired to lead a tutorial class after the class period. Math, science and now the English discipline are involved and the number of sections with SI support is increasing.

### Strengths

The SI program, with student tutoring, seems to be very fruitful and effective. All around, there are a number of good tutors and academic supporters. There are also mini-workshops on topics such as test taking, textbook reading, note taking, and time management. Topic for tutoring include accounting, CAD, drafting, French, Spanish, nutrition, math and science. Hours for some types of tutoring is available as late as midnight. There is also the PASS office which helps students with a variety of disabilities or academic problems.

### Weaknesses and Questions

There probably needs to be an increase in the number of tutors available, however, and a growing number of SI sections. I am

## CONCLUSION

Oakland Community College has a strong reputation in the State of Michigan. Although programs are in place and in most cases support staff is excellent, there is often room for expanding hours and staff numbers, and for being more aggressive in familiarizing students with what is currently available, while intervening when there are problems.

### **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.



## EVALUATION OF DEVELOPMENTAL EDUCATION AT OCC

### CURRENT PRACTICES:

#### 1. Institutional Effectiveness

To date, Institutional Effectiveness project constitutes the most comprehensive effort to measure the effectiveness of Developmental Education (D.E.) at OCC. Presently Developmental Education is being evaluated as a part of the Institutional Effectiveness assessment activities that the Office of Institutional Research has been heading-up since the fall of 1998. This assessment effort aims at measuring the overall success of the College in fulfilling its six strategic Purposes, of which the provision of Developmental Education is one.

The process of assessing the institutional effectiveness of D.E. at OCC's entails the examination of courses classified as 'Developmental' according to the ACS (Activities Classification System) taxonomy. Using this criterion, Academic Literacy 105 and 106 as well as a number of Developmental Math courses (MAT 104 to MAT 110), as well as a number of 'non-traditional/other' Developmental courses are included. However the English and Math remain the primary focus of this investigation.

In order to assess its overall effectiveness, Developmental Education is divided into 2 broad categories: 1) Participation in & Completion of Developmental Education Courses and 2) Success in College-Level Study, Subsequent to Completion of Developmental Courses. Next, each of these categories is subdivided into a number of components, which in effect, constitute the individual measures that will be used to compile the necessary data. The Course Participation and Completion Measures assess the percentage of the student population who are candidates for D.E., the extent to which students are enrolling in D.E. courses, and the percentage of students taking D.E. who complete their courses with at least a satisfactory grade of 'C'. The Subsequent Success Measures track students once enrolled in D.E. courses, to examine their performance in corresponding college-level courses, and also compare the performance of the former D.E. students to that of their non-developmental peers.

The data from these measures are compiled and analyzed and the findings are presented in a report that goes to the College Planning Council (CPC), as well as other interested parties. A splinter committee of the CPC, the Analysis Committee on Institutional Effectiveness, has been formed to review all the Institutional Effectiveness reports and make recommendation to the CPC based on the reports' findings.

#### 2. Outcomes Assessment Cohort Study

As a part of a student Outcomes Assessment project, the Office of Institutional Research has been conducting a cohort study, tracking a specific group of students who first enrolled at OCC during the fall of 1998. One of the outcomes to be measured pertains to Developmental Education. Specifically it states: "Under prepared students will successfully complete their developmental courses." This outcome is articulated in much the same way as the Institutional Effectiveness, Participation & Completion Measure that identifies the percentage of students enrolled in Developmental English and Math during the Fall '98 and Winter '99 semesters, who successfully (grade of 'C' or better) completed their courses.

### 3. Academic Literacy – new program evaluation

English faculty member, Aaron Stander has been engaged in the assessment of the new Academic Literacy courses that were first implemented in the fall of 1998. Evaluation is completed using three means: Students course performance as determined by work portfolio that are created and assessed at the end of the course; students scores on standardized pre and post-course reading tests; responses to a survey asking students about their opinions and experiences regarding their Academic Literacy course. Also included in this evaluation is a comparison of the grade distributions for the ENG052 versus ENG106, and ENG 131 versus ENG106.

#### STRENGTHS

- A systematic process for collecting and analyzing data is currently in place.
- Current practices allow for a good overall view of D.E. effectiveness and student outcomes.
- The information garnered from current evaluation efforts is being incorporated into the decision-making and planning processes at a college-wide level.

