

INTRODUCTION

A. Developmental Education: An Overview

Holistic approach

Developmental education is an integral part of higher education. It is often confused with remedial education, a philosophical approach that focuses on the medical model of “student as deficit.” Because of such confusions about the students we work with and the field itself, we begin this report with a definition. In “The Harvard Symposium 2000: Who Are We and Where Did We Come From?” M. Casazza notes that Developmental Education “supports the academic and personal growth of under-prepared college students through teaching, counseling, advising, and tutoring.”

Specifically, Developmental Education is a field of practice and research with a theoretical foundation in both developmental psychology and learning theory. Educators in this field look at the learner holistically, not piecemeal; they assume that academic development is a process as well as a product. In contrast to traditional disciplines within the academy that focus entirely on cognitive growth, developmental education supports critical affective development and cognitive growth. Educators trained in this field combine the latest research on the brain, that is, the powerful role of emotions, motivation, and self-concept with specific content in reading, writing and mathematics to increase a student’s chances of success. Further, developmental educators take the time to identify not only a student’s academic weaknesses, but also their talents. They then utilize these talents to help the student strengthen weaker areas. Developmental educators are keenly sensitive to the individual differences and special needs among learners (National Association of Developmental Education, Executive Board, 1998).

Recently a faculty survey of required student success skills was conducted. Three hundred faculty and academic professionals responded to the question, “What writing, reading, math, critical thinking, information literacy, technical, and academic skills do students need in order to succeed in your program or course?” The skills that were chosen by 78-93% of survey respondents as critical to program or course success were

- communicate in writing using a variety of sentence structures, paragraphs, and short forms that emphasize correct grammar, punctuation, coherence, and clarity.
- demonstrate comprehension and retention of assigned reading
- read and interpret data from various graphs
- experiment with new ideas
- persevere when encountering intellectual obstacles or difficulties
- use a web browser, word processing software, and email, use library
- understand the time and effort required to do college work
- seek additional help when needed
- ask questions for clarification, engage with learning, manage time, maintain focus and preparedness

The skills needed reflect the course outcomes of the DE curriculum. The DE program is the link that prepares students for transfer level success.

B. Developmental Education at PCC

The Developmental Education Subject Area Curriculum Committee (DE SACC) approved the following program outcome in the fall 2000: **Students will communicate effectively, think critically, and solve problems creatively with the confidence necessary to achieve their goals.** The following sub-outcomes approved by the SAC in 2001 provide further detail on how students will meet the outcome.

Communication

Communicate in writing by using math symbols and by writing a variety of sentence structures, paragraphs, and short forms that demonstrate correct grammar, punctuation, coherence, and clarity.

Thinking

Demonstrate critical thinking and reading by generating outlines, maps or summaries of passages, or by answering questions that require analysis of the materials.

Problem Solving

Identify problems, restate problems, gather and organize information, apply various problem solving techniques, check solution for common sense and write solution in words and/or symbols.

College Student Behavior

Demonstrate college student behaviors that include initiating a conference with instructor, participating in group work and class discussion, completing assignments according to course criteria, and utilizing campus resources.

Confidence

Demonstrate behaviors including working through frustration, being flexible, being self-motivating, asking clarifying questions, getting extra help if needed, and ultimately moving successfully beyond DE into career or transfer courses.

DE Courses

ALC 50	Basic Eng Language Skills Lab	RD 80	Reading 80
		RD	
ALC 52	Basic Eng Language Skills Lab	80A	Reading 80
		RD	
ALC 53	Basic Eng Language Skills Lab	80C	Reading 80
		RD	
ALC 54	Basic Eng Language Skills Lab	81A	Reading 81A
		RD	
ALC 55	Basic Study Skills Lab	82A	Reading 82A
ALC 56	Basic Study Skills Lab	RD 90	Reading 90
		RD	
ALC 62	Basic Math Lab	90A	Reading 90
		RD	
ALC 63	Basic Math Lab	91A	Reading 91A
		RD	
ALC 64	Basic Math Lab	92A	Reading 92A

ALC 70	Technical Math Support	RD 95	Reading for Enjoyment
		RD	
		115	College Reading
MTH 10B	Fundamentals of Arithmetic I	RD	College Vocabulary
		116	Development
		RD	
MTH 10C	Fundamentals of Arithmetic I	117	Advanced College Reading
MTH 11B	Fundamentals of Arithmetic II		
MTH 11C	Fundamentals of Arithmetic II	WR 60	Spelling I
		WR	
MTH 15	Conquering Math Anxiety	60C	Spelling I
MTH 20	Basic Math	WR 65	Spelling II
MTH 20B	Basic Math	WR 80	Writing 80
		WR	
MTH 21C	Percentage and Statistics	80C	Writing 80
MTH 22	Measurements	WR 90	Writing 90
		WR	
MTH 22C	Measurements	90C	Writing 90C
MTH 23C	Introduction to Geometry	WR 91	Basic Grammar
		WR	
MTH 24C	Pre-Algebra	91A	Basic Grammar
MTH 25C	Fractions	WR 92	Basic Grammar
		WR	
MTH 26C	Decimals	92A	Basic Grammar
MTH 27C	Applications in Mathematics	WR 93	Basic Grammar
DE 30	Learning Skills		
DE 31	Learning Skills I		
DE 32	Learning Skills II		
DE 33	Learning Skills III		
DE 50	Vocabulary Building		
DE 51	Workplace Essential: Employment		
DE 52	WE: Communications and Writing		
DE 53	Workplace Essentials: Reading		
DE 54	Workplace Essentials: Math		
DE 55	Workplace Essential Skills		

The Developmental Education Program at Portland Community College serves traditional and nontraditional students who must develop specific skills to be successful in college. It provides instruction in pre-college mathematics, reading and writing classes through credit courses, self-paced courses, and on-line courses. Drop-in tutoring is also available. College level reading courses and tutoring support for other disciplines are available through the Student Success Center.

C. Developmental Education Students

The National Association of Developmental Education (NADE) defines students enrolled in Developmental Education classes as “underprepared for college.” A more detailed and accurate definition of DE students has more utility for instructors, advisors, counselors, and administrators serving those students. Unfortunately, defining who DE students are can be problematic in two

ways. First, they tend to be more difficult to track statistically than conventional community college students for the same reasons that they are not fully prepared for college. For example, the same issues that keep them from being fully prepared for college may cause them to stop attending college or not return college tracking information. Second, the wealth of qualitative and anecdotal information collected by DE faculty is invaluable in providing day-to-day, classroom-level services; however, this form of information has less utility for long-range planning and the distribution of resources. Thus, the challenge in creating an accurate demographic analysis of the DE student population is 1) to establish constant and reliable sources of quantitative demographic data and 2) to establish an appropriate and useable record of anecdotal and qualitative data.

PCC's Institutional Effectiveness department is the primary source for quantitative demographic data concerning DE students. Its most significant publications include the most recent *Factbook*, *Developmental Education Program/Discipline Profile*, *Enrollment Information*, and the *Basic Skills Survey* of Fall 2003; all of which are made available on their website:

<http://www.pcc.edu/ir/index.htm>.

The following demographic data comes from the *Basic Skills Survey* of fall 2003. The information presented is for the college at-large, but survey information is available for each campus:

- When it came to their educational goals, 84% of DE students responded that are seeking AA or BA degree.
- As to their educational background, approximately 20% of DE students didn't have a high school diploma, and 20% of those students had a GED.
- When it came to income and work, more than 54% of DE students indicated their family income was less than \$27,000 per year, and 35% of DE students indicated they were working no hours during school. Conversely, approximately 22% of DE students indicated that during school they were working thirty or more hours per week.
- Roughly 50% of students applied for financial aid with a 90% success rate.
- When asked about their personal and family background, 84% percent of DE students' parents were indicated as having a high school diploma or GED equivalent, and 38% percent of students' parents had a four year degree.
- In addition, approximately 8% of Sylvania and Rock Creek students said they were single parents. At Cascade, that number was 19%.

