

Program Evaluation

Developmental Education and Academic Support Programs
At Carteret Community College



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Executive Summary

This evaluation of the Developmental Education and Academic Support programs at Carteret Community College took place between February and April, 2004 and was conducted by Shannon Cotnam and Beata Peterson. The purpose of this evaluation was two-fold. The evaluation was completed in order to determine the impact of both programs on students' success in college-level education. The second purpose was gathering feedback to help the program administrators improve as well as prioritize the future development the programs.

Success was measured in part by the passing rate of students in developmental education courses, as compared to the system standard. For academic support, success was evaluated on the basis of surveys and interviews with the stakeholders and consisted of the subjective opinion of individuals.

Both faculty and students see the enormous potential and need for the programs, are grateful for the benefits, and look forward to the improvements that will help introduce technology and new resources. Currently, the single greatest resource of these programs is the people who work there.

Both data and individual evaluations of the programs were set against a broad spectrum of research ranging from longitudinal national studies to narrow evaluations of specific remedial programs. Evaluators concluded that the programs are currently a success. In order to increase their effectiveness, administrators should keep up the high standards already in place and address few issues needing improvement.

Introduction

On January 15, 2004, the evaluation team approached the Vice-President of Instruction and Student Services at Carteret Community College requesting suggestions for programs which to

evaluate. The vice-president sent an email to all division directors to gauge interest. Gale Swann, division director of Academic Support and Developmental Studies immediately replied, expressing her interest in an external review.

After meeting with Ms. Swann, the team created a timeline for the evaluation, planned activities and assigned duties. (*See Appendix 1*) After conducting a literature review, the evaluators undertook assessment tasks as planned, including the development of two survey instruments, interview, and focus-group questions. Program documentation was gathered from such sources as the program director, Carteret Community College's Institutional Effectiveness Officer, Carteret Community College's Registrar and the North Carolina Community College System Office.

Further team activities included observation of facilities and program activities and interviews and focus-groups with students and faculty. Adjustments and corrections to the methods and scope of evaluation were made as necessary. For example, as one team member was out of the country in March, the other team member performed all observations and interviews during this period. During the month of April, the duties were reversed for the follow-up interviews.

This report is the culmination of these fact-finding activities and includes assessment conclusions and suggestions for both the Academic Support and Developmental Studies programs at Carteret Community College.

Stakeholders

1. North Carolina Community College System
2. Carteret Community College Board of Trustees
3. Carteret Community College President

4. Carteret Community College Vice-President of Instruction and Student Services
5. Division Director of Academic Support and Developmental Studies
6. Academic Support
 - a. 2 full-time instructors
 - b. 1 half-time (evening) permanent instructor
 - c. 4 part-time adjunct tutors
 - d. 2 work-study tutors
 - e. 140 Learning Skills Center students (Fall 2003)
 - f. 754 Placement Test students (Fall 2003)
 - g. 41 Writing Center students (Fall 2003)
 - h. 1046 make-up test students (Fall 2003)
7. Developmental Studies
 - a. 3 full-time instructors
 - b. 11 adjunct instructors
 - c. 7 adjunct tutors
 - d. 242 Developmental Studies Students (Fall 2003)

Review of Literature

According to the National Center for Educational Statistics, an average of 28% of incoming freshmen enrolled in a remedial writing, reading, or mathematics course in the fall of 2000.

When that statistic is broken down by college type, we find that public two-year, or community colleges enrolled 42% of their freshmen in at least one remedial course. This compares to 12 – 24% enrollment in other types of institutions (Parsad & Lewis, 2003).

Clearly, the burden of improving the chances for success of the under-prepared students has fallen most heavily on community colleges. This is due, in part, to the open-door policy established in the 1960's. Community colleges accepted the role as an alternative route for those who were not financially or academically ready to enter a university (Kozeracki, 2002). In an interview for this evaluation, the Vice-President of Instruction and Student Services at Carteret Community College stated that Academic Support and Developmental Education were critical components of the community college. They help to maintain the open-door policy.

There has been an ongoing debate among researchers and practitioners in the field over whether the community college system is best equipped to meet the needs of these students. Some would argue that relegating developmental education purely to community colleges is in effect using "the poorest equipped and poorest funded institutions for the least well prepared" (Astin, 2000, para. 5). Still others claim that community colleges are uniquely well suited for the task. Instead of reliance on untrained, part-time instructors, as often is the case in adult education or job training, community colleges require their instructors to have master's degrees and consider teaching, rather than research, to be their primary mission (Grubb, 2001).

Regardless of where it takes place, there is no doubt as to the significance of developmental education. Without it, society must bear the burden of citizens unprepared to be productive members of society. This can result in higher rates of incarceration, welfare, and unemployment.

The education of the "remedial" student is the most important educational problem in America today, more important than educational funding, affirmative action, vouchers, merit pay, teacher education, financial aid, curriculum reform, and the rest. Providing effective "remedial" education would do more to alleviate

our most serious social and economic problems than almost any other action we could take (Astin, 1998, p. 2).

Lately there has been a change in the definition of developmental education. “Over the years, a number of terms have been used to describe developmental education: preparatory studies, remedial education, academic support programs, compensatory education, learning assistance, and basic skills” (Kozeracki, 2002, p. 84). Currently, the focus is on a more holistic approach. Instead of defining developmental education purely as lower-level courses, the definition has expanded to include academic and student support services, which help the students make the correct life choices according to their stage of development (Kozeracki, 2002).

From 1988 to 1994 the National Study of Developmental Education was conducted by the National Center for Developmental Education. This study found that there are certain program components related to the success of students participating in developmental education. Among others, the components most likely to ensure student success in these programs include:

1. centralization of services offered,
2. mandatory tests - assessment and placement
3. comprehensive tutoring (and tutor training)
4. support tasks including one-on-one advising and counseling
5. professional development of the faculty and staff
6. systematic program evaluation (Boylan, Bliss and Bonham, 1997)

This article reports that the study reinforced the findings presented in developmental studies’ literature and confirms it against a larger scale data source, a national and randomly selected pool of students and programs. The evaluation team rephrased some of the survey questions from this article to obtain detailed information regarding the program at Carteret Community College.

In addition to the impact of the program components on student success rates, research also assesses the pedagogical impact of remedial education on students' college-level work. Students who took developmental classes tend to be better equipped for the work ahead of them. At least half of the developmental math students in a Virginia Technical College program, for example showed improvement in the areas of retention, participation and graduation rates. (Waycaster, 2001)

Colleges are required to gather demographic, retention, participation and other measurements. State legislature ties these performance levels to funding, creating an incentive for programs to improve remedial education. (*See Appendix 10 for system wide memoranda.*) A correlation between reducing the need for remedial education and increasing its effectiveness (Waycaster, 2001) appears to be the ultimate long-term objective of support programs.

History of Academic Support and Developmental Studies

Before the end of nineteenth century, American higher education became increasingly egalitarian. Students were encouraged to enter universities and by the turn of the century, college entrance standards had been put in place. To help students in the transition to college, preparatory programs were offered in areas of English and math. After the Second World War, the Veteran Adjustment Act of 1944 enabled veterans and minorities to pay for higher education and legitimized the need for academic support programs. In accordance with Section 504 of the Rehabilitation Act of 1973 students with documented physical, psychological, and learning disabilities must receive accommodations when requested. By the end of the twentieth century Developmental Education had become a field of research with state and federally funded initiatives to help all students succeed in college (Ornstein & Hunkins, 1997) (Wyatt, 1992).

Until 1999, North Carolina did not have a separate legislative mandate to assist students and subsequently, no basis for funding this goal. In 1978-1978 University of North Carolina initiated an ongoing effort to study and assess students in the area of General Education to assure that all students' needs are addressed (Jarret & Green, 1993). Since the Community Colleges form a separate entity, this initiative did not affect the North Carolina Community College System directly, however evaluations and recommendations resulting from these efforts created a favorable social context.

Legislators and the public became increasingly interested in performance measures and outcomes assessment. Remedial education took place at the discretion of individual community colleges and the results of the undertaken efforts were not reported to the North Carolina System Office in Raleigh, creating disparity between colleges who had funding and smaller colleges that were unable to match the support levels of larger institutions. In June 1999, the North Carolina General Assembly passed House Bill 168 and both accountability and a funding formula were developed. Each fiscal year NCCCS issues a numbered memo to colleges updating them on the reporting and performance measurement formula they must report to the data warehouse in preparation for the state government audit. (NCCCS, Data Warehouse). Additionally, each year colleges must file institutional effectiveness plans with their local offices containing information regarding the goals and strategies consistent with the program objectives and mission of the college as a whole (Harbour, 2000).