#### WEAKNESSES

- Evaluation of D.E. at OCC is in its infancy. There is no real longitudinal data on the Academic Literacy program and the subsequent performance of D.E. students in college-level courses.
- For all D.E. courses, little data has been collected, tracking subsequent performance.
- More detailed data and information are needed. Specifically:
  - There is a deficiency in information about the performance of D.E. students in courses they take concurrent with their D.E. course (i.e. number of credits taken, courses taken, performance).
  - It would also be useful to know how those who are identified as candidates for D.E. but do NOT enroll in the prescribed course(s) perform, compared to those candidates who do enroll.
  - More follow-up information on the subsequent performance of students who complete D.E. courses is also needed.
- There are no benchmarks or standards by which to gauge effectiveness. What percentage of students should be completing D.E. courses at a satisfactory level? What should the grade distribution in D.E. courses look like?

*Perkins*

#### RECOMMENDATIONS FOR IMPROVEMENT

- Continue to conduct regular evaluations of the overall effectiveness of D.E.
- Expand evaluation efforts to include more in-depth information regarding enrollment patterns among D.E. students and the subsequent performance of former D.E. students.
- Review and update measures of effectiveness regularly, to ensure relevancy and utility of information they produce.
- Establish clear goals for D.E. and benchmarks to more fully assess its effectiveness (Roueché & Roueché, 1999: 27).
- Disseminate evaluation information to a wider audience (especially practitioners), not only to inform, but also to elicit feedback which might contribute to a more effectual assessment process (Roueché & Roueché, 1999: 32).

DEV. ED. TASK FORCE

DON 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.

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(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**

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

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

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

<b>COMMENTS</b>

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.

## 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.

## 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

**Development Ed Task Force**  
**Report on Outcomes Assessment for Literacy and ESL**  
**Submitted by Mike Khirallah/April 19, 2000**

**Current Practice:**

1. Literacy (ENG 105 & 106): All students submit two common assignments to be submitted in a portfolio at the end of the semester. The assignments are typically essays written on topics that they have been reading about during the semester. The portfolio also includes a final paper written in class. The portfolios are submitted to the campus coordinators and college coordinator for literacy. The coordinators meet for range finding and decide what constitutes a passing and failing portfolio. All 105 and 106 instructors are calibrated and then evaluate the portfolios. Each portfolio is read by two raters. If there is a disagreement, then the portfolio goes to a third rater, whose decision is final.
  
2. ESL Conversation/Pronunciation (101 & 102) All students take the SPEAK test, a standardized (audiotaped) oral test administered on each campus. Several instructors are trained during the semester on rating the SPEAK test. The cut scores are determined by the ESL Discipline. Each tape is rated by two raters. If there is a disagreement (greater than 10 points on a 60 point scale), then the tape goes to a third rater. The raters' scores are averaged. Students must achieve a passing score on the SPEAK and pass the course in order to advance to the next level in conversation/pronunciation. (A different form of the SPEAK is given as a diagnostic test and to confirm initial placement at the beginning of the semester.)
  
3. ESL Listening/Grammar (141, 142, 241, 242): All students take a retired form of the Test of English as a Foreign Language (which contains sections on listening, grammar, and reading). Cut scores are determined by the ESL Discipline. Students must achieve a passing score on the TOEFL and pass the course in order to advance to the next level in listening/grammar. (A different form of the TOEFL is given as a diagnostic test and to confirm initial placement at the beginning of the semester.)
  
4. ESL Reading/Writing (151, 152, 251, 252): All students respond to a common writing prompt written in class. ESL reading/writing teachers meet at the end of the semester to rate the pieces. A full-time faculty member in ESL calibrates the instructors on a previously agreed upon rubric (adapted from the Test of Written English). Each paper is read by two raters. If there is a disagreement, the paper goes to a third rater whose decision is final. Students must achieve a passing score on the in-class writing and pass the course in order to advance to the next level in reading/writing. (A different writing prompt is given as a diagnostic test and to confirm initial placement at the beginning of the semester.)