In January of 2005, anecdotal evidence was compiled from DE SAC members for the Developmental Education presentation to Basic Skills Committee. During that meeting, the question was asked, "Who are DE students?" Generally, the faculty identified a wide range of ages for DE students between 17 and 65. They also agreed that most DE students lacked a familiarity with academic life and had unrealistic expectations, and that they all had below college-level reading and writing skills. Most DE students seemed to be unaware of their learning strengths and took a passive approach to the learning process. Specifically, the Rock Creek DE faculty noted that a significant number of their students were high school students in various completion programs. Also, that while their students displayed high consumer literacy, they also displayed low reflective ability and an unrealistic sense of academic success. Faculty from Sylvania campus emphasized the following specifics concerning their students: poor time management skills, short attention spans, difficulty with long-term goals, and a lack of self-direction. The Sylvania faculty also noted that learning disabilities were more common than expected and many of their students were on financial aid. Cascade's DE faculty noted that many of their students came from families at or below the poverty level and that a significant portion of their students were parents. Cascade faculty also thought their students had a "resistant attitude" towards work promoting their own literacy. They also noted that Cascade had a significant percentage of "severely underprepared"

students (students taking RD 80 and WR 80). Also, they noted that a significant number of Cascade DE students were going through some sort of alcohol/drug recovery program.

Overall, when we take a broad look at the characteristics which make a student “underprepared” for college, we can make some valid generalizations. DE students vary widely in age, ethnicity, and gender. They tend to come from middle to lower class backgrounds. The causes of their underprepared educational state are varied and can include: education, finances, social/familial structure, housing, law, and physiological condition. For more specific information, the DE faculty must maintain contact with the staff of IE and direct them to investigate specific data which has high utility. For example, the Basic Skills Survey indicated that only 7.5% of DE students replied that they have a documented disability. Anecdotal evidence suggests the total number of students with disabilities in the DE program is higher. The challenge that the DE faculty faces is how to have Institutional Effectiveness survey the student population in such a way to achieve a more accurate representation of total number of students with disabilities.

D. Developmental Education Faculty

Sylvania Campus has nine full-time faculty and an average of 12 part-time faculty, Rock Creek has four full-time faculty and an average of eight part-time faculty, and Cascade Campus has three full time English faculty and an average of 10 part-time faculty. Cascade does not assign FT faculty to teach only DE mathematics courses, specifically.

Developmental Education Faculty

	Fall 2005		Winter 2006		Spring 2006	
	FT	PT	FT	PT	FT	PT
Cascade	3	6	3	5	3	5
RC *	4	7	4	11	4	7
SE/ELC		6		5		6
Sylvania*	9	15	9	13	9	9
Hillsboro		2		2		1
St. Helens		1		1		0
Total	16	37	16	36	16	28

* includes DE Math instructors

In 2002, we had 17.5 FT faculty across the district and an average of 30 PT. In 2006 the FT faculty numbered 16, and the PT average was 33.

Sampling of Professional Development Activities by DE Faculty

Educational Degrees:

- Doctorate in Education
- Masters of Arts in Teaching
- Masters of Arts in English
- Certificate in the Teaching of Post-Secondary Reading
- Certificate in the Teaching of Composition

Certifications and Awards:

CRLA Tutor Training Certification
Gailbrath Award
Excellence Award

Association Memberships:

American Association of Women in Community Colleges (AAWCC)
College Reading & Learning Association (CRLA)
National Association for Developmental Education (NADE)
National Conference on Race & Ethnicity (NCORE)
National Council of Teachers of English (NCTE)
National Tutoring Association (NTA)
Oregon Institute of Leadership Development (OILD)

Committees and Programs:

Basic Skills Coordinating Council
District Staff Development/Campus chair
Education Advisory Committee
Gateways to Teaching Committee
Mandatory Advising Committee
PCC Foundation Campaign
Pre-Requisite Committee
Title III Retention Committee
Upward Bound Advisory Committee
ROOTS Advisory Committee
TLC Advisory Committee
Various college accreditation committees
Various faculty hiring committees
Visual and Performing Arts Committee

Professional Conferences, Workshops and Sessions:

American Mathematical Association of Two-Year Colleges (AMATYC)
Anderson Conference with Dr. Maryellen Weimer
Banner training for faculty
Financial Aid Day Volunteer
Created/conducted/coordinated workshops (i.e. Citing Your Sources)
Writing Scholarship/Admission Applications, various grammar topics)
Volunteer English conversant program
OHSU Brain Workshop
Oregon Mathematical Association of Two-Year Colleges (ORMATYC)
Presenter, "MyPCC Course Tools"
Shirley Anderson Winter Conference
International Conference on Critical Thinking
Student Success and Retention Conference (PSU)
Students with Psychiatric Disabilities workshop
Teachers of Teachers of Elementary Mathematics
Mediation Training and Certification
TLC workshops (variety of sessions including Learning Styles and Self-Efficacy)

E. Developmental Education Goals

In an attempt to present a snapshot of the DE program here at PCC, the DE Faculty met on several occasions to discuss and draft specific goals that we felt needed our attention for program review. The five goals that follow offer a base for assessing both the strengths and weaknesses of the DE program. Each of the following goals also offers a starting place for recognizing intervention and assessment strategies toward improving the delivery of developmental education at PCC.

Goal 1: Increase the percentage of students who successfully complete DE courses in pursuit of their personal, professional, and academic goals and who then succeed in college level courses.

DATA SNAPSHOT

1. According to the Institutional Effectiveness Data from Fall 1999 to Fall 2003
 - 33% of students enrolled in Math 20 during fall term went on to enroll in and successfully complete a next-level math course within one academic year.
 - 41% of the students enrolled in Writing 90 during fall term enroll in and successfully complete the next level writing class within one academic year.
 - 25% of students enrolled in Writing 90 during fall term went on to enroll in and successfully complete next two levels of writing courses within one academic year.

Limitations:

- Many students' educational goals do not require courses beyond Math 20 or Writing 90. This may explain why the number of students completing the next level is significantly lower than the number of students who successfully completed Math 20 or Writing 90 in the fall (69.4% and 74.9% respectively).
- Successful students may have postponed pursuing the next-level math or writing course to a later date and are not included in the data.

See Appendix A for data on Success Rates

2. According to the campus climate survey, two-thirds of the DE, pre-college and ENNL students believe they know the steps necessary to complete their goals.

Do you know the specific steps you need to take in order to reach your goal?