Current State of Academic Support and Developmental Studies

Developmental Education programs in Mathematics, English and Reading are subdivided into competency levels. Students are subject to mandatory testing that determines their placement in the appropriate class according to their skills level. Classes are typically offered

during the day, five days a week in traditional classes to registered students. Some larger North Carolina community colleges are piloting Developmental Education classes online (Fayetteville, Wake, Central Piedmont) but Carteret Community College does not. Accountability and performance funding indicators are collected based on the formula determined at the state level and mandated by the legislature. In order to ensure adequate funding for local needs each college, however, is permitted and required to collect one self-determined performance indicator, the so called “sixth measure” and is not obligated to report it back to the System Office. (Brown, 2002) According to Edith Lang, Developmental Studies Coordinator at North Carolina Community College System (March 19, 2004) many colleges choose to consistently report the same measure each year, although each year colleges can change this indicator to a different one. If Carteret Community College would choose to report Success or Passing Rate to the state it would consistently equal or as in case of passing rate surpass the standard established by the NCCCS.

Three levels of Developmental English (ENG 070, ENG 080 and ENG 090) along with Developmental Math (MAT 060, MAT 070 and MAT 080), Developmental Reading (RED 070, RED 080 and RED 090), and now Developmental Science (SCI 090) are offered to Carteret Community College students.

In addition to the formal remedial education program, Carteret Community College offers Academic Support services to aid students with class work, individual questions, and learning issues in addition to administering tests. Academic Support is an integrated service and is hosted together with Developmental Education in the Library building on the college main campus. This program utilizes a mentor-student approach and offers one-on-one contact with an experienced instructor. Tutors employed by Academic Support adhere to part-time schedules and help

students on a first-come, first-serve basis. The *Learning Center* is open all day, five days per week and welcomes students who desire to improve their skills or seek help with particular issues encountered in the classroom. The Center's hours are advertised to students during student orientation and by instructors throughout the academic year.

In practical terms, the North Carolina Community College System has separated Developmental Education from Academic Assistance programs. Some colleges maintain this separation, while some institute cost-effective measures and utilize staff and resources from both to address student support as a whole (Edith Lang, Interview). Carteret Community College currently treats the two programs as one unit. However, in fall 2004, construction will be completed on two new classroom buildings on the campus. At that time, instructor offices will be separated from the Learning Center, thereby creating a physical division between Developmental Studies and Academic Support.

Program Goals, Objectives and Curriculum

Academic Support

Description: The purpose of Academic Support is to provide educational assistance to supplement class work, help students study for self-improvement, administer tests, and accommodate students with learning differences

Goals: Provide tutorial services and advising for students to increase academic achievement

Services:

- Provide tutorial services for curriculum students through the Learning Skills Center
- Provide monitoring and make-up tests and online tests
- Administer and monitor GED tests
- Administer placement tests

- Provide miscellaneous tutoring for non-curriculum students
- Coordinate services for students with learning differences

Developmental Studies

Description:

Developmental Education supports and instructs under-prepared students in order to help them acquire the knowledge, skills, and behaviors necessary to succeed in college level courses.

Most developmental courses are in the reading, writing and mathematics areas. A placement test determines which courses best fit the students' needs. Other developmental courses may be offered based on skills-assessment of specific content areas in the students' chosen course of study. Through counseling, tutoring, and other academic and personal development activities, developmental education seeks to instruct not only in content areas, but also such skills as test taking, time management, and study skills ("North Carolina", 2004, p. 9).

Goals: Prepare students for college level courses.

- MAT 060, MAT 070 and MAT 080 prepare students for MAT 140 – Survey of Mathematics, which has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.
- ENG 070, ENG 080 and ENG 090 prepare students for ENG 111 – Expository Writing, which has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.
- RED 070, RED 080 and RED 090 satisfy the developmental reading prerequisite for ENG 111 – Expository Writing.

- SCI 090 prepares students for SCI 110 – Principles of Science

Curriculum: See Appendix 2 for detailed descriptions of the courses

Faculty and Staff

For the purposes of evaluation, a faculty/staff online survey was developed. The survey was created using a web-based application from Create.survey.com. (*See Appendix 3.*) Of the twenty-eight members of the Developmental Education and Academic Support faculty and staff, fourteen participated in the survey. This is a response rate of 50%, much higher than the average response rate for e-mail surveys, which is 31% (Sheehan, 2001).

Follow-up interviews were conducted with the Division Director, one full-time instructor, two adjunct instructors, and the Vice-President of Instruction and Student Services. One of the adjunct instructors is also employed as an Academic Support tutor.

The quality of the faculty and staff of these programs is exceptional. Instructors are required to have a master's degree. Tutors are selected for their expertise in content areas and are trained in tutoring skills. Each respondent to the survey had a firm grasp of the goals and objectives of his or her program.

In addition, most of the tutors and instructor respondents take a holistic approach to Developmental Studies and Academic Support. Several responses indicate an interest in the student as whole person. In listing their duties, the respondents did not limit their answers to tasks which raise test scores, but also mentioned such concepts as decreasing student anxiety, improving self-confidence, and helping students discover their strengths, rather than focusing on their deficiencies.

When asked about the programs' strengths, many respondents commented on the professional and caring nature of the faculty and staff. Others mentioned the expertise and diversity of faculty and staff.

One of the faculty/staff issues raised in both the survey and interviews was the programs' heavy reliance on adjunct faculty. Some adjuncts complained that their part-time schedules do not allow enough opportunity to interact and share ideas with other members of the faculty. In addition, there is currently no budget for adjunct professional development. Full-time members of the faculty belong to the North Carolina Association for Developmental Education (NCADE), attend the annual conference, and collaborate with their counterparts in other colleges in the state. However, adjunct instructors must rely on in-house professional development, provided internally by the full-time faculty. A request for an adjunct faculty development budget has been made for inclusion in the next fiscal year.

Division of these two programs is another issue confronting faculty and staff. There are differing opinions on the advisability of this move. Some feel that it would be better to physically separate the programs. One reason for this is the fact that developmental instructors often are unable to complete their preparation work because they are called in to assist academic support during busy periods. Another reason for splitting the programs is that, although the goals of the two programs are related, they are two different sets of goals. Housing the programs together creates a "fractured" work environment. Finally, the Vice-President stated that housing the programs together has led some instructors and students to mistakenly believe that academic support is only there to serve developmental studies students.

There are, however, some members of the faculty and staff who would like to keep the programs together. Some feel that separating the programs will cause a loss of community and

collaborative atmosphere which aids in student service. Currently, members of both programs share a sense of camaraderie. They are able to work closely together, sharing resources and ideas. A division may disrupt this flow of information. Another reason to keep the programs together is for centralization of administration. Regardless of opinion, however, the programs will be divided in fall 2004 when faculty offices are separated from the new Learning Center, which will also be physically separated from developmental studies classrooms.

Students

Students are assigned to Developmental Education courses based on their scores on the mandatory placement test administered during registration. The placement test has five sections; Numerical Skills, Reading Skills, Writing Skills, Algebra, and a Writing Sample. The first three sections are norm-referenced and graded according to percentile. The algebra test is an objective test consisting of thirty-two questions. The number of correct answers determines placement. The Writing Sample is judged on a three-level scale from low (1) to high (3). The scores and the corresponding course placement are as follows:

Reading	0% - 3 % ABE Referral	4% - 16 % RED 070	17% - 43% RED 080	44% - 53% RED 090	>53% EXEMPT
English	0%-12% ENG 070	13% - 35% ENG 080	36% - 52% ENG 090	>52% ENG 111	
Math Computation	1%- 20% MAT 050	21% - 40% MAT 060	>40% EXEMPT		
Algebra	Raw Score 0-10 MAT 070	Raw Score 11-16 MAT 080	Raw Score 17 – 32 MAT 141 or Higher		

**Gray shade indicates standard (not Developmental Education) courses.*

Academic Support has no formal enrollment qualifications or procedures. Students are made aware of the services offered through flyers or instructor notification. The Learning Center accepts both walk-ins and appointments for any student in any program.

The evaluation process involved random selection of students for program/service impact assessment. Evaluators were offered access to students at the center at various times of the day during the months of March and April 2004.

Initially a web-based survey was developed as the main tool for student evaluation of the services. After initial interviews and observation, however, this strategy was modified. Ensuring student participation in an on-line survey would have required additional effort on the part of the staff and faculty. The evaluators' intention was to keep disruption to a minimum. Additionally, the random format of the survey required evaluators to approach the students with consideration and openness in order to obtain candid and detailed feedback. Therefore, it was decided that paper-based evaluations, being more familiar to students, promised a greater responses rate, as well as less intrusion. *See Appendixes 4 and 5.*

A paper survey was administered to six randomly selected Academic Support Services recipients and thirteen Developmental Education Program students at the Learning Center over the course of several visits. It is notable that the students appeared to be unable to separate the impact evaluation of only Developmental Education classes or Academic Support if they were recipients of both services.

The evaluation team also arranged two focus groups with students in order to follow-up on survey results and to obtain in-depth information and opinions. Although seven students signed up for the first focus group, none attended. The second group, planned for the next day, yielded one student and one adjunct instructor as subjects. However, despite the small size of the group,

a great deal of information was garnered which verified the results from the surveys. In addition to surveys and interviews, evaluators also observed both Academic Support students interacting with tutors and one developmental class (RED 080). *See Appendix 7.*

Academic Support tutors address special needs of the students through individual sessions fit to work with the student's learning style and schedule. Typically sessions are between 15 minutes and 2 hours. The same instructor can tutor multiple students, by monitoring their work on assignment and addressing their questions or interviewing the student to verify the process of solving the problem. Students count on the non-threatening relationship with the tutors and expect simplicity and efficiency. Surveyed students pointed out that this is exactly what they are receiving from the Academic Support service although some improvements may possible. More privacy for these sessions; more resources that include laminated cards with steps to deal with common learning issues and concepts; some interactive computer/web based aids to pick students errors to help determine the individually targeted assistance were specifically mentioned.