## **Strengths of the program:**

### 1. Literacy

- a. Integration of reading and writing for academic purposes
- b. Consistent pre- and post-testing collegewide
- c. Systematic evaluation component

### 2. ESL

- a. English for academic purposes curriculum
- b. Consistent pre- and post-testing collegewide
- c. Flexible scheduling (days, evenings, weekends)

## **Weaknesses of the program:**

### 1. Literacy

### 2. ESL

- a. Too many part-time instructors (currently 5 full-time faculty collegewide for over 60 sections)
- b. Inconsistent support staff (one campus has a full-time parapro and secretary; the other two campuses share secretaries with no parapro support)
- c. No language lab or technical support for ESL classrooms

## **Questions**

## **Adopt from others/Recommendations from Roueche et al**

### **Improve and do better Recommendations**

#### ESL

- a. Hire more full-time faculty
- b. Provide paraprofessional support for each campus program
- c. Language lab on each campus and more technologically advanced classrooms

Gail Langer  
Dr. Vera Lewis

## Developmental Education: Testing And Placement

### Current Practice

All students new to Oakland Community College are required to take a placement test. This test consists of a writing assessment, reading and numerical skills. One semester of exemption is allowed as long as a student does not take an English class. Permanent exemptions are given to those students who have taken either the SAT or ACT with scores of 950 or 24 respectively; and to those students who are transferring 24 credits from another institution which has to include an English class equivalent to our English 151.

### Strengths of our program

Students are placed in English classes based upon placement results and there is an attempt to develop reading and writing skills in those students who do not place at the Composition 1 level. There is also a hold placed on each student's record so that he or she can not register until the student has met with a counselor. Consequently, with this procedure in place, there is an attempt to ensure that the classes which a student registers for are classes which the student can handle.

### Weaknesses of the program

The process currently in place when it is done according to guidelines set by the literacy committee works well; however, it also carries with it definable weaknesses. The one semester of exemption for all new students is the biggest weakness because if we are going to give students a good start and their successful achievement our focus allowing one semester of exemption is the biggest obstacle to this primary focus. In assessing the placement process college wide, there are inconsistent testing procedures and sometimes with results from the placement test being handled and interpreted differently.

### Questions

What effects would eliminating one semester of exemption have on the academic success of students who are at risk? How would the elimination of one semester of exemption impact overall college process and especially faculty who could be affected by the elimination of the one semester of exemption?

**Adopt from others/recommendations from Roueche**

From my readings, we should develop and adopt from successful programs for developmental students the following: a systematic approach for at risk students, collaborate with faculty and staff to implement policies that will improve student retention, academic achievement, and graduation rates.

**Improve and do better**

It would be in the best interest of students to improve all aspects of testing as well as the placement process. After talking to various people at other campuses, it is our recommendations that consistent testing procedures college wide should be instituted; there should not be one semester of exemption except for students taking classes for personal development. For example, art, ceramics, and keyboarding classes. Supportive Services and structure should be increased for developmental students. For example, they should be required to meet every two weeks with their counselors or some similar intervals throughout a fifteen week semester; stop registration into developmental and regular classes simultaneously. At risk students should not be allowed to do their own registration. This should be handled by a particular person or some kind of process which one does not allow deviations.

# PLACEMENT PROCEDURE

Students will be placed into the College Literacy courses based upon the following multiple measures:

- A standardized test score, provided by ASSET or ACT or SAT.
  - When the standardized test score indicates college level achievement student will be given a ENG 151 placement.
  - When the standardized test score indicates pre-college level achievement, given the additional reading/writing sample, ETS.

Students will read a text and respond in writing to a prompt based upon that text. The essays will be read, evaluated, and holistically scored by at least two trained raters (a third in the case of disagreement between the first two raters). The score on the standardized test, along with the score on the reading and writing sample determines the students' placement into the College Literacy course, English 105 or English 106.
  
- **English 151 placement: (ENGP - 3)**
  - A student scoring 86 or above will be placed into ENG 151.
  
  - A student scoring below 86 (combined ASSET score), with a reading score of at least 41, and receiving a score of 10 to 12 (from two raters employing a 6 point holistic scale) on the reading/writing prompt.
  
- **English 106 placement: (ENGP - 2)**
  - A student scoring below 86 (combined ASSET score) and receiving a score of 6 to 8 (from two raters employing a 6 point holistic scale) on the reading/writing prompt.
  
- **English 105 placement: (ENGP - 1)**
  - A student scoring below 86 (combined ASSET score) and receiving a score of 3 to 4 (from two raters employing a 6 point holistic scale) on the reading/writing prompt.
  
- **Pre — 105 placement: (ENGP - 0)**
  - A student scoring below 51 (combined ASSET score) and receiving a score of 2 or less (from two raters employing a 6 point holistic scale) would be considered pre-English 105, and the student will be referred to counseling and/or to PASS.