	Entire	Sample	Sylvania		Cascade/	SE		Rock	Creek
	#	%	#	%	#	%		#	%
Yes	838	63.1	299	63.1	275	61.9		264	64.5
No	489	36.9	175	36.9	169	38.1		145	35.5
Total	1327	100	474	100	444	100		409	100

Survey of DE, Pre-college and English as a Non-Native Language Students

SAS Output: www.pcc.edu/ir/surveys/basicskills.htm

EVALUATION

Strengths

1. *Developmental Education Advisor:* The Developmental Education Department at Sylvania has hired the full-time equivalent of developmental education advisors. The advisors are specifically assigned to developmental education students and are available for advising and assisting developmental students only.
2. *Full-Time Developmental Faculty in Math:* Three full-time faculty are on staff to teach only developmental education students. The expertise that these faculty bring to the teaching of developmental math increases the likelihood of successful completion of DE math courses.
3. *Curriculum Outcome Guides:* The Developmental Education Department continues to participate in ongoing assessment of course descriptions, outcomes, and skills associated with developmental education courses. For example, the Department faculty meet regularly to review best practices and compare grading processes for our classes. We also participate in annual reviews and editing of all course outcome guides as required by the College.
4. *Accessible Tutoring Services:* All DE students have access to math, reading and writing tutoring centers on all campuses. Students are encouraged to take advantage of tutoring services offered on their campuses. As an added bonus, DE English faculty tutor in the tutoring labs as part of their normal teaching load. This allows students more access to faculty and allows faculty direct experience with the struggles students face on assignments.
5. *Self-Paced Courses:* Many students require and/or prefer one-on-one attention in reading, writing and math courses. Having self-paced courses available to DE students helps students to be successful toward their goals. Across the three campuses, self-paced courses are available for a variety of DE-level math and English skills. At the Sylvania campus, over 150 students register for self-paced courses each academic year. Self-paced students receive individual attention and assistance, and often are able to test into the next level as a result.
6. *Ongoing Faculty Collaboration:* DE faculty continue to regularly meet on each campus to review and assess classroom activities and student progress. These sessions allow faculty to assess which students need additional assistance. They also help faculty revise and update teaching practices. Often these sessions are informal meetings over lunch in someone's home; at other times, they occur at faculty retreats and after the business portion of a DE SAC meeting. Lastly, the DE faculty in the DE continue to maintain open communication through e-mails and telephone calls throughout the terms.
7. *Student Computer Labs:* Computer labs have been established specifically for DE students on all campuses. This affords DE students the opportunity to work on assignments and get help from computer lab staff. The labs are also equipped with instructional software in reading, writing, and math to enhance and improve skills in these areas.
8. *Ongoing Student Assessment:* DE faculty complete student assessments as pertains to specific assignments and during scheduled student conferences. One-on-one student assessments may occur on an as-needed basis. Students are given individual attention and encouraged to raise questions and issues of concern during these sessions. For the writing faculty, faculty are required to hold mandatory conferences with each student at least once

during the term. Faculty are able to gauge student performance and determine probability of successful completion of the course. Often, these individual sessions lead to academic advising and/or alternative instructional methodologies.

9. *Attendance at Annual National Conference:* DE faculty continue to attend appropriate annual conferences in their disciplines. Each year, DE faculty attend and participate in conferences to enhance professional development and to acquire expertise in the latest pedagogical trends in their fields. They also maintain active membership in professional associations, subscribe to journals and keep abreast of the literature in developmental education.
10. *Pre- and Post-Tests:* DE faculty offer pre-testing at the beginning of each term to assess student abilities. They also administer post-tests to gauge how successful students are during the term. These tests offer excellent opportunities for students to see where they are at the beginning of the term and how well they have done.
11. *Assessment of Placement Tests:* DE faculty continues to assess the placement instrument for the college to determine if the questions and cut-scores are appropriate for correctly placing DE students. In this regard, DE faculty takes the tests, make recommendations for changes, and set the cut-scores.
12. *Grant Programs:* DE faculty has been instrumental in bringing both the Mott Grant and one of the Student Services Grant programs (Trio) to PCC. Both of these programs interface directly with DE faculty and students. DE faculty serves on the advisory boards for these programs and work directly with DE students involved in the programs. The Mott Grant is just completing its first year, and the Trio (ROOTS) Grant program is in its third year on the Sylvania Campus. Currently, ROOTS serves 133 students. The program has had phenomenal results in terms of persistence: 88% of ROOTS students persist toward their academic goals (versus the college average of 55%).
13. *Faculty Expertise:* DE faculty members are trained developmental education professional instructors. Each faculty member holds a masters level degree or above in their chosen field and participate in professional development activities regularly. Each faculty member is dedicated particularly to the academic needs of developmental education students.

Weaknesses

1. *Inconsistent DE Structure across Campuses:* The Rock Creek and Cascade campuses do not have a department specific to DE instruction.
2. *Smooth Transition from DE to WR 115.* DE faculty believe that a smoother transition from WR 90 to WR 115 would help students to matriculate more successfully. We believe that the WR 115 courses should be incorporated into the DE division. Students would, quite likely, be able to continue with the same instructor from WR 90 to WR 115.
3. *Pre College, Non-Transferable Math Courses:* At present, pre-college non-transferable math courses are not part of the DE department and are taught mostly by part time instructors. Moving these courses to the DE division would enhance student success and give students access to full-time DE instructors.

4. *Lack of mandatory advising.* Although advising is recommended, it is not required. Advising helps to catch students who are misplaced and redirect them to the appropriate program. Additionally, advisors make appropriate resource referrals. In addition, advising is crucial in keeping students on track and giving them the sense of progress toward a specific goal or degree.
5. *The Math Portion of the Existing Placement Tool:* Students are often incorrectly placed in math classes when they take the existing math portion of the placement exam. I would add: The DE department will work closely with the testing center to see how to adjust the placement exam to place the students in the appropriate math course. For any discrepancies, we will work on a case by case basis to help place the student.
6. *Lack of Financial Aid at the MTH 10 and 11 level.* Because Financial Aid does not fund MTH 10 or MTH 11, students who need those classes often do not take them. Often, they will ask for overrides into MTH 20 because it is funded by Financial Aid. In many cases these students do not succeed at this level because they lack the fundamental skills. Having financial aid funding at the lower levels would lessen the probability of students going into a higher level math class simply because financial aid funding is available at that level.

INTERVENTIONS

1. Continue to encourage students to take advantage of all tutoring services available on all campuses.
2. Support implementation of mandatory advising for DE on all campuses.
3. Continue to seek and apply for federal and private grants that supplement resources for DE students.
4. Continue to assess placement test scores for appropriate DE levels. If necessary suggest changes for test cut-scores and questions that are part of the test.
5. At the beginning of each term, encourage DE faculty to give students an orientation tour of all student service facilities located on the respective campuses. Faculty may incorporate the activity into an assignment for the class. Students will learn where offices are located and how to get to them.

ASSESSMENT

1. Design and complete a pilot survey on the personal, professional and academic goals of DE students on the Sylvania campus. This instrument will be administered at the beginning of the Fall term, 2007 for information gathering. At mid-term, individual instructors will meet with students who are at or below 60% in their DE classes; faculty and advisors will determine appropriate intervention strategies to help students achieve their individual goals.
1. Devise and market an instrument to invite all student service providers to address all DE classes at the beginning of each term. Students will have an opportunity to meet some of the staff in student` services and to ask questions that they might have.

Goal 2: Close the gap between the number of students who take the placement test, place into DE courses, and subsequently enroll in DE courses.

DATA SNAPSHOT

The table in Appendix B illustrates the performance of students whose enrollments were consistent with the placement criteria as well as those whose enrollments were inconsistent with those criteria from the previous program review of 2002.

Below is the summary of the data showing enrollment rates for students testing and then enrolling in courses from 2002 to 2004. See tables in Appendix C

Survey for current program review (see Appendix B for data from 2002 Program Review).

- Fall 2002, 58 % of the students testing into RD 80, actually enrolled. Fall 2004, 49% enrolled.
- Fall 2002, 47 % of the students testing into RD 90, actually enrolled. Fall 2004, 44% enrolled.
- Fall 2002, 66 % of the students testing into RD 115, actually enrolled. Fall 2004, 57% enrolled.
- Fall 2002, 54 % of the students testing into WR 80, actually enrolled. Fall 2004, 47% enrolled.
- Fall 2002, 40 % of the students testing into WR 90, actually enrolled. Fall 2004, 38% enrolled.
- Fall 2002, 48 % of the students testing into WR 115, actually enrolled. Fall 2004, 41% enrolled.
- Fall 2002, 65 % of the students testing into MTH 10, actually enrolled. Fall 2004, 68% enrolled.
- Fall 2002, 98 % of the students testing into MTH 20, actually enrolled. Fall 2004, 36% enrolled.