Developmental Students on the other hand enjoy less personalized assistance but offer ample time for students requiring more time to learn and integrate the information. Classes are traditionally set up in small groups, where the instructor is the focal point and source of guidance. Instructors employ a variety of tools and diversify the teaching methods within the developmental constrains of their students using traditional techniques and professionally developed skills. Programs in Developmental Educations at the College do not appear to integrate technology or computer mediated learning on regular basis. Pedagogically appropriate and methodologically current techniques of teaching earn this program its great evaluation from participants. Students pointed out however, that the improvements and need lies mostly in new

material for those who progress through levels within the program and in matching the style of instruction to the regular classes in order to prepare students for work in groups and both to provide and obtain peer feedback. Detailed Transcripts of the student survey are located in *Appendix 6*.

Quality of the Facilities

During the course of this program evaluation, both team members conducted visual assessments of the premises utilized by both programs. The following notes and observations were recorded over numerous visits between March and April 2004. *See Appendix 8 for images.*

The Learning Center is located on the first floor of Michael J. Smith Building, which also houses the Carteret Community College Library and the administrative offices for the Civic Center. This central location on the campus is convenient for students and offers a degree of privacy, which may be of concern to some students.

The Academic Support and Developmental Education programs share a space consisting of two classrooms, a general computer/ study room containing eleven computers (with up-to-date software and peripheral equipment), and the front office/ tutor tables located in the main room (#314). There are four small offices for full time staff and faculty and a writing center located in the computer/ general study room. One part-time instructor, who works with a variety of students, staffs the Writing Center. Although small and filled to capacity at times, the area maintains welcoming atmosphere and offers immediate assistance to entering students. There are no individual stations for tutor and student to conduct private session. Tutors may work with 2 or more students at a time and help the faculty as needed by answering phones, etc. The team of tutors and faculty appears to work together very well and maintains professional standards at all times. The staff assisting students during our visits was very pleasant and informative.

Two small size classrooms are set up in a traditional style with the teachers' desk and blackboard facing the window. Classrooms are used for students in Developmental Education classes as well as administration of college tests. There are no computer stations in these classrooms. Staff/Faculty offices are small, co-shared and function mostly as workspace and archives. A lot of materials and resources are stored in the main general study room and in the classrooms. Although it is an extremely small area, the space is used very efficiently leaving ample room for students to use computers or participate in workshops, classes and other activities provided by both Academic Support and Developmental Education programs.

Academic Support operates on extended hours from Monday to Friday (8 a.m. – 9 p.m.) with a shorter day on Friday (8 a.m. – 3:30 p.m.) and welcomes students without appointment. Simple brochures and fliers describing the programs and hours can be found at various locations throughout the college. Tutors' schedules by topic and name are provided also and if there is no available tutor for the specific area of students' needs, one is found by the staff in the Learning Center. Please refer to the recommendations section for references regarding space and separation of areas of administrative and learning task on the premises.

Refer to the Appendix for the detailed observation notes.

Productivity

In the 2001-2002 academic year, 84% of developmental students passed their courses, compared with the system average of 70%. Although the state average suggests there should be no statistical difference in success rates in the college-level courses between developmental students and those who did not take developmental courses, Carteret Community College developmental students statistically fared much better (97%), than those who have received no developmental assistance (90%). *See Appendix 9.*

The statistical difference for academic year 2002-2004 was much less drastic. However, developmental education students still had a higher success rate (91.9) in college-level courses than those who did not receive remedial help (91.2%). *See Appendix 11.*

Between fall 1999 and spring 2004, two-thousand-six-hundred-ninety-seven students enrolled in developmental courses. Out of that number, five-hundred-sixty-seven received a GED, one-hundred-ninety received an Adult High School diploma, and one-thousand-nine-hundred-twenty-six graduated from high school. Only five students did not complete any of these goals.

Of those developmental students who received their GED, seventy-seven of those graduated from a curriculum program after fall, 1999. Of those developmental students who received an Adult High School diploma, sixteen of those students went on to graduate from a curriculum program after fall, 1999. Of those developmental students who graduated from high school, two-hundred-thirty students went on to graduate from a curriculum program after fall, 1999. *See Appendix 12.*

Evaluators found that Developmental Education has an extremely high retention and success rate at Carteret Community College.

Success rates are much harder to gauge for a program such as Academic Support. Student usage is one way to quantify the effect of the program. During the fall, 2003 semester, one-thousand-eighty-one students utilized some service from Academic Support. Additionally, based on the student surveys, this program appears to be meeting and exceeding its goals as well.

The most important strength of the Academic Support Program is *'no rejection, someone is always willing to help'* writes one student in the survey while another puts it simply as: *'If*

academic support was not available I would not have done so well in math class'. (Student Survey, 2004) see *Appendix 6* for a detailed transcript.

Faculty and staff surveys and interviews regarding Academic Support services are overwhelmingly positive as well. However, there are some issues that they would like addressed. They include:

- **Lack of cooperation with instructors who teach the serviced students.** Many instructors either do not know about, or are misinformed about Academic Support's role and opportunities for their students. Therefore they do not refer the students who need it. Of those instructors who do utilize this system, there is not enough communication regarding material and learning methods for students who are having trouble.
- **Placement testing.** Many believe that the current system is too arbitrary. Some students who only need to brush up on their skills are assigned to developmental courses they don't need. Many students who do need developmental courses do not get enrolled because they are able to barely pass the test. One suggestion for this problem is the use of a precise diagnostic test instead of generalized placement tests. This will more accurately predict the areas of deficiency and improve the programs' overall efficiency. Another suggestion is the use of "refresher" workshops prior to the placement tests. This would sort out those who need reminding of the material already learned from those who have no skills in these areas.
- **Inconsistent work loads** – Due to the on-demand focus of the program and lack of appointments-based support, there are times when instructors and tutors sit idly in the empty Learning Center for hours, and then there are times when there are too many students for the staff to handle.

Financial Support

The work that these programs accomplish becomes more remarkable when one looks at their operating budget. After salaries and insurance is paid, both programs are left with a budget of \$1,300. (*See Appendix I2*) The line items for the budget are as follows:

- \$500 is allotted for instructional supplies
- \$300 is allotted for office supplies
- \$200 is allotted for in-state ground transportation (for the annual NCADE conference)
- \$300 is allotted for printing and binding

The budget is inadequate for the number of students served by this program. During an interview with the Vice-President, she mentioned that they have brought in a professional grant writer to apply for a Title III College Improvement grant that will be used for these programs. The college applied for this same grant last year and although they did not receive it, their application scored very high. She is hoping that having a professional write this year's grant application will improve their chances.

Conclusions

When assessing the Developmental Studies and Academic Support Programs at Carteret Community College evaluators based their assumptions on six components suggested by Boylan, et al, these programs are clearly successful. Service is currently centralized, with one director overseeing both programs. Although the physical centralization of the program is about to change, that does not mean that these programs must lose the centralized organizational aspects that govern procedures.

The mandatory testing component is clearly established, placement tests are administered to all incoming students. Those who enroll in developmental education or receive tutoring at

academic support are given both pre-tests and post-tests to determine comprehension and skill levels.

Because these two programs are united, it is possible for developmental students and others to receive tutoring from experienced and trained tutors. In addition, some developmental instructors also serve as tutors. These instructors are able to reinforce what was covered in class in a one-on-one or group session.

Faculty members do assist in advising. During registration each semester, the faculty is available individually to discuss student progress and goals. Currently there are no counselors employed by these programs. However, all faculty and staff seem to take a personal interest in the students and are willing to discuss not only academic, but personal problems as well.

Given their limited resources, these programs do very well regarding professional development. All full-time faculty members belong to one or more regional associations in their field and attend annual conferences. Although the budget does not allow part-time faculty and staff to participate in professional development, full-time faculty brings back what they have learned and hold workshops and meetings to share this information.

The one area in which the program is lacking is “systematic program evaluation”. Currently, the only formal program evaluation relies on student evaluations. This offers a skewed perception of these programs. As one instructor says, “it brings evaluation down to a popularity contest”. In order to improve service and efficiency, these programs would do well to institute regular comprehensive evaluations such as this (Boylan, Bliss and Bonham, 1997).

Recommendations

- Facilities: As mentioned above, the Learning Center and offices will be moved and separated this fall. However, this team recommends that the new facilities be larger, and

contain more computers. In addition, study carrels would provide the privacy for one-on-one tutoring. Tutors would like to see more privacy in their work with individual students. Students would be able to concentrate better on the assigned study or tasks if they were physically separated from the traffic and interruptions. It is also suggested that the faculty offices from both programs be placed in close proximity to encourage the continued sharing of ideas and knowledge.