## ENGLISH PLACEMENT GRID

<b>ACT 24 or above on ENGLISH SUBSCORE</b>	<b>SAT 950 or above</b>	<b>ASSET 86 or above</b>
ENG 151	ENG 151	ENG 151

<b>ACT 23 or below</b>	<b>SAT below 950</b>	<b>ASSET below 86</b>
All students will take Reading/Writing Placement		

# TUTORING IS ONLY PART OF THE LEARNING PROCESS

As a student you must first . . .

- ☛ **Get to know your professors:** Remember, their knowledge and expertise makes them your greatest resources. Go see them during their office hours.
- ☛ **Attend class every day!** A tutor's job is not to teach class but to help you with specific concerns. Tutoring should not replace class attendance.
- ☛ **Attend recitations.** This is another opportunity to learn directly from your professor or from an experienced teaching assistant.
- ☛ **Attend Supplemental Instruction (SI).** In this environment, both the SI leader and your peers provide a great opportunity for learning.
- ☛ **Try all of your homework by yourself first.** Then, when you do come to the Academic Skills Center, you will have specific questions for your tutor.
- ☛ **You should spend at least two hours studying for every hour in class.** You need that time to really process and learn the material for exams.
- ☛ **Participate in class:** When you take an enthusiastic interest in your subjects, your learning becomes less tedious.
- ☛ **Take thorough notes:** Both Academic Skills Center handouts and specific Brown Bag Study Skills Seminars can help you take better notes.
- ☛ **Attend Brown Bag Study Skills Seminars:** Develop study skills that will help you improve your work in all courses.
- ☛ **Find a study partner.** Studying, comparing notes, and discussing the course work with a peer all make learning a little easier.
- ☛ **Form study groups.** Don't forget, your peers are a great resource. Learn from them, and they'll learn from you.
- ☛ **Come for tutoring at least one week before a test.** Effective studying takes time.
- ☛ **Make tutoring a regular part of your study routine.** Schedule time for tutoring sessions so you can avoid the last minute, frantic search for a tutor.
- ☛ **Start your papers the day the professor assigns them.** Give yourself time to brainstorm, draft, revise, and proofread. Bring a draft of your paper or the preliminary outline when you come for tutoring.
- ☛ **Finally, be on time for your tutoring appointments.** Tutors plan on one hour appointments. If you're ten minutes late, you'll only get fifty minutes. If you're fifteen minutes late, the tutor can cancel.

**Our goal at the Academic Skills Center is to help you become an independent learner. You, as a student, need to take academic responsibility for your own learning.**



# OAKLAND UNIVERSITY'S

## ACADEMIC SKILLS CENTER

IN THE DIVISION OF STUDENT AFFAIRS

103 NORTH FOUNDATION HALL

(248) 370-4215

PROVIDING **FREE** TUTORING SERVICES TO ENROLLED OU STUDENTS

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### WINTER 2000 TUTORING HOURS\*\*

#### Walk-in Tutoring For Math Only

Monday-Thursday 9-5 p.m.

Friday 9-1 p.m.

#### Math Tutoring by appointment

Monday-Thursday 5-7 p.m.

Friday 1-5 p.m., and Saturdays

#### \*Recreation Center Tutoring

Wednesday 7 to 10 p.m.

Wellness Classroom

\*Math and science courses (subject to tutor availability)

#### Appointment tutoring for non-math subjects

Monday-Thursday 8 to 7 p.m.

Friday 8-5 p.m.

Saturday 9-5 p.m.

#### \*University Housing Tutoring (walk-in only)

Sunday-Wednesday 7 to 10 p.m.

401 Hamlin Hall

\*Math and science courses (subject to tutor availability)

**Tutoring BEGINS 1/17/00 and ENDS 4/21/00.**

Some appointment tutoring available during finals week

**\*\*Tutors are not always available for all subjects at all times.**

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#### Scheduling Tutoring Appointments

Current OU students may schedule up to 3 hours of tutoring appointments per class, per week, depending on availability. Requests for tutoring must be made at least 24 hours in advance.

#### Cancellation Policy

Students must notify the Academic Skills Center 24 hours in advance to cancel a tutoring appointment. If this procedure is not followed, students must wait 48 hours before rescheduling appointments.

#### E-mail/Website

Students may contact us by e-mail at [asc@oakland.edu](mailto:asc@oakland.edu). Also, visit our new web site: <http://mirage.otus.oakland.edu/stuaffs/asc/index.htm>

#### Job Openings

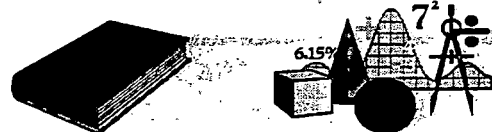
The Academic Skills Center hires tutors year round! Competitive campus wage. Apply today!