EVALUATION

Strengths

1. We're using a different placement tests since the last Program Review. For the math test, only one placement test is now needed for any placement into any math class rather than choosing which tests to take.
2. Perhaps increased enrollment in math.
3. Mandatory testing.
4. DE advising is available at most campuses.
 - a. Full time advisor at Sylvania
 - b. Half time advisor for Rock Creek
 - c. Minimal increase of advising time at Cascade through MOTT grant

Weaknesses

1. DE advising inadequate at Cascade and Southeast.
2. Most students do not take DE Reading and Writing courses they test into within one year.
3. As in the first report, many students reported having negative experiences during intake and/or testing.
4. Different time limits for different students.
5. Most students don't see an advisor after testing. This creates a host of problems such as poor course sequencing, missed requirements, and lack of academic progress.

INTERVENTIONS

1. Although advising has improved, there is room for more systematic advising throughout the system.
2. Students are not receiving enough guidance to move from testing into the classroom immediately. Prerequisites may force students to sign up for DE courses more quickly.
3. An informal survey was taken to determine why students do not enroll in classes within one year of taking the placement test. Data is incomplete. We have only anecdotal evidence about why so many students don't take DE courses within one year of placement. We need more data in order to understand this phenomenon. The results of the survey appear below. The survey questionnaire is included as Appendix D.

2006 Sylvania Survey Results

1. Did you take the placement test for math/reading/writing?

61 students (1 math class and 2 writing classes)

2. How long after taking the placement test did you register for classes?

Answers varied from one day to two years. In one writing class, 1/3 of all students registered for classes within 2 days of testing.

3. Why didn't you take the course immediately after taking the placement test?

I did-	20 students
Vacation	1 student
Avoidance	2 students
Part Time	1 student
Writing/Math is hard	1 student
Circumstances	9 students
No Money	3 students
Workload Increased	2 students
Did, but failed	1 student
Readings/Writing first	1 student
Pre-reqs	1 student
Get it over with	1 student

4. Why are you taking this course?

Placement test	23 students
Career Path	21 students
Advisor	8 students
Fun	2 students
Brush-up	19 students
Progress in subject	24 students
Other	14 students

5. Do you have an advisor?

Yes	14 students
No	22 students

6. Are you placed in the appropriate class?

Appropriate class	38 students
Not appropriate class	8 students

ASSESSMENT ACTIVITIES

1. Need data for all students taking the placement test.
2. Need to collect more comprehensive yearly data on student goals for each class at each campus.
3. Determine why students don't register right away.
4. Determine if placement test cutoff scores are correctly placing students.

5. Investigate the affect of the increased number of students required to take DE courses on academic advising.

Goal 3: Increase and promote district-wide program consistency and alignment with transfer-level courses.
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DATA SNAPSHOT

We have requested data from Institutional Effectiveness for the academic years 2002, 2003 and 2004 that will show the number of students successfully moving from lower courses to more advanced courses in the subject areas of math and writing. Institutional Effectiveness has said that it will take about one year to gather the data. However, based on the results in Appendix A, it appears that taking a developmental class in a subject area increases the likelihood of both successful completion and matriculation. This data suggests that not only does developmental course content prepare the student for success in college-level subjects, it also creates some institutional connections and support that increase their likelihood of academic persistence. For example, in 2002-03 85% students who had taken WR 90 successfully completed WR 115. This is significantly higher than the average success rate for this class. For the same year, a student with DE course experience was 11% more likely to be enrolled in courses a year later, than the average PCC student. One can assume that a contrast between DE and non-DE students would show an even larger difference in persistence rates.

EVALUATION

Based on the data gathered from Institutional Effectiveness, determine if administrator, faculty, staff, and student perceptions of district-wide program inconsistencies and lack of substance are accurate.

INTERVENTIONS

1. Survey instructors at all campuses in both D.E. and transfer-level Math and English regarding their concerns about consistency and alignment.
 - Present comprehensive information from survey to D.E. SAC to develop programs designed to address these concerns.
2. Survey all D.E. instructors at all campuses regarding the textbooks, assignments, and assessment tools they use.
3. Create standardized rubrics that will be used by all instructors teaching at all campuses.
4. Standardize the types of assignments that are used at a particular level of class across campuses.
5. Initiate *inter*-department meetings between department representatives of the same discipline at least once a year.
6. Initiate *intra*-department meetings between department representatives of the same discipline at least twice a year.
 - English instructors will share writing assignments and discuss expectations in an effort to “norm” assignments.
 - Math and English instructors make sure the same topics are taught in the same level courses and that the overlap is limited to a review (rather than teaching the same topics all over again).
 - Form an all-campus textbook committee that determines which textbooks can be used.

7. Create standardized exit tests that must be used at each class-level across campuses.
8. Require full-time instructors to teach all levels of D.E. classes within their discipline within a specific timeline (i.e. every 3 years).
9. Review CCOGs and implement appropriate changes for more consistency and better alignment.
10. Advocate for consistent student support resources at all campuses.
11. Review and standardize orientation, training, and evaluation procedures for part-time faculty at all campuses.

ASSESSMENT

1. In conjunction with Institutional Effectiveness, gather data about the success rates of students who move from MTH 20 to MTH 60 and WR 90 to WR 115.
 - Request data again after 2008-2009.
2. In conjunction with Institutional Effectiveness, gather data about the success rates of students who change campuses to take their next-level courses.
 - Request data again after 2008-2009.
3. In conjunction with Institutional Effectiveness, gather data about the success rates of students who have full-time instructors versus part-time instructors.
 - Request data again after 2008-2009.

Goal 4: Prepare the DE program for the surge of pre-college students due to the implementation of pre-requisites at PCC.

DATA SNAPSHOT

Estimated Impact of Prerequisite Policy on Enrollment and the Demand for Sections in Pre-College and Developmental Writing, Reading, and Math in the 2007-08 Academic Year

The proposed prerequisite policy would require (with some exceptions) that students taking general education courses have Writing, Math, and Reading coursework grades or test placement scores equivalent to the successful completion of WR 115, MTH 20, and RD 115. This analysis estimates the *maximum* potential increase in enrollment in three Writing courses (WR 80, WR 90, WR 115), two Math courses (MTH 10, MTH 20), and three Reading courses (RD 80, RD 90, RD 115) that would result from the prerequisite policy.

The estimates are contingent upon data available up to the 2004-05 academic year, and therefore will be revised as new data become available or as assumptions are modified.

Summary of the Potential Maximum Effect on Enrollment in DE Courses

- Up to 4 additional WR 80 sections, 9 additional WR 90 sections, and 12 additional WR 115 sections would be needed college-wide.
- Up to 5 additional MTH 10 sections and 13 additional MTH 20 sections would be needed college-wide
- Up to 3 additional RD 80 sections, 11 additional RD 90 sections, and 12 additional RD 115 sections would be needed college-wide.

Estimate of Maximum Potential Enrollment if Prerequisite Policy is Implemented (College-wide): Fall 2007

	WR80	WR90	WR115	MTH10	MTH20	RD80	RD90	RD115
Potential increase in enrollment from policy	132	228	363	143	415	97	305	345
Potential percent increase in enrollment from policy	38%	26%	27%	95%	31%	39%	53%	53%
Potential increase in the number of sections from policy	4	9	12	5	13	3	11	12
Estimated number of sections	16	42	57	11	55	12	33	34

Campus Estimate of Maximum Potential Number of Sections if Prerequisite Policy is Implemented: Fall 2007

Estimated Number of Sections Required	WR80	WR90	WR115	MTH10	MTH20	RD80	RD90	RD115
Sylvania	4	18	24	2	21	3	14	16
Cascade	4	9	10	3	11	3	7	7
Rock Creek	4	13	19	4	15	3	10	9
Extended Learning Campus	3	3	4	2	7	3	2	2

Note: Sum of campus totals may not add to college-wide total due to rounding.