- Faculty and Staff: The major recommendation of the team is to hire more full-time faculty and rely less on adjuncts. This would allow more continuity in program execution, as well as relieve the heavy work-load of the existing full-time faculty. As the budget crisis may not allow this, a slight increase in the budget may serve the same functions. Adjunct contracts could include sixteen extra hours per semester (one hour per week). This time could be allotted for mandatory faculty meetings each week. This time could be used for formal professional development or for an informal sharing of questions and ideas. Budget allotment for adjunct faculty is also essential for the preservation of the professional standards these programs currently maintain.
- Productivity: This team recommends that the college undertake an extensive study into the issue of developmental placement. Several members of the faculty find the current placement tests inadequate and suggest the use of diagnostic tests instead. A study into current placement methods and technologies might yield useful results.
- Productivity: There seems to be a lack of correct information regarding the Academic Support program amongst the rest of the college faculty. The team recommends regular information sessions at commencement and monthly faculty/staff meetings to inform the rest of the college population of the services offered by Academic Support. Some people do not

take advantage of opportunities unless they are explicitly invited, so an informal email inviting instructors to refer students as needed may “break the ice”.

- Regular program assessment: The current method of reliance on student evaluations and completion scores alone does not give a full picture of the programs. A regular, on-going evaluation plan, carried out by a team of faculty members, would allow administration to more precisely predict and respond to emerging issues, trends, and opportunities.

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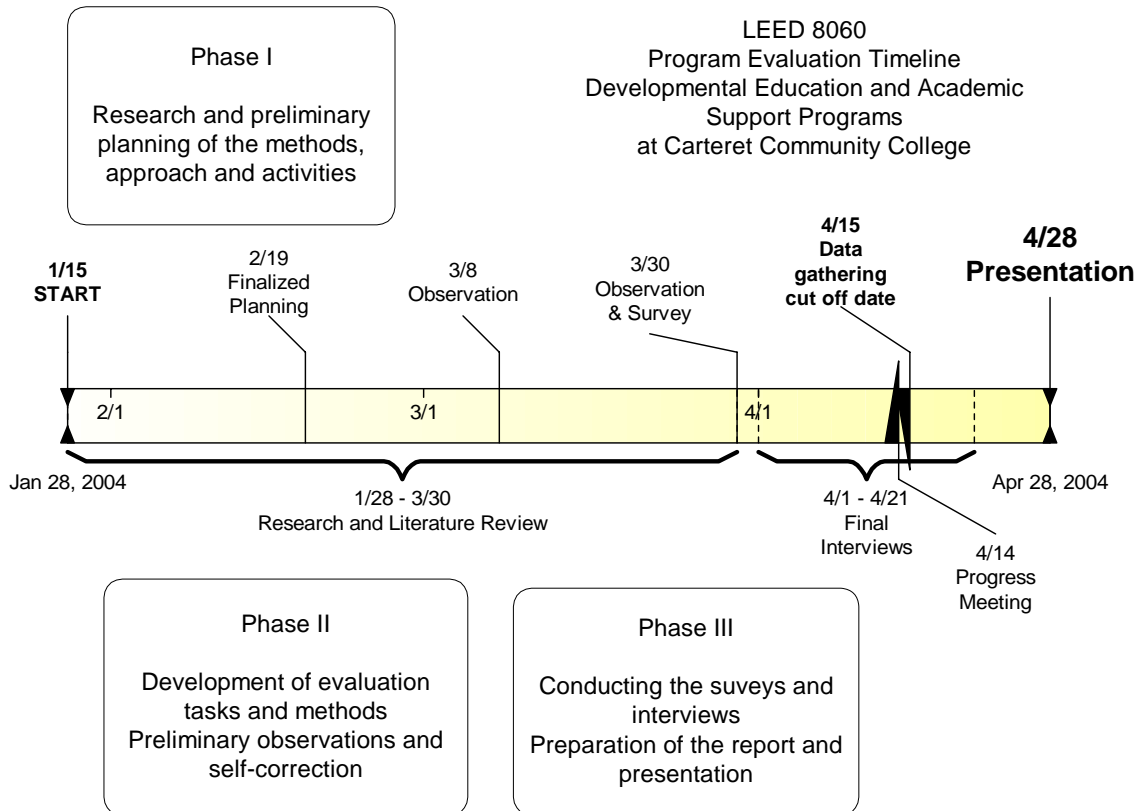
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APPENDIX 1

EVALUATION TIMELINE



EMAIL TO GALE SWANN, DIVISION DIRECTOR

From: Shannon Cotnam
To: Gale Swann
Date: Tuesday - February 24, 2004
Subject: Program Evaluation

I just noticed your address. What's your middle name?

Anyhoo,
Here's what Bea and I would like to do:

1. Get the names, positions, and email address of all faculty, full and part time. We're working on an online survey for them that will include a self-assessment as to their teaching, tutoring roles, as well as a questionnaire about the programs. Please be sure to let us know who is teaching/tutoring

what, and in what program so we can get the questions straight.

2. After we get the basic facts from the survey, we'd like to do real "quick and dirty" follow-up interviews with each for further explanation, elaboration. It would be great if you could arrange these the first week of April, or, let us know when each person will be available in that first week to talk to us one on one.

3. Bea would like to observe a developmental studies class and spend a few hours observing Academic support. She'd like to do these on the same day, since she'll need to take off work. Could you let us know the best day/time for this (sometime in March)?

4. We'd like to follow the same type format for student information that we'll do for faculty information. If you could:

a) give us the email address of a variety of past and present students for both developmental and academic support, we can request that they fill out the online surveys (one for each program) anonymously OR

b) If you'd be more comfortable, or think we'd get a higher response rate, we could give you the web address of the surveys and you could contact past and present students and ask them to participate.

5. We'd like to do a follow-up focus group with these students on April 7. Can you arrange this, and is this a good day? Ideally, we'd like a variety of past and current students from both Academic support and Developmental studies. It shouldn't be a large group. I would think between 8-12. It would last probably 45 minutes. Bea and I were thinking we could provide pizza and drinks as incentives, would this be appropriate?

6. Finally, of course, we'll want to interview you, date unknown. If we can get all the survey information in during March, Bea may be able to interview you then. If not, we'll wait until I get back in early April. The final report is due April 28, so we'll want to get this done as soon as possible.

Finally, how does all this sound? I hope none of it is too inconvenient. It's going to be a little crazy with me being out of the country, but there's always email!!

Shannon

Anyone who has never made a mistake has never tried anything new.

- Albert Einstein

Shannon Cotnam
Curriculum Coordinator, Internet Technologies
Carteret Community College
3505 Arendell Street
Morehead City, NC 28557
(252) 222-6398

APPENDIX 2

DEVELOPMENTAL COURSES AND DESCRIPTIONS

- MAT 050 – Basic Math Skills: This course is designed to strengthen basic math skills. Topics include properties, rounding, estimating, comparing, converting, and computing whole numbers, fractions, and decimals. Upon completion, students should be able to perform basic computations and solve relevant mathematical problems.
- MAT 060 - Essential Mathematics: This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multi-step mathematical problems using technology where appropriate.
- MAT 070 - Introductory Algebra: This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, and order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.
- MAT 080 - Intermediate Algebra: This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational

expressions; rational exponents; rational, radical, and quadratic equations; systems of equations; inequalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

- ENG 070 - Basic Language Skills: This course introduces the fundamentals of standard written English. Emphasis is placed on effective word choice, recognition of sentences and sentence parts, and basic usage. Upon completion, students should be able to generate sentences that clearly express ideas.
- ENG 080 - Writing Foundations: This course introduces the writing process and stresses effective sentences. Emphasis is placed on applying the conventions of written English, reflecting standard usage and mechanics in structuring a variety of sentences. Upon completion, students should be able to write correct sentences and a unified, coherent paragraph.
- ENG 090 - Composition Strategies: This course provides practice in the writing process and stresses effective paragraphs. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay.
- RED 070 - Essential Reading Skills: This course is designed to strengthen reading skills. Emphasis is placed on basic word attack skills, vocabulary, transitional words, paragraph organization, basic comprehension skills, and learning strategies. Upon completion, students should be able to demonstrate competence in the skills required for RED 080.