#### Math Exams

The ASC maintains a file of practice math exams for students to copy by hand or review with a tutor. A picture I.D. is held until the exam is returned to the front desk.

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Students with disabilities who need accommodations to participate in Academic Skills Center programs should contact the Center in 103 North Foundation Hall or call (248) 370-4215.





TO: Developmental Education Task Force

FROM: Mike Khirallah

SUBJECT: OCC Exit Testing for Literacy and ESL

DATE: January 26, 2000

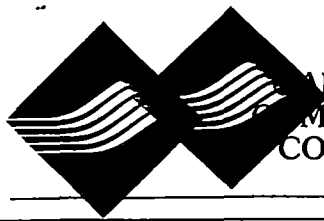
1. Literacy (ENG 105 & 106): All students submit two common assignments to be submitted in a portfolio at the end of the semester. The assignments are typically essays written on topics that they have been reading about during the semester. The portfolio also includes a final paper written in class. The portfolios are submitted to the campus coordinators and college coordinator for literacy. The coordinators meet for range finding and decide what constitutes a passing and failing portfolio. All 105 and 106 instructors are calibrated and then evaluate the portfolios. Each portfolio is read by two raters. If there is a disagreement, then the portfolio goes to a third rater, whose decision is final.

2. ESL Conversation/Pronunciation (101 & 102) All students take the SPEAK test, a standardized (audiotaped) oral test administered on each campus. Several instructors are trained during the semester on rating the SPEAK test. The cut scores are determined by the ESL Discipline. Each tape is rated by two raters. If there is a disagreement (greater than 10 points on a 60 point scale), then the tape goes to a third rater. The raters' scores are averaged. Students must achieve a passing score on the SPEAK and pass the course in order to advance to the next level in conversation/pronunciation. (A different form of the SPEAK is given as a diagnostic test and to confirm initial placement at the beginning of the semester.)

3. ESL Listening/Grammar (141, 142, 241, 242): All students take a retired form of the Test of English as a Foreign Language (which contains sections on listening, grammar, and reading). Cut scores are determined by the ESL Discipline. Students must achieve a passing score on the TOEFL and pass the course in order to advance to the next level in listening/grammar. (A different form of the TOEFL is given as a

diagnostic test and to confirm initial placement at the beginning of the semester.)

4. ESL Reading/Writing (151, 152, 251, 252): All students respond to a common writing prompt written in class. ESL reading/writing teachers meet at the end of the semester to rate the pieces. A full-time faculty member in ESL calibrates the instructors on a previously agreed upon rubric (adapted from the Test of Written English). Each paper is read by two raters. If there is a disagreement, the paper goes to a third rater whose decision is final. Students must achieve a passing score on the in-class writing and pass the course in order to advance to the next level in reading/writing. (A different writing prompt is given as a diagnostic test and to confirm initial placement at the beginning of the semester.)



OAKLAND  
COMMUNITY  
COLLEGE

*Speak with George  
Where did change for the  
task force come from  
DRAFT*

Oakland Community College  
College Planning Council

Orchard Ridge Campus  
27055 Orchard Lake Road, Farmington Hills, MI 48334-4579  
10:00 a.m. - Noon  
February 18, 2000

(248) 471-7500 Fax: (248) 471-7544

Meeting called to order: 10:10 a.m.

IN ATTENDANCE:

<input type="checkbox"/> D. Adams	<input checked="" type="checkbox"/> G. Faye	<input checked="" type="checkbox"/> B. Martin	<input checked="" type="checkbox"/> J. Self
<input checked="" type="checkbox"/> D. Bartleman	<input type="checkbox"/> P. Guduri (Student Rep)	<input checked="" type="checkbox"/> P. O'Connor	<input checked="" type="checkbox"/> M. Smydra
<input type="checkbox"/> A. Bidol	<input type="checkbox"/> G. Keith	<input type="checkbox"/> M. Orłowski	<input checked="" type="checkbox"/> R. Spainhour
<input checked="" type="checkbox"/> C. Blosser	<input type="checkbox"/> E. Kendall	<input type="checkbox"/> R. Pavlak	<input checked="" type="checkbox"/> N. Stephens
<input type="checkbox"/> A. Bogucki	<input type="checkbox"/> C. Kozell	<input checked="" type="checkbox"/> O. Person	<input checked="" type="checkbox"/> U. Susskind
<input type="checkbox"/> C. Brantley	<input type="checkbox"/> M. Lambert	<input type="checkbox"/> L. Pososki	<input type="checkbox"/> R. Thompson
<input type="checkbox"/> C. Brown	<input type="checkbox"/> J. Lundgren		

Also in attendance: Pam Dorris  
Guest: Andrea Taylor Butts (Institutional Research)

Correction to Minutes of January 21, 2000.  
Clarence Brantley will be included in the report on the operations of Workforce Development, Police and Fire and BTC.