Appendix E tables provide a college-wide detailed estimate of enrollment in each term, from Fall 07 through Fall 08. The appendix tables show that a sizeable amount of the additional demand for sections in each term will be generated by students who are new to PCC that term. *Therefore, high levels of enrollment in the above WR, MTH, and RD courses as a result of the prerequisite policy will persist.*

Assumptions

The analysis is based upon six assumptions:

1. New students will have a similar profile as new students in prior years, with respect to readiness levels, pass rates, and retention rates;
2. Enrollment at PCC will be 10% lower than what would have been the case had there been no prerequisite policy. (i.e., some potential students will decide against enrolling at PCC as a result of the policy);
3. Degree-seeking students¹ will not be able to opt-out of the requirement in each and every one of that student's general education courses;

¹ A degree seeking student in this analysis is defined as a student who: (1) indicates that he/she is degree seeking; AND (2) is taking more than one credit course in the term. This narrow definition of degree seeking students is an attempt to exclude

4. Degree-seeking students will not switch to non-degree seeking status (e.g., change their educational goal to obtaining a certificate only) as a result of the policy;
5. As a result of the policy, DE sections will fill to the maximum;
6. Enrollment at PCC will increase 5% from 2004-05 to 2007-08 if the prerequisite policy were not implemented. (Approximately 1.64% annual increase).

Methodology

The calculation of the estimates involved four steps, detailed in the appendix:

1. First, enrollment in the WR, MTH, and RD courses was estimated for the 2007-08 year, under the assumption that the prerequisite policy was *not* implemented (Appendix A).
2. Second, based upon estimated readiness levels of new degree-seeking students enrolled in the affected general education courses, a maximum potential increase in enrollment demand was estimated *if the policy were implemented* (Appendix B).
3. Third, based upon estimated pass and retention rates of students taking the WR, MTH, and RD courses, an increase in enrollment demand was estimated (Appendix C) as continuing students progress from lower-level sequence courses (e.g., MTH 10) to higher-level sequence courses (e.g., MTH 20).
4. Last, an estimate of potential maximum enrollment was generated (Appendix D) by summing estimates of enrollment if no policy were implemented (Appendix A) and the maximum additional enrollment demand if the policy were implemented (Appendix B and C). Please refer to these tables in the Appendix of this document.

EVALUATION

Strengths

1. *High-Quality Faculty.* The Developmental Ed Faculty are highly-motivated instructors who are committed to ongoing professional development. They demonstrate a real interest in student success, as shown by their concern with learning styles, learner-center education and other teaching theories at the forefront of educational philosophy.
2. *Innovative curriculum.* We have an innovative curriculum, incorporating a variety of disciplines other than basic skills, such as math, literature, psychology, brain theory, philosophy, theatre arts, linguistics, and others.
3. *Embrace of Technology.* The Department incorporates new technologies into our program. Some examples are using reading programs to boost student reading rate, teaching research skills in a computer lab where all students can simultaneously access electronic databases and resources, using podium classrooms with web projection capabilities (WebEasy, MyPCC, whiteboardz), having students give power point presentations to help them identify

most non-degree seekers who identify themselves as degree seekers primarily to increase the chances of enrolling in general education courses by taking advantage of the earlier enrollment period available to degree seekers.

and convey main ideas from a text, holding writing workshops in computer classrooms so that students can edit their papers in class, teaching DE math courses in an online, and various other approaches.

4. *Highly-Accessible Tutoring.* All three campuses operate drop-in, full-time tutoring centers that focus on Developmental students. Some faculty have mandatory tutoring hours in the center, providing students more access to faculty and providing faculty expertise to the tutoring center.
5. *Direct education pertaining to College Behaviors And Information Literacy.* The Developmental Education Department offers several “College Survival Skills” classes addressing skills such as time management, learning styles, career development, and lifestyle management. In addition, information literacy offer classes addressing skills in accessing web-based resources, utilizing library databases, and critically evaluating electronic sources. These courses have been extremely effective in boosting student success and retention.
6. *Faculty Collaboration.* Our faculty regularly work among themselves as well as with student services and the library services to share teaching research, theory, course ideas and technology.
7. *Imbedded Curriculum.* The Department has begun embedding some other areas of education/disciplines into our classes (For example, discussing philosophy or literature). This practice addresses “higher level” subject areas while students are completing their required DE courses. We also include college skills and student behavior content for students who have not signed up for College Survival classes but are still in great need of education about what it means to be a successful student.

Weaknesses

1. *Part time to Full Time Ratio.* DE has a disproportionate number of part-time to full-time instructors teaching its course. (See DE Faculty chart, p. 5). This creates problems, including program and course continuity, department communication, student access to instructors, full time staff workload, and currency of teaching skills.
2. *More Study Skills.* We can’t teach students enough about student behaviors and resources. Not all or even most of our students take courses that directly address this area. Therefore, it is incumbent on DE to address this further in our reading, writing and math curriculum. Many of our students “drop-in” to campus for classes, and then immediately return to their world filled complex work, family, and personal demands. This contributes to a high failure rate and is partially attributable to students not knowing how much time and mental commitment college requires. Many of our students do not have college graduates in the family to help them anticipate this commitment.
3. *Mandatory Advising.* This is a critical issue for our students. Our students, who are in the most need of college resources, often are the least likely to partake of them. Mandatory advising eases transition to and from DE, provides transfer information, and mitigates the feeling of disconnectedness that many of our students experience.
4. *Improved Course Consistency and Alignment.* While all of our courses follow the CCOGs, our students would benefit from more continuity. Readdressing our course content/continuity

is imminent due to issues at the college. These issues include Prerequisite implementation and 4-credit DE conversion. In 2004, the EAC initiated a college-wide conversation about converting 3-credit transfer courses to 4 credits. As noted in the EAC-produced document, "FAQs for the 4-Credit Conversion Question," "Although the EAC is only looking at transfer general education courses, other disciplines may choose to convert." Given this possibility, the DE SAC began discussing what has amounted to a complex consideration and discussion of 4-credit conversion for DE. During the 2004/2005 and 2005/2006 academic years, the DE SAC considered the benefits and detriments of converting DE courses from three to four credits. Appendix F presents the history of the discussion of the 4-credit conversion discussion by the DE SAC.

5. *More relationship building.* While we meet three times a year, our SAC meetings are always pressed for time, due to the volume of business that is conducted. We would benefit from more time to share ideas and build relationships.

INTERVENTIONS

1. Implement 4 Credit Conversion (Fall 07)
2. Continue developing the linked WRITING 80 and DE 31 (LEARNING SKILLS) model (Fall 06)
 - Require all WRITING 80 students to participate
 - Schedule the WRITING 80/DE 31 back to back so each group becomes a cohort (see #5 below) and the curriculum can overlap
 - Create more specific measured outcomes for DE 31
3. Develop a linked READING 80 and information literacy curriculum (DE 99) based on the WRITING 80/DE 31 model. (Fall 06)
4. Support implementation of mandatory advising for development education students (Winter 07)
5. Work with administration to improve the full time/part time faculty ratio (Winter 07)
6. Encourage student/peer relationships by continuing to embed student services and campus resources into academic curriculum (See #1). (Ongoing)
7. Continue and expand the use of triage among related support resources (OSD, DE faculty, DE advisor, MOTT, high school completion, high school transition programs) to support student success and retention. (Ongoing)
8. Review cutoff scores for Compass and ASSET to assess accuracy of placements into READING 80 and WRITING 80 classes. (Winter 07)
9. Encourage policy that allows all full time instructional staff to rotate teaching every level in the developmental education curriculum within a three year period to remain current with material and students. (Ongoing)

ASSESSMENT

1. Create mechanism to measure competency results (all levels of DE writing, reading, and math). (Fall 08)
2. Continue exit testing in WR 80/DE 31, RD 80/DE 99, and Math 10. (Ongoing, Fall 06)
3. Work with Banner to insure all DE students are receiving academic advising. (Fall 07)

Goal 5: Develop institutional and community understanding, connection, and support for the DE program.