- RED 080 - Intro to College Reading: This course introduces effective reading and inferential thinking skills in preparation for RED 090. Emphasis is placed on vocabulary, comprehension, and reading strategies. Upon completion, students should be able to determine main ideas and supporting details, recognize basic patterns of organization, draw conclusions, and understand vocabulary in context.
- RED 090 - Improved College Reading: This course is designed to improve reading and critical thinking skills. Topics include vocabulary enhancement; extracting implied meaning; analyzing author's purpose, tone, and style; and drawing conclusions and responding to written material. Upon completion, students should be able to comprehend and analyze college-level reading material.
- SCI 090 (NEW) - Skills for the Sciences: This course is designed to provide fundamental skills necessary for entry into college-level science courses. Topics include scientific vocabulary, measurement, scientific notation, the scientific method for solving problems, collaborative skills, and applications to various areas of science. Upon completion, students should be able to demonstrate a readiness for college-level science courses ("North Carolina", 2004, p. MAT, ENG, RED, SCI)

APPENDIX 3

FACULTY / STAFF SURVEY WITH RESULTS

**Academic Support / Developmental Studies
14 answer(s)**

20

Which program do you work for?	
Academic Support	3 (21.43%)
Developmental Studies	9 (64.29%)
Both	2 (14.29%)
What is the title of your position?	
1	Developmental English Coordinator
2	tutor
3	adjunct faculty
4	Director of Academic Support/Developmental Studies
5	Math instructor
6	instructor
7	Tutor for Anatomy and Physiology
8	Developmental Math Coordinator
9	Reading Coordinator
10	Adjunct Instructor
11	Adjunct faculty
12	Academic Support Coordinator/Developmental Studies Instructor
13	algebra instructor
14	Math instructor
Are you full or part-time?	
Full-time	6 (42.86%)
Part-time	8 (57.14%)
If you are in Academic Support - How would you define the goals of your program?	
1	To provide support in terms of tutoring and advising to enable students to succeed in their studies.
2	N/A
3	To provide tutorial services and advising for students to increase their academic achievement
4	To offer one-on-one or small group support as an adjunction to A&P 164. Focus is individual- or group-directed, depending upon who attends each session. The goal is to provide assistance in comprehending course

	content and integrating that content with each student's career goals (usually to become an RN, LPN, or radiology tech.
<u>5</u>	To develop the maximum potential of students seeking to achieve college freshmen level competencies in English and Math.
<u>6</u>	To be a support service for all students enrolled in CCC by providing tutoring in diverse subject areas, offering placement testing and make up testing, and making computers available for students to do research via the internet and perform word processing operations.
If you are in Developmental Studies - How would you define the goals of your program?	
<u>1</u>	To prepare students for success at CCC, particularly in ENG 111
<u>2</u>	To prepare students for college level courses by helping them gain competitive reading, writing, study and critical thinking skills.
<u>3</u>	To assist students in developing academic skills necessary for completion of their goals
<u>4</u>	Assist developmental math students to prepare for the challenge of more advanced math courses and, in some cases, to help them deal with anxiety they have in studying mathematics.
<u>5</u>	The goals are to prepare students for college level courses and to teach academic strategies and study skills. On a personal level, I also feel it is important to help my students develop confidence in their abilities.
<u>6</u>	To prepare students in Math for the next level of academics and teach work place ethics.
<u>7</u>	-to provide quality instruction to underprepared college students
<u>8</u>	Elevate the math skills of students to college math level. Overcome math anxiety
<u>9</u>	To provide educational opportunities for underprepared students to improve their basic skills and be able to complete certificate, diploma, and / or transfer programs.
<u>10</u>	to teach the students so they are able to brush up on their skills in order to take college level classes.
Please list in as much detail as possible, each of the duties of your position	
<u>1</u>	In a 40+ hour week, hire, contract, and supervise adjunct dev. Eng. teachers; develop and enhance courses of study for dev. Eng.; teach four classes of two levels of Eng.; confer with student writers and tutor them; advise and register advisees; and represent the needs of developmental English students in a variety of committees
<u>2</u>	1. Tutor in math and chemistry 2. Distribute and monitor make-up tests. 3. Administer and grade placement tests.
<u>3</u>	Prepare and deliver course content. Develop and implement online course materials. Facilitate students learning in subject area. Facilitate student interaction.
<u>4</u>	Tutoring, Managing the division, providing placement testing, providing support for staff and students, work with other divisions within the college, provide opportunities for staff development, provide appropriate assistance for students with disabilities
<u>5</u>	Teach mathematics; offer extra assistance to those students who are

	struggling with the subject matter; help them to avail themselves of the support services that are available to them in the form of tutoring, videos, library facilities, etc.; lend an occasional sympathetic ear and offer encouragement to those students who are having problems.
6	My duties are to teach my students the skills that they need to continue with college level work. Additionally, there is a small amount of paperwork. I also feel it is important to teach good work habits and responsibility.
7	1 Review of course material, including chapter and lab content. 2. Relate materials to career goals 3. Provide individual attention to specific learning needs.
8	-teach 18 - 20 hours of courses -supervise adjunct faculty in reading and study skills classes -plan and monitor reading and study skills curriculum - write reading and study skills schedules on contracts each semester - evaluate program
9	I teach Basic Math Skill. We start with place value and progress to graphing linear equations.
10	I am currently an instructor in ENG 090 (Composition Strategies), which focuses primarily on developing college level writing skills with a strong grammar component.
11	Coordinate activities in the Academic Support Lab: schedule the tutors, conduct math anxiety workshops, test anxiety workshops, & placement test preparation workshops; Tutor math, reading, and English; Administer placement tests & makeup tests; tutor students preparing to take the placement test. Teach Developmental Math, Reading, and Success and Study Skills classes; Advise and register students in the appropriate classes.
12	prepare lesson plans and carry out the lessons.
13	Teaching developmental math
For each of these duties, please describe the objectives they represent to the best of your understanding (in other words, why do you do what you do?)	
1	sorry, but time restraints are causing me to answer in summation: my background is writing instruction, so I was hired to provide a research-based pedagogy to remediate student writing
2	1. To enable students to complete courses satisfactorily. To get the additional information they have not understood in class. 2. To assist faculty in administration of make up tests. 3. To assist students in the selection of the most effective courses based on their incoming skills.
3	At the heart of what I do is give students confidence in their own abilities to learn, organize their time, set goals and successfully reach them.
4	I can summarize all of the above by saying that I do what I do because I want to make a difference and to help affect change in the approach of some of these students to mathematics. I want to help them to achieve their goals. but in many cases that means changing their perspectives and attitudes about learning in general and mathematics in particular. They have to approach learning in a new way and change their study habits to meet their goals and objectives.
5	My objective would be to produce students who could succeed

	academically in their chosen area as well as students who are confident of their academic abilities.
<u>6</u>	1. Provide a review of content or, in many instances, a different approach presenting the content. 2. Encourage understanding of content relevancy to career goals. (Promote retention of information as a goal in career attainment.) I use my 35 years of nursing experience to make information relevant and "real" in the clinical setting. 3. Offer opportunities for asking questions in a small group or in a one-on-one scenario. This encourages clarification which may not be provided in a 50-minute large-group session.
<u>7</u>	Teach supervision of math instructors develop new classes develop class schedules for Math advisor to students faculty advisor to SGA tutor students
<u>8</u>	It is necessary to establish a holistic, consistent program for students and faculty.
<u>9</u>	Students need refreshment (or instruction) in maths skills they have either forgotten or never learned.
<u>10</u>	The age ranges of my students, given the times at which the class is offered, cover post high-school through ages to 65 and beyond. Many students are working while going to class. Many come from educational and household backgrounds that have not been supportive of the learning process. I focus on the structure and organization of essay writing, and draw on the students' real-life experiences in putting words to paper. I also demystify the writing process to show students how to engage in written communication.
<u>11</u>	Refer to Questions# 4 & 5
<u>12</u>	to prepare students for college level math
<u>13</u>	To build the mathematical foundation of students to prepare them for curriculum math
How do you know if these objectives have been met? (How do you know if what you are doing is working? Test scores, grades, student satisfaction, etc)	
<u>1</u>	student feedback and data say that our students who succeed in dev. Eng. go on to succeed in Eng 111; however, we have difficulty retaining students in ENG 080 and ENG 090
<u>2</u>	1. Feedback from faculty and students. Improved test scores and class retention. 2. Feedback from faculty and students. 3. Students succeed in their course of study.
<u>3</u>	Test scores and grades are only a part of measuring outcomes; observation, grades, discourse and student satisfaction surveys do as much if not more to clue me on on whether or not students are meeting objectives.
<u>4</u>	test scores, end-of- semester surveys, student evaluations, success rates of students
<u>5</u>	All of the above. Certainly, test scores and grades on homework reflect how well the students are learning the material. Class participation is indicative (or lack thereof), in many cases reflects how receptive a student is to the work and to my teaching. Individual conversations with

	students are also a good indication of my success (or failure) with an individual student.
6	Test scores and student satisfaction are important indicators. Additionally, feedback from curriculum instructors is important.
7	Criteria: Student feedback Self-report of student test scores
8	student success in post classes student satisfaction/evaluation retention rates
9	-Pre and post tests for students -Reading handbook that details the focus of each reading course -Student performance in future curriculum courses
10	Tests are administered on a regular basis. There is also a pre-test and a post-test for each course.
11	Consistently, students who stick with my program of instruction show significant improvement in their writing skills. Most have become successful in their performance in ENG 111, the freshman level English course at CCC.
12	Student performance measures & feedback from student surveys and faculty members
13	by seeing the students excel in their classes
14	Success of students in their curriculum math classes
If you are in Academic Support - What would you say are the strongest points of this program?	
1	1. High level of professional training of tutors. 2. Number of hours that tutoring is available to students. 3. Caring and supportive environment.
2	N/A
3	Enthusiastic staff who represent a variety of skills, ability to create good relationships with the students
4	One-on-one/small group sessions allow for individual attention; casual atmosphere encourages questions without prejudice; the program responds to student requests for additional support/assistance. (sometimes it is necessary to "bypass" the instructor.
5	A caring work environment committed to students' future success in college.
6	The diversity and expertise of the tutors and the large number of students who are serviced and who are more than satisfied with our services.
If you are in Developmental Studies - What would you say are the strongest points of this program?	
1	One on one support and remediation of students
2	Realistically meets the needs of students needing remediation.
3	Excellent creative instructors and students who are receptive
4	Probably one of the strongest points of the program is the fact that we attempt to take people who are deficient in their understanding of mathematics and "fill in the blanks", so to speak. In some cases a student might have a learning disability in math and will never be able to grasp an adequate understanding of mathematical concepts. But, in those cases, we are able to help them recognize that deficiency and to direct them to areas of personal improvement in which their time might be more effectively