The Annual Effectiveness Report on the College's Developmental Education Purpose was presented by Andrea Taylor Butts.

General Observations

- Developmental education courses make up approximately 10% of all credit hours taken at OCC. In 1998/99, 56% of SCHs in developmental-level courses were in Math, 36% were in English and 8% were classified as 'other'.
- On average, about 16% of OCC students enroll in a developmental Math course and until 1998/99, about 13% took a developmental English course. In 1998/99, developmental English courses dropped from 10% of all head counts to 6% of all head counts.

General Enrollment Trends

- 10% of all SCHs at OCC come from enrollment in Developmental Education courses.
- Enrollment in Developmental Math exceeds that of Developmental English.

FTIAC (First time in any college) Enrollment Trends

- FTIAC enrollment in Developmental English is down compared to previous years.
- FTIAC enrollment in Developmental Math courses is stable or up slightly.

Completion Rates

- In Fall 1999, 65% of all students enrolled in Developmental English earned a 'C' grade or higher.
- In Fall 1999, 39% of all students enrolled in Developmental Math earned a 'C' grade or higher.

Miscellaneous

- Former Developmental English FTIAC students were significantly more likely to complete, and to earn a grade of 'C' or higher than those students who immediately entered college-level English courses in their first year of college in Fall 1995.
- Former Developmental Math FTIAC students were significantly more likely to complete and receive satisfactory grades.

	A	B	C	D	E	F	G	H	I
1	<b>Current Status of Tutoring, Instructional Support, and Mentoring at Oakland Community College</b>								
2	<b>Philosophy:</b>								
3	Tutoring and mentoring programs are a key element in the literature describing successful developmental programs.								
4	Tutoring/learning strategies integrated with curriculum offer highest benefit.								
5	Note: All services are free./Bridge classes require tuition.								
6									
7	<b>Description of Services</b>	<b>Campus</b>	<b>Provided by</b>	<b>Developmental</b>	<b>Integrated</b>	<b>Funding</b>	<b>Access</b>	<b>Training</b>	
8				<b>Emphasis</b>					
9	<b>TUTORING</b>								
10	Inclass Literacy Group Leaders	OR-all, AH -2	IIC	OR-all AH-2 classes	yes	Perkins ?	all	formal	
11	Study-group leaders (SI)	AH,OR,SE	IIC	OR-2 AH-4 (W-	yes	Gen.	varies	formal	
12	Individual appointments	AH,OR,SE	IIC Math	varies/SF	-	Gen.	ind. or referral	formal	
13	Assigned personal tutors	AH,HL,OR,SE	PASS	varies	-	varies	referral, qualif	formal	
14	Drop-in math	AH,HL,OR,SE	IIC or Math	? low	-	Gen.	available to all	formal	
15	Drop-in writing lab	HL,OR	IIC	OR-22%-106, 3%-105		Gen.	available to all	formal	
16	Group Tutoring	OR	PASS	varies	-	varies	available to all	formal	
17	ESL Conversation Groups	OR,SE	PASS	varies	?	varies	available to all	formal	
18									
19	<b>IIC INSTRUCTOR</b>	AH,HL,OR,SE	IIC	varies - high	-	Gen.	referral, avail.		
20									
21	<b>SUCCESS SEMINARS</b>	AH,HL,OR,SE	IIC	?	-	Gen.	available to all		
22									
23	<b>CAI</b>								
24	read.,Eng.,study sk., math	AH,HL,OR,SE	IIC	?		all,extra credit Gen.,grants	available to all		
25	ESL	AH,HL,OR,SE	IIC & AH(ESL)	all		required Gen.,grants, ?	available to all		
26									
27	<b>OTHER TECHNOLOGY</b>								
28	wp & applications	AH,HL,OR,SE	IIC or other lab	?	-	capital/Perkins	available		
29	in class computers	AH,OR,SF,HL	-	varies	yes	capital	all		
30	disabilities	AH,HL,OR,SE	PASS/IIC		-	PASS sources	available		
31									
32	<b>PPDI WORKSHOPS</b>	SE	Volunteer Committee		-	?	available		
33									
34	<b>BRIDGE CLASSES</b>	SE - ENGPO	IIC,Cont.Ed	pre-dev.	-	tuition	Refer.PASS&Couns.		
35		ESL: SE, OR	ESL,IIC,Cont.Ed	pre-dev.	-	tuition & camp	Refer.PASS&Couns./ESL&Int.		
36	<b>MENTORING</b>	AH-99-00 project for Phi Theta Kappa							
37	Draft Report to Developmental Committee (incomplete data) - 2/16/00 Mary K Monteith								