DATA SNAPSHOT

There is no quantitative data for this goal.

EVALUATION

Strengths

Articulation between divisions: Cascade English and DE faculty have joint department meetings once a term. Listserves are shared between DE, ABE, and English SACS. And, members of the DE SAC regular attend and participate in the Math SAC.

Weaknesses

1. Some faculty do not understand the barriers (recovering, poverty, 1st generation, single parents, disabilities) that many DE students face to get through college. They need to understand why a WR 115 student who has come up from WR 80 and WR 90 has different skills from a student who tests directly into WR 115.
2. Inadequate communication exists between the general PCC community and DE.

INTERVENTIONS

1. Readability software has been ordered. It will show instructors from any department the reading level of textbooks. It will be our job to explain the difficulties a RD80-, 90-, or 115-level student may have with the text.
2. Intentionally invite ABE, ESOL, and ENG faculty to “experience our classes” to promote better understanding and articulation
3. The Basic Skills Coordinating Council has approved the formation of a community advisory committee, the Basic Skills Advisory Committee (BSAC) to provide feedback and advice. The main responsibilities of the BSAC will be to:
 - advise the college whether our educational programs are meeting the needs of the communities served and make recommendations for meeting those needs
 - keep us current with trends in labor market when necessary
 - inform PCC about changing demographics of communities and emerging challenges from those communities
 - be the voice of the community, linking it to PCC

4. Encourage Service Learning and assignments that go beyond the classroom, e.g. informational phone interviews with other instructors or businesses.

CONCLUSION

With the approach of the prerequisites requirement in the fall of 2007 (enforceable Fall 08), we expect heightened awareness and interest in DE from faculty of subject area departments. We expect heightened understanding of subject area textbook and vocabulary difficulties for DE students. DE faculty will be available as a valuable resource to subject area departments by serving on committees, presenting workshops or work sessions, and opening dialogues with and among faculty from other divisions. We hope to assist faculty with designing teaching methodologies and other appropriate strategies to help students succeed as PCC attempts to implement pre-requisites protocols.

In an effort to meet the needs of our students and the demands of a professional educational institution, the DE faculty will be looking for administrative and financial support in the following areas:

- To offer additional DE course sections as the need arises with respect to pre-requisite requirements
- To develop new and alternative DE course designs to assure flexibility in course offerings and availability
- To support continuous DE professional development and program development
- To request that new full-time DE hires stay in alignment with increase of new students

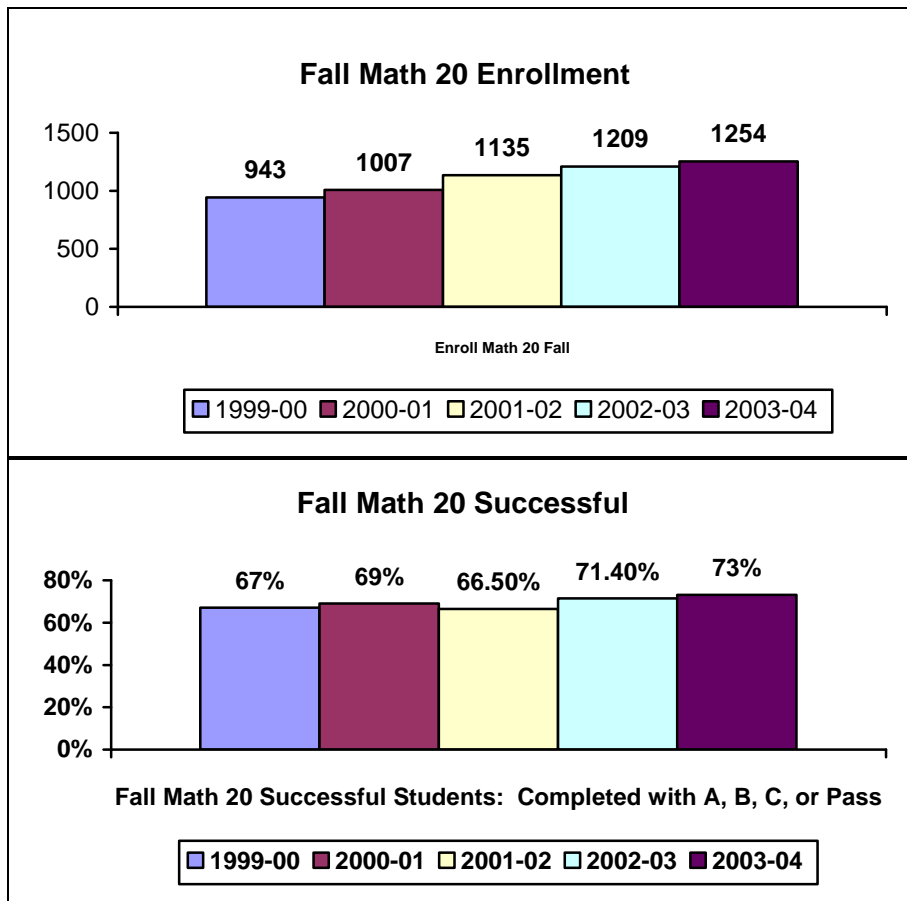
Appendix A

Evaluation of Readiness that Developmental Education provides for college-level work

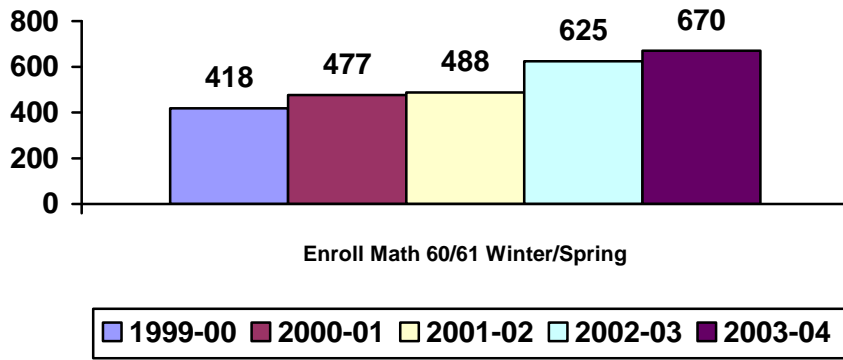
Indicator: Students move successfully from Developmental Education classes to enrollment in next-level courses.