	spent.
<u>5</u>	Many students who have never had academic success are able to develop skills and confidence in the developmental education programs.
<u>6</u>	one on one contact with students the academic levels
<u>7</u>	-The student-centered nature of the program -Advisement procedures and policies -Training and professional development involvement of the full-time faculty
<u>8</u>	Five day a week instruction in basic skills.
<u>9</u>	Instructors'expertise in their subject areas and their compassion for students who have weak skills.
<u>10</u>	The atmosphere of the classes, the materials
<u>11</u>	The caring faculty who go the extra mile for our students
If you are in Academic Support - What areas of this program do you see needing improvement?	
<u>1</u>	1. Flow of students through the facility. Sometimes it is overcrowded and other times empty. 2. It is not possible with current staff to proctor make-up tests effectively. 3. Placement tests, even those on-line, require too much manual labor. 4. Students would benefit from some review sessions before taking the placement tests.
<u>2</u>	N/A
<u>3</u>	More permanent instructors, more space
<u>4</u>	Support from individual instructors is not always there. Students may not receive information about availability of academic support services, even when sessions have been scheduled.
<u>5</u>	None noted.
<u>6</u>	More physical space; more tutors and staff
If you are in Developmental Studies - What areas of this program do you see needing improvement?	
<u>1</u>	proper placement of students into classes, consistency across sections and instructors, smaller class sizes, designated writing lab (computers) space, enhanced tutoring in Academic Support for English needs
<u>2</u>	More discerning assessment of students to better determine those who need remediation. The levels of need sometimes vary so greatly it is difficult to teach to all the students at the same level. Some students place low on testing, but do not actually need remediation.
<u>3</u>	More permanent staff, retention of students
<u>4</u>	There is little or no exchange of information between the instructors (except on an informal basis)on teaching methods, how to work with "difficult students", ways in which to best present some of the material that we are covering and use of training aids. I see this as a serious deficiency. The problem is, I think, that many of the instructors are adjunct teaching staff, on different schedules, and working part time. For those reasons, there is little opportunity, unless someone would organize formal staff meetings, for instructors to get together and to exchanges ideas. Another thing, which I find quite irritating, is the need to go out and buy simple items such as chalk and dry erase board marker because they are not provided by the college.

<u>5</u>	Although it is almost impossible to accomplish with the large number of part-time instructors, it would be useful to have more interaction and sharing of ideas.
<u>6</u>	student retention always student achievement in post classes
<u>7</u>	-Adjunct support and training -Stronger working relationship with the public school, continuing education, and curriculum programs -More consistency within the program
<u>8</u>	Rather than a placement test for entering students, I think a diagnostic test would be more helpful.
<u>9</u>	More instructors and classroom space so that classes could be smaller. A computer lab that is designated for Developmental Studies classes.
<u>10</u>	too much pressure is put on the student. The purpose of developmental classes is to brush students up on their skills and some instructors make it so difficult that they are becoming anxious about math and dropping out of school altogether. The pass/fail test should be removed.
<u>11</u>	Regular access to technology to encourage students personal commitment to learning

APPENDIX 5

Student Questions – Developmental Studies – paper survey form

Demographic information:

Gender M / F

GED

Adult High School Program

Other _____

1. What areas do you need to improve?
2. How often do you attend classes?
3. How the program satisfies your learning needs? (Very well /Somewhat / Not at all)
4. What would you like to change? (Is it possible to change it?)
5. Is it something that would help others?
6. What is the most important strength of the Program for you?

Comments:

APPENDIX 6
ACADEMIC SUPPORT / DEVELOPMENTAL EDUCATION
STUDENT RESPONSES

Academic and Student Services

1 What subjects do you get help in?

Math and English
Math and English
Math 171 and anatomy & Physiology
math
math
math and English

2 Why did you choose to come to the Center?

Because I need help with homework and to understand math better
to get extra help, so I can pass my classes
to better myself in classroom subject
support in academics
to be a better math student
to get help with the difficulties I have in Math. To edit papers for other class

3 Did you find good help? (Great /Good / Bad)

great
great
great
great
great
great

4 What would you think could make the Center better?

more tutor during lunch break/ more resources
have someone here earlier on Wednesday morning
more people
weekends
more tutors at lunch time

5 What is the most important strength of the Academic Support program for you?

no rejection, there is always help
the individual help I receive
one on one help
tutors are great
the tutors
no rejection, someone is always willing to help

Comments

If Academic Support was not available I would not have done so well in math class

Student Center is Great. It would be very difficult for me in my academic career if the academic center was not available

Developmental Education Survey Results

1 What areas do you need to improve?

Math 090, Psychology III, English 090, Spanish III

Math

Grammar, Writing

Math

Reading & English

Math & English

English - Proper Grammar

Spelling, word structure; how to break down reading so it is not overwhelming

Problem solving in math and some English

Social skills and trying new things

math and english

Reading & English

Math & Reading

My math skills

2 How often do you attend classes?

everyday

everyday

every day

everyday math, non-thurs english

five days a week except when I have to miss class for personal reasons

I attended classes every day

regularly

often

every day (hours listed)

everyday

full time

all the time from 8-5

I attended classes (full-time when I am supposed to unless my daughter is sick

every day (listed schedule in detail)

3 How the program satisfies your learning needs? (Very well /Somewhat / Not at all)

Very well

very well I also go to academic support to get help

Very well

very well I can better understand Mrs. D. During High school I have never grasped the needed techniques for absorption for future applications

very well, explains the learning process in detail

very well

Somewhat
Somewhat
very well
very well
very well
somewhat
very well
very well

4 What would you like to change? (Is it possible to change it?)

I think it would be beneficial to have internet "help" website or chat room for students who have questions and are not able to go to academic support.

everything is good for me

Teachers teaching methods. (not it is not changeable)

no I do not want to change a thing about the class

To be more cheerful and stress free person. Not have rushed all the time. Yes it is possible and I will achieve that goal.

nothing that I can think of

new material, we pretty much cover the same thing in 080 and 090

the variety of courses offered

nothing

I have no complaints. I am focused and ready to learn. Even though this particular class will not count against my major I am grateful I have the chance to go back and 'relearn' anything that is beneficial to my career.

not enough group work feedback from peers is needed, last semester did not learn a lot

nothing

I would have the Spanish teacher slow down so everyone can understand

5 Is it something that would help others?

yes

if I can do it anyone will. It helps that the teachers are patient and thorough in their teachings,. Aca Support is a great motivation tool.

I would not change anything

yes

yes

yes because I'm pretty sure a lot of people feel this way, and would like to change it.

yeah

yes it would help others but it would depend on the other students

if they need it, yes

yes

learning skills, more assertive and outspoken

6 What is the most important strength of the Program for you?

The teachers and tutors are wonderful in the math program at CCC. They are always available and helpful. Their dedication to the students is an inspiration to me

learning how to write good papers

mathematics

The teachers

the help and patience of the professors, that it helps me to learn my strength and weaknesses and being able to change it.

everything is the most important strength to me

introduces new reading and read methods

the learning part

I am understanding about why we need to write the proper way

that I have the assurance of help it... I need it. This is not a university campus with cut throat action. Everyone seems dedicated.

writing center

the most important strength for me is the fact if you learn at your level and can get help.

Comments

Mrs. B and Accademic Support are very good people to work with academically and so is my moss mary to work with as a job.

I think the develomental studies program is great to have. Especially if you have been out of school for a while. It gives you a chance to connect and focus what's to come. And to know we can move forward in our studies.