# Academic Support Services

## Career Planning and Placement Center

Students seeking career planning and job placement information can visit the Career Planning and Placement Center (CPPC) in the the McDowell Center, Room 235, or call 734/462-4421 for an appointment with a career counselor.

### Career Planning

Career planning services help students clarify interests, skills and values. Students may make individual appointments with a career counselor. Various assessment tools are available, including computerized career interest programs.

### Occupational Resources

Resources are available to help students locate occupational descriptions, job market and wage data, and current employment information. Students can use Internet links to gain worldwide career and job search information.

### Job Placement

Schoolcraft College students and graduates may use job placement services to locate local job openings. CPPC maintains listings of full- and part-time positions, including on-campus student employment opportunities. Resume services and interviewing help are available.

## Counseling Center

The Counseling Center provides services to help students make educational, career, or personal decisions. Counselors guide students in setting priorities, solving problems, and planning their futures.

The Counseling Center maintains curriculum guides and information about occupational and transfer programs. Counselors help students select appropriate programs and courses to achieve success. Students may go to the Counseling Center for assistance or call for a counseling appointment at 734/462-4429. The Counseling Center is located in the McDowell Center, Room 275.

Counselors offer a student orientation program that gives new students general information about the College and provides an opportunity to discuss curriculum, course selection and placement. The Center staff assists students with transfer institution information, visitations and scholarships. The counseling staff offers a two-credit career development class, HDS 110, Career Decision Making.

## Registrar's Office

The Registrar's Office provides registration services to students for traditional and continuing education programs. Registration occurs at various times throughout the year and is available by telephone, mail and in person. Current semester schedules contain appropriate registration information.

The Registrar's Office is responsible for maintaining all student academic records. Other office services include enrollment verifications, student loan deferment processing, transfer course evaluations and guest application processing. For information, call 734-462-4430.

## Learning Assistance Center

The Learning Assistance Center (LAC) offers academic support services to students and members of the community. Its primary function is to help students be as successful as possible in educational, occupational, and personal endeavors. Emphasis is placed on the student becoming an active learner.

The LAC is located on the second floor of the McDowell Center, Room 210 and can be reached at 734/462-4436 and at the Radcliff Center, Room 120 at 734/462-4400, ext. 6021.

### Tutorial Assistance

The College provides free peer tutoring for most courses. There is drop-in tutoring for students who may benefit from occasional help. Copies of the drop-in schedule are available from LAC folders on Student Activities bulletin boards around campus, or at the LAC. Individualized tutoring is available to students experiencing difficulty with course work, who may need more extensive assistance. Students first must meet with a faculty facilitator in the LAC to receive approval for individual tutoring.

### PAL (Peer-Assisted Learning) Program

The Peer-Assisted Learning Program at Schoolcraft College pairs participating instructors with former top students to provide additional assistance to current students desiring academic help. Under the direction of the instructor, the PAL meets students outside the classroom to clarify and reinforce lecture material, laboratory assignments, written assignments and text readings, as well as to conduct informal discussions and test preparation sessions. Students can take advantage of this special opportunity to enhance their success by calling the LAC to request names of participating instructors.

### Writing Fellows

This writing assistance program provides technical help in all phases of the writing process. Writing fellows are honor students, trained to help organize, edit, and evaluate papers in any subject that requires writing. Writing fellows do not edit, but help students with their writing. Though writing fellows are linked to specific classes in many disciplines, they are available in the LAC to all students on a drop-in basis. Please call the LAC for more information.

### Math Review Videos

The LAC has a set of instructional math videos for Math 45, Math 47, Math 51, Math 112, Math 119, and Math 128. These videos can be checked out for two days.