Measure: Percent of Fall Term MATH 20 STUDENTS WHO SUCCEED IN NEXT-LEVEL MATH COURSES

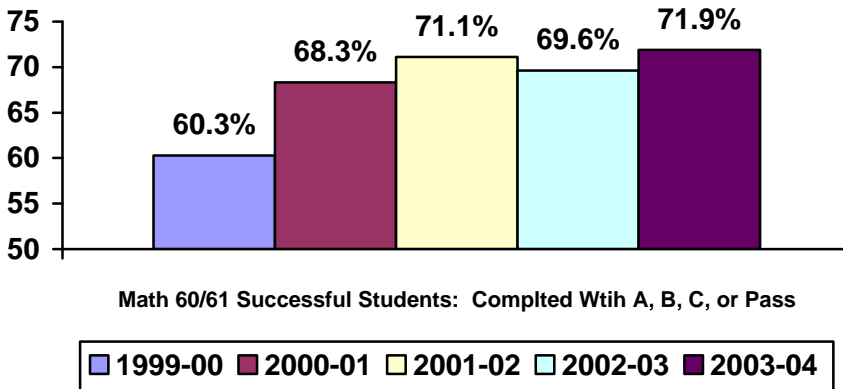
Across all years, 33% of the students enrolled in Math 20 during fall term go on to enroll in and successfully complete a next-level math course within one academic year. Since many students are not required to pursue additional math courses, this number is significantly lower than the number of fall term Math 20 students who are successful. In addition, some successful students may pursue next-level math courses at a later date.



Successful Math 20 Enroll Next Level



Math 60/61 Successful



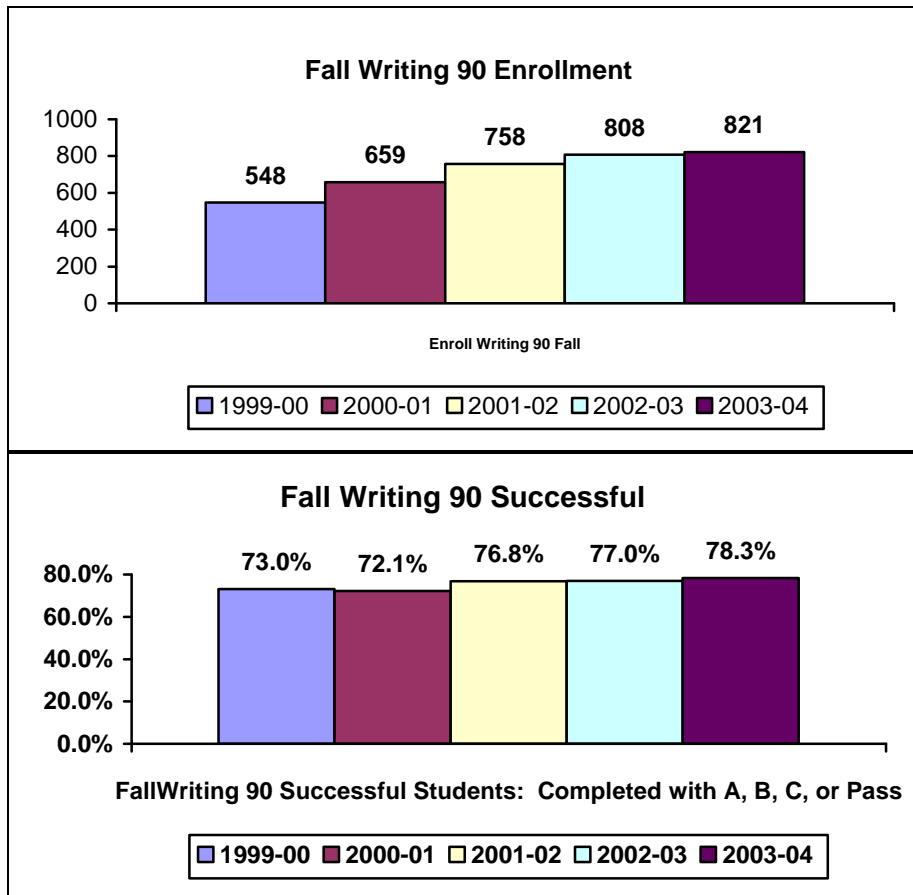
Source: Banner Student Data

Evaluation of Readiness that Developmental Education provides for college-level work

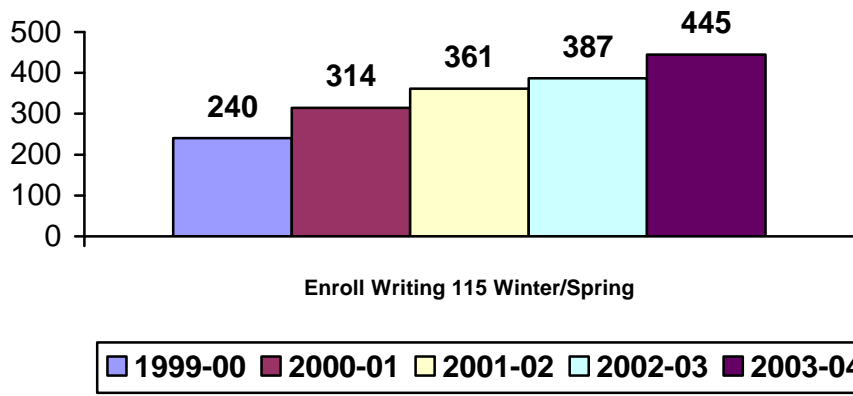
Indicator: Students move successfully from Developmental Education classes to enrollment in next-level courses.

Measure: Percent of Fall Term WRITING 90 STUDENTS WHO SUCCEED IN NEXT-LEVEL WRITING COURSES

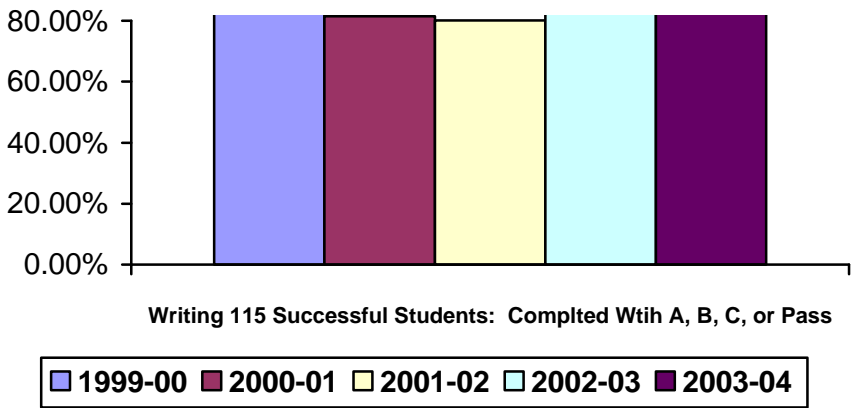
Across all years, 41% of the students enrolled in Writing 90 during fall term enroll in and successfully complete the next level writing class within one academic year. Since many students do not pursue additional writing courses, this number is significantly lower than the number of fall term Writing 90 students who are successful. In addition, some successful students may pursue college writing at a later date.



Successful WR 90 Enroll Next Level



Writing 115 Successful



Source: Banner Student Data

Appendix B

Institutional Research Enrollment Data on DE Students from 2002 Program Review

The following table illustrates the performance of students whose enrollments were consistent with the placement criteria as well as those whose enrollments were inconsistent with those criteria.

Course Recommendation Based on Test Score

Course	Tested Into Course		Tested Below Course Level		Tested Above Course Level		Class Started Before Students' Test Date	
	N	%	N	%	N	%	N	%
RD 80 (n=956)	592	61.9	207	21.7	157	16.4	135	14.1
RD 90 (n=2443)	1937	79.3	377	14.5	129	5.3	133	5.4
WR 80 (n=1075)	735	68.4	201	18.7	139	12.9	153	14.2
WR 90 (n=3011)	2247	74.6	508	16.9	256	8.5	156	5.2
MTH 10 (n=205)	157	76.6	-	-	48	22.4	19	9.3
MTH 20 (9n=4691)	4130	87.0	352	8.6	209	4.4	224	4.7

- Of the 592 students whose test scores placed them into RD 80, 69.5% successfully completed the course, 15.2% did not successfully complete the course, and 15.4% withdrew, had incompletes or did not have a basis for a grade.
- Of the 1,937 students whose test scores placed them into RD 90, 76.1% successfully completed the course, 13.5% did not successfully complete the course, and 10.4% withdrew, had incompletes or did not have a basis for a grade.
- Of the 735 students who test scores placed them into WR 80, 74.6% successfully completed the course, 12.7% did not successfully complete the course, and 12.8% withdrew, had incompletes or did not have a basis for a grade.
- Of the 2,247 students whose test scores placed them into WR 90, 72.3% successfully completed the course, 15.7% did not successfully complete the course, and 12% withdrew, had incompletes or did not have a basis for a grade.
- Of the 157 students whose test scores placed them into MTH 10, 61.1% successfully completed the course, 18.5% did not successfully complete the course and 20.4% withdrew, had incompletes or did not have a basis for a grade.
- Of the 4,130 students whose test scores placed them into MTH 20, 70.7% successfully completed the course, 16% did not successfully complete the course, and 13.3% withdrew, had incompletes or did not have a basis for a grade.