Thank you :)

APPENDIX 7

Observation/Interview Guide Form

Title of the Program:

Date:

Participants:

Activity:

		1 no	2 somewhat	3 yes	Comments
1	Was the session clear?				
2	Where the instructional techniques clear? <i>(List techniques observed)</i>				
3	Were materials used helpful? <i>(List observed materials and rate each)</i>				
4	Overall instruction rating				
5	Overall program's rating				
6	Rate the facility overall				
7	Rate the attitudes and general service features (if applicable) – welcoming environment				
8	Are the processes in place adequate?				
9	Improvements necessary?				
10	Other:				

Title of the Program: Reading 080
 Date: March 8, 2004
 Participants: 12 enrolled students
 Activity: Observation

		1 no	2	3 yes	Comments
1	Was the session clear?			X	Continuation of previous class, homework corrected, regular classroom style setting
2	Where the instructional techniques clear? <i>(List techniques observed)</i> <ul style="list-style-type: none"> • Listening comprehension • Small group discussion • Text Reading(text introduced at the bagging of the class) • Quiz (relating to general knowledge – ease tensions and refocus – writing activity) • Transitions and attention grabbers 			X	Teacher goes over the material, focuses on the tasks ahead, encourages to pay attention, reinforces the tasks by writing on the board, gives handouts Instructor uses her voice to control the attention and discipline the group, actively presents material moving around. Introduction of new task is paced and ample reassuring is offered.
3	Were materials used helpful? <i>(List observed materials and rate each)</i> <ul style="list-style-type: none"> • Newspaper article handout • Quote form teachers' resource book • Quiz - Dictation • Students notebooks and texts 			X	The quiz was not for a grade, but students reacted very emotionally, it was not anticipated and very well managed technique to ease the anxieties with positive experience. Quiz was easy, non-threatening and fun.
4	Overall instruction rating			X	Very professional and confident
5	Overall program's rating			X	Very supportive and needed for student development
6	Rate the facility overall		X		Classroom was compact and did the layout did not encourage non-traditional methods of class work.
7	Rate the attitudes and general service features (if applicable) – welcoming environment			X	Very approachable and open to questions or repetition atmosphere; stable and secure learning environment
8	Are the processes in place adequate?				Unable to rate the process fairly based on short observation
9	Improvements necessary?				Ability to utilize technology in the same class as receiving instruction

Title of the Program: Individual Tutoring (Math)

Date: March 8, 2004

Participants: one student and a tutor

Activity: solving problems and understanding concepts

		1 no	2	3 yes	Comments
1	Was the session clear?			X	Tutor patiently guided the student by asking questions, monitored students work and communicating with the student
2	Where the instructional techniques clear? <i>(List techniques observed)</i> <ul style="list-style-type: none"> • Direct questions • Working on similar problems to the class assignment • Using examples to bind the theory to practice • Repetition of concepts in different contexts • Reinforcing • New application paraphrase of the steps taken to solve the problem (by the student) 			X	Excellent one-on-one mentoring techniques. Ability to anticipate and proactively meet student needs.
3	Were materials used helpful? <i>(List observed materials and rate each)</i> <ul style="list-style-type: none"> • Paper and pencil • Reference book • Calculators • Student writing and drawing tools 		X		Tutor appeared to have brought his own resources/ tools to help students
4	Overall instruction rating			X	Acute judgment and ability to address student's areas of weakness. Very helpful and open attitude, non-threatening and respectful.
5	Overall program's rating			X	Very important function for student success, availability to get help for simple things and hard concepts equally.
6	Rate the facility overall	X			Need more space for one-to-one sessions in peak times, free of operational distractions/ traffic
7	Rate the attitudes and general service features <i>(if applicable) – welcoming environment</i>			X	Open and direct, very welcoming and easy to get help
8	Are the processes in place adequate?				More resources, use of technology and references
9	Improvements necessary?			X	Space, privacy, facility related.

APPENDIX 8

FACILITIES



The Learning Center



The Learning Center



The Writing Center



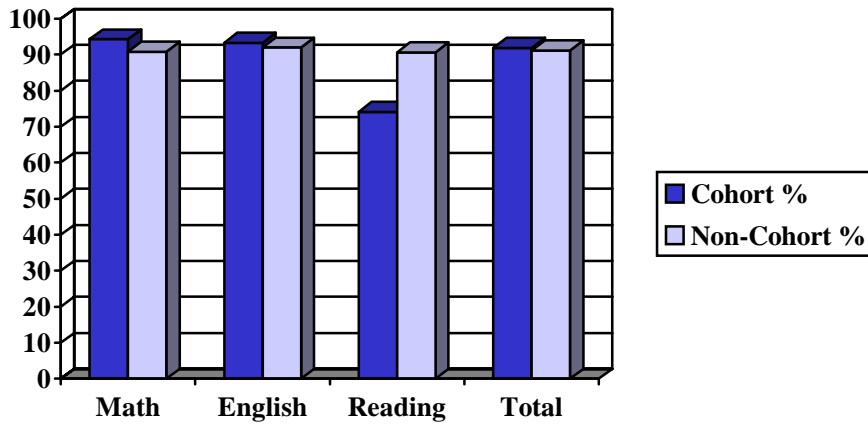
The Writing Center

APPENDIX 9

PERFORMANCE MEASURES AND STANDARDS

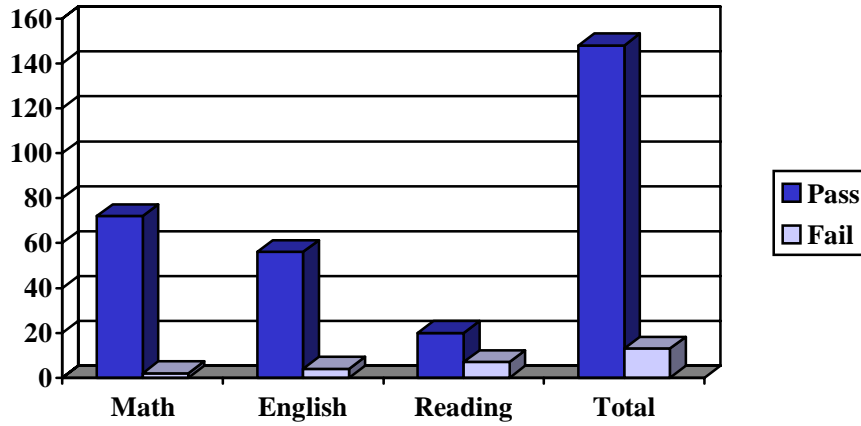
2001- 2002		Standard	CCC	Remarks
Measure 6	Passing Rates of Students in Developmental Courses	70%	84%	Standard met
Measure 7	Success Rate of Developmental Students in Subsequent College-Level Courses	No statistical difference	97% - developmental 90% - non-developmental	Standard met

2002-03 Subsequent Course Success Rate Aggregate



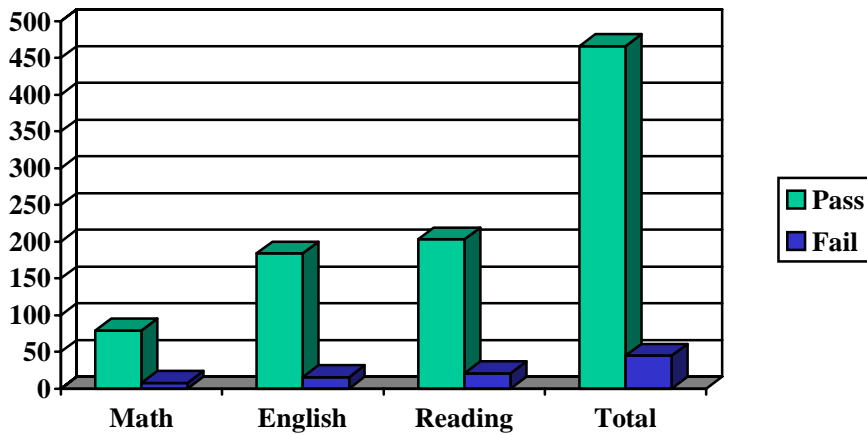
	Math	English	Reading	TOTAL
Cohort	94.30%	93.30%	74.10%	91.90%
Non-Cohort	90.80%	92.00%	90.60%	91.20%

2002-03 - Subsequent Course Success Rate (Cohort Students)



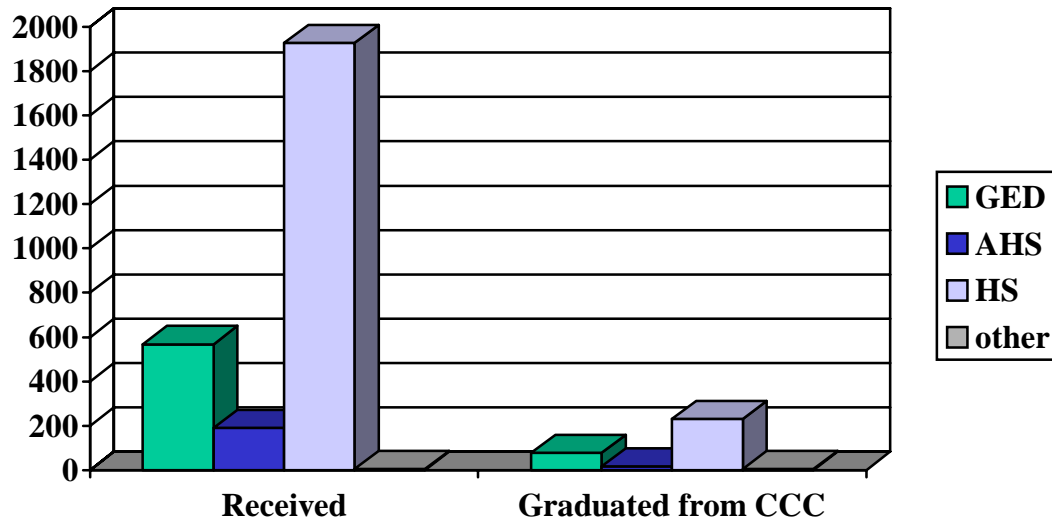
	Math	English	Reading	TOTAL
Pass	72	56	20	148
Fail	2	4	7	13
Total	74	60	27	

2002-03 - Subsequent Course Success Rate (Non-Cohort Students)



	Math	English	Reading	TOTAL
Pass	79	184	203	466
Fail	8	16	21	45
Total	74	60	27	

Cumulative overview of Developmental Students who successfully graduated from Curriculum Programs at Carteret Community College from 1999 to date



	Students served with	Graduated from CCC	Graduation rate from CCC
GED	567	77	13.58%
AHS	190	16	8.42%
HS	1926	230	11.94%
other	5	5	n/a
total	2688	328	12.20%

Further research into the success rates in the subsequent courses is needed. Preliminary analysis of the student transcripts and their progress within Developmental Programs appears to indicate that developmental students compete successfully with their colleagues. For example an ‘A’ developmental student receives solid ‘B’s in college level courses regardless of the graduation or withdrawal from the CCC.