**Computer Laboratory**

The Center has a computer lab available for students, with software designed to increase reading speed and accuracy and help with test-taking skills, writing skills, and basic composition skills. Other software is used to enhance developmental English, math, and reading classes. Contact the LAC for further information.

**Study Skills**

Study skills instruction is available to students who want to improve their textbook reading, notetaking, memory retention, time management or test-taking skills. Students who wish to improve their study skills may contact the LAC and arrange for consultation with a faculty facilitator. The faculty facilitator may recommend enrolling in Collegiate Skills courses to improve reading and study skills.

**Students with Disabilities**

The LAC provides accommodations for students with disabilities. Any individual attending the College who needs accommodations should contact the LAC at 734/462-4436. Services are designed to meet individual needs and include, but are not limited to, counseling, faculty liaison, adaptation of test procedures, modification of learning stations, referrals for services or information, tutoring, textbooks on tape, application assistance, interpreters, notetakers, and identifying specialized equipment and furniture needs.

**Limited English Proficiency**

Students for whom English is a second language can be assured that a lack of English language skills will not prevent admission to the College. Although most college courses require English proficiency, specific classes for international students include English 052, English Grammar for Second Language Students, and English as a Second Language through Continuing Education Services. An interactive computer program and individual tutoring are available. There is additional information for students with limited English proficiency in the class schedule.

**Test Preparation Workshops**

Test preparation workshops that emphasize test taking strategies and alleviating test anxiety are scheduled on a regular basis. Preparation workshops for standardized national tests include classes for SAT, ACT, PSAT, GRE, GMAT, LSAT, CLEP, TOEFL, and college placement tests.

**Assessment Center (Testing Services)**

The Schoolcraft College Assessment Center offers comprehensive testing to students, faculty, business and industry, groups, and individuals. The following is a detailed description of these services. For more information, call the Assessment Center at 734/462-4806. The Assessment Center is located in the McDowell Center, Room 220.

**Placement Testing**

Successful course selection begins with an accurate assessment of each student's ability in reading, writing, and mathematics. The Assessment Center offers free walk-in placement testing for the timed ASSET test of basic skills, or the untimed Computerized Placement Testing (CPT) program. No appointment is necessary. As an alternative to placement testing, students may submit ACT scores up to three years old.

**Make-up Testing and Distance Learning**

Students sometimes miss a test because of absence, illness, or other extenuating circumstances. Arrangements can be made with instructors for make-up testing in the Center. Also, testing for students in Distance Learning programs is available during Center hours. In addition, accommodations can be provided for students requesting alternative testing arrangements such as additional time, test readers and writers, and/or computer-assisted writing.

**CLEP (College-Level Examination Program)**

CLEP is a national College Board credit-by-exam program available to Schoolcraft College students and members of the community. To obtain credit for work experience and skills, the student must achieve the minimum scaled score recommended by the American Council on Education (ACE). Students may choose from 29 Subject Exams and five General Examinations. Exams are offered in the Center on the second Saturday of each month.

**DANTES**

The Dantes Subject Standardized Test is a nationally recognized testing program that affords individuals the opportunity to receive college credit for learning acquired outside the traditional college classroom. More than 30 test titles in the areas of social science, business, mathematics, applied technology, humanities and physical science are available. To obtain credit, the student must achieve the minimum scaled score recommended by the American Council on Education (ACE). Contact the Center to schedule testing.

**AP (Advanced Placement) Examinations**

Schoolcraft College will award college credit for satisfactory scores on tests taken through the College Board AP Program. To obtain credit, students must score 3 or higher on each AP exam. Students requesting such credit should have their Advanced Placement scores sent to the Schoolcraft College Registrar's Office.

**GED (General Educational Development Test)**

The GED is a series of five tests that measure knowledge and skills. They include literature and art, mathematics, social studies, science, and writing skills. The five tests must be taken in a two-day sequence and candidates must be 18 years old or their high school class must have graduated. GED testing takes place on the third Wednesday and Thursday of each month, excluding July and December.

**Test Proctoring**

Test proctoring is available for individuals requiring a proctor site for other institutions and correspondence programs.

**NAPNES (National League for Nursing) Certification Examinations**

Schoolcraft College is a national test site for NAPNES. The NAPNES final pharmacology examination is offered for those seeking certification.

**Business and Industry Assessment**

A variety of testing for required employment proficiencies is available on site or in the Assessment Center for a group or an individual. Assessment can be provided for pre-employment, determination of basic skills, entry-level skills and promotional eligibility. Area businesses are encouraged to visit or call for additional information.