NCCCS Performance Measures and Standards

http://so9.ncccs.cc.nc.us/Keith_Brown/docs/planning/perfmas.pdf (pp. 7-8)

6. Passing Rates of Students in Developmental Courses

Description/definition: The developmental course passing rates for all developmental English, mathematics, and reading.

Methodology and data source: The North Carolina Community Colleges System Office has developed a computer program to identify developmental courses, identify students who are enrolled in these courses, and calculate passing rates for these courses. The number and percent of students completing these courses with a grade of "C" or better will be calculated.

Reporting periods/timelines: Annually data from each college will be sent electronically to the System Office and reported in the Critical Success Factors Report.

Standard: 70% passing rate for all developmental courses

7. Success Rate of Developmental Students in Subsequent College-Level Courses

Description/definition: The performance of developmental students in subsequent college level courses will be compared with the performance of non-developmental students in those courses. Specifically, performance of students in English 111 will be used to assess developmental English; performance in the first college-level mathematics course will be used to assess developmental mathematics; and performance in the first social science course after completion of developmental reading will be used to assess developmental reading.

The purpose of these measures is to provide evidence that developmental courses equip students with the skills and knowledge necessary for success in their college studies. Once students have successfully completed the developmental courses, they should be able to pass curriculum courses.

Methodology and data source: A computer program has been developed and is being implemented at the colleges that will identify developmental courses and identify students who are enrolled in these courses. This program will have to be expanded to track cohorts of developmental students and compare performance with non-developmental students.

Reporting periods/timelines: Annually data from each college will be sent electronically to the department and reported in the Critical Success Factors Report.

Standard: Developmental students will perform as well or better than non-developmental students at a statistically significant level.

APPENDIX 10

NCCCS Numbered Memos

Passing Rates - (Standard)

http://www.ncccs.cc.nc.us/Numbered_Memos/docs/Memos_for_1999/cc99-057.pdf

Data

http://www.ncccs.cc.nc.us/Numbered_Memos/docs/Memos_for_1999/cc99-129.pdf

Dev. Students tracking system

http://www.ncccs.cc.nc.us/Numbered_Memos/docs/Memos_for_1999/cc99-229.pdf

Competency Review

http://www.ncccs.cc.nc.us/Numbered_Memos/docs/Memos_for_2000/cc00-003.pdf

High School Reports

http://www.ncccs.cc.nc.us/Numbered_Memos/docs/Memos_for_2000/cc00-021.pdf

Student Dev. Review

http://www.ncccs.cc.nc.us/Numbered_Memos/docs/Memos_for_2000/cc00-121.pdf

Math and Science

http://www.ncccs.cc.nc.us/Numbered_Memos/docs/Memos_for_2000/cc00-181.pdf

Referral of students (Basic Skills)

http://www.ncccs.cc.nc.us/Numbered_Memos/docs/Memos_for_2000/cc00-227.pdf

Developmental Tracking Report

http://www.ncccs.cc.nc.us/Numbered_Memos/docs/Memos_for_2000/cc00-279.pdf

Subsequent Course Dev. Measure

http://www.ncccs.cc.nc.us/Numbered_Memos/docs/Memos_for_2001/cc01-111.pdf

Dev. Ed Conference announcement with program (20 pages)

http://www.ncccs.cc.nc.us/Numbered_Memos/docs/Memos_for_2001/cc01-213.pdf

Developmental Tracking System Report – Student Success in Developmental Courses

http://www.ncccs.cc.nc.us/Numbered_Memos/docs/Memos_for_2001/cc01-247.pdf

The ‘Sixth’ Measure

http://www.ncccs.cc.nc.us/Numbered_Memos/docs/Memos_for_2002/cc02-032.pdf

http://www.ncccs.cc.nc.us/Numbered_Memos/docs/Memos_for_2002/cc02-138.pdf

Developmental Tracking System Reports - Student Success in Developmental Courses

http://www.ncccs.cc.nc.us/Numbered_Memos/docs/Memos_for_2002/cc02-230.pdf

Developmental Tracking System Reports

http://www.ncccs.cc.nc.us/Numbered_Memos/docs/Memos_for_2003/cc03-208.pdf

APPENDIX 11

SUCCESS AND RETENTION RATES

EMAIL FROM CCC REGISTRAR

X-Mailer: Novell GroupWise Internet Agent 6.5.2 Beta
Date: Wed, 14 Apr 2004 11:38:54 -0400
From: "Susan Smith" <sls@carteret.edu>
To: "Shannon Cotnam" <skc@carteret.edu>, <deshop@petel.com>
Subject: Re: Developmental Ed./Academic Support Program Evaluationinfo
X-Guinevere: 2.0.15 ; Carteret Community C

1. What is the retention of the Developmental Education students in the CCC? (How many graduated, how many almost finished, etc.)
2. Do the origin of the student (GED, AHS, HS) determine the success rate in the college? (So out of these above where did they come from?)
3. Assessment - success rate (statistically significant completion of the program or obtaining of a diploma/certificate accordingly) of students who scored low on the placement test? (Low means in the lower 50% of the average total scores.)

Bea & Shannon,

I worked on this and came up with the following information. I'm not sure that it exactly answers your questions though. I think to really answer these, you would need to print out the students transcripts and test scores and look over them. However, here it is:

2,697 students took developmental courses from fall, 1999 to the present.
Out of that number, 567 received a GED and then 77 of those graduated from a curriculum program after fall, 1999.

190 received an Adult High School diploma, and 16 of those students went on to graduate from a curriculum program after fall, 99.

1,926 graduated from high school, and 230 went on to graduate from a curriculum program after fall, 99.

Five students did not graduate, or receive a GED, or AHS diploma.

I came up with a sample group of fifty developmental students who took developmental courses fall, 1999 or later. I have printed transcripts and test scores on them and will put them in Shannon Cotnam's mailbox. One problem with the test scores that I'm giving Shannon is that when a student re-takes the placement test, the previous score is replaced with the new score in the computer. Therefore, you may not see the student's original score. I found a way to hide the confidential information like SSN's, names, etc. and still give you the information you need.

Hope this helps,

Susan L. Smith, Registrar
Carteret Community College
3505 Arendell Street
Morehead City, NC 28557

APPENDIX 12

BUDGET

Carteret Community College Fiscal 2004 (July 1, 2003 – June 30, 2004)				
Date Form Completed: June 20, 2003 Cost Center Name: Developmental Education / Academic Support Cost Center Code: XXXXXX Person Completing Form (Print Name): Gale Swann Person Approving Form (Print Name): Pamela Hilbert				
Approval Code: 200403				
Line Item Name	Purpose Code	Object Code (6 Digit Code)	VOE Code	Base Budget Request for Fiscal 2004
Instructional Supplies		XXXXXX		500
Office Supplies		XXXXXX		300
Audio-Visual Supplies		XXXXXX		
In-State Ground Transportation		XXXXXX		200
In-State Air Transportation		XXXXXX		
In-State Other Transportation		XXXXXX		
In-State Lodging		XXXXXX		
In-State Meals		XXXXXX		
In-State Other Travel Expenses		XXXXXX		
Out-of-State Ground Transportation		XXXXXX		
Out-of-State Air Transportation		XXXXXX		
Out-of-State Other Transportation		XXXXXX		
Out-of-State Lodging		XXXXXX		
Out-of-State Meals		XXXXXX		
Out-of-State Other Travel Expenses		XXXXXX		
Workshop/ conference Expense		XXXXXX		
Registration Fees		XXXXXX		
Teleconference Charge		XXXXXX		
Printing and Binding		XXXXXX		300
Equipment Repairs		XXXXXX		
Maintenance Agreement - Equipment		XXXXXX		
Maintenance Agreement – DE Equipment		XXXXXX		
Maintenance Agreement – Software		XXXXXX		
Advertising		XXXXXX		
Magazine/Newspaper Subscription		XXXXXX		
Other Current Expenses		XXXXXX		
Employee Education Expense		XXXXXX		
Membership and Dues		XXXXXX		
Accreditation Expense		XXXXXX		
				1,300