Instructor Administered Tracking

"How many new students never showed up during the first two weeks of class?"

"How many new students appeared once or twice and then disappeared?"

Results of the informal research conducted by faculty at Cascade and Sylvania over the first two weeks of Fall term 2001 are noted below:

- Fall term, 2001, 57 out of 400 students registered for a DE class, but never showed up--14.4%
- Fall term, 2001, 21 out of 400 students appeared once or twice and then never returned--5%

Institutional Research

At our request, Institutional Research provided the following data on students who place into developmental classes but never enroll:

ROCK CREEK

Writing: 47% who tested into Writing 80, 90, or below did not enroll in a writing class during 2000-2001.

Reading: 57% who tested into Reading 80, 90, or below did not enroll in a reading class during 2000-2001.

Math: 49% who tested into Math 10 or 20, or below did not enroll in a math class during 2000-2001.

SYLVANIA

Writing: 42% who tested into DE Writing 80, 90 or below did not enroll in a writing class during 2000-2001.

Reading: 55% of those who tested into DE reading 80, 90, or below did not enroll in a reading class during 2000-2001.

Math: 47% of those who tested into Math 10, 20 or below did not enroll in a math class during 2000-2001.

CASCADE

Writing: 55% of those who tested into DE Writing 80, 90, or below did not enroll in a writing class during 2000-2001.

Reading: 54% of those who tested into Reading 80, 90, or below did not enroll in a reading class during 2000-2001.

Math: 47% of those who tested into Math 10, 20, or below did not enroll in a math class during 2000-2001

Lastly, IR reported that a significantly greater number of Cascade Campus students place into both RD 80 and WR 80:

Rock Creek	18% of DE students tested into both RD 80 and WR 80.
Sylvania	14% of DE students tested into both RD 80 and WR 80
Cascade	24% of DE students tested into both RD 80 and WR 80
College-wide	17% of DE students tested into both RD 80 and WR 80

The students in our study felt rushed, herded, and depersonalized. They want less time in large group sessions and more time in small or individualized sessions. These students need trained DE advisors or instructors to encourage them and to help them understand the value of strengthening their skills in reading, writing and math. Also, since we believe that ASSET does not effectively place well below the 90 level in reading and writing, the individualized contact that a fulltime DE advisor would allow will increase the accuracy of student placement.

To improve the intake processes for students who place into DE classes, we need institutional support for a full time DE advisor on each campus.

Appendix C

Testing and Subsequent Enrollment of DE Students 2002 - 2004

New Fall DS students testing into RD 80: Did they actually enroll in RD 80 during their first year?

Fall 2002	New DS	Fall 03	New DS	Fall 04	New DS
N	Percent	N	percent	N	Percent
285	67.7	241	65	248	64.9
259	14.0	35	9.4	45	11.7
77	18.2	95	25.6	89	23.3
421	100	371	100	382	100

New fall DS students testing into RD 90: Did they actually enroll in RD 90 during their first year?

Fall 2002	New DS	Fall 2003	New DS	Fall 2004	New DS
N	percent	n	percent	n	percent
688	63.1	562	57.5	557	53.7
132	12.1	126	12.9	158	15.2
269	24.7	289	29.5	321	40.9
1089	100	977	100	1036	100

New fall DS students testing into RD 115: Did they actually enroll in RD 115 during their first year.

Fall 2002	New DS	Fall 2003	New DS	Fall 2004	New DS
N	percent	n	percent	n	percent
567	79.6	506	72.7	557	74.8
54	7.5	50	7.1	70	9.0
91	12.7	140	20.1	124	16.0
712	100	696	100	771	100

New fall DS students testing into WR80: Did they actually enroll in WR80 during their first year.

Fall 2002	New DS	Fall 2003	New DS	Fall 2004	New DS
N	percent	n	percent	n	percent
473	70.7	385	64.0	352	62.8
97	14.5	91	15.1	78	13.9
99	14.8	125	20.8	130	23.2
669	100	601	100	560	100

New fall DS students testing into WR90: Did they actually enroll in WR90 during their first year.

Fall 2002	New DS	Fall 2003	New DS	Fall 2004	New DS
n	percent	n	percent	n	Percent
508	52.3	437	47.4	474	46.6
160	16.4	146	15.8	178	17.5
303	31.2	338	36.7	364	35.8
971	100	921	100	1016	100

New fall DS students testing into WR115: Did they actually enroll in WR 115 during their first year.

Fall 2002	New DS	Fall 2003	New DS	Fall 2004	New DS
N	percent	n	percent	n	percent
686	62.8	551	52.1	542	50.8
112	10.2	107	10.1	137	12.8
294	26.9	398	37.6	387	36.3
1092	100	1056	100	1066	100

New fall DS students testing into MTH 10: Did they actually enroll in MTH 10 during their first year.

Fall 2002	New DS	Fall 2003	New DS	Fall 2004	New DS
N	percent	n	percent	n	percent
410	79.6	418	81.4	389	81.0
51	9.9	41	7.9	29	6.0
54	10.4	54	10.5	62	12.9
515	100	513	100	480	100

New fall DS students testing into MTH 20: Did they actually enroll in MTH 20 during their first year.

Fall 2002	New DS	Fall 2003	New DS	Fall 2004	New DS
N	percent	n	percent	n	percent
1311	84.5	664	44.4	711	46.3
156	10.0	299	20.0	330	21.5
83	5.3	532	35.5	493	32.1
1550	100	1495	100	1534	100

Appendix D

Informal Department Survey Administered as Part of Goal 2

The information you provide will help the college implement improved registration and testing service.

1. When did you take the placement test for math/reading/writing?
2. How long after taking the placement test did you register for classes?
3. Why didn't you take the course immediately after taking the placement test?
4. Why are you taking this course? (Check as many as apply)
 - a. placement test
 - b. career path
 - c. advisor
 - d. fun
 - e. brush-up
 - f. progress in subject
 - g. other
5. Do you have an advisor?
6. Are you placed in the appropriate class?

Thanks for your participation-

Appendix E

Appendix Table E: 2007-08 Estimate of Enrollment in MTH, RD, and WR Courses if No Change in the Prerequisite Policy

Assumptions:

- *Enrollment projected to increase 5% from 2004-05 to 2007-08 if prerequisite policy is not implemented.
- *Percent distribution of enrollment between new, continuing, and returning students does not change.
- *The distribution of enrollment among students in MTH 10 and MTH 20 in 2007-08 is the same as the 2004-05 distribution if prerequisite policy is not implemented.
- *The distribution of enrollment among students in RD 80, RD 90, and RD 115 in 2007-08 is the same as the 2004-05 distribution if prerequisite policy is not implemented.
- *The distribution of enrollment among students in WR 80, WR 90, and WR 115 in 2007-08 is the same as the 2004-05 distribution if prerequisite policy is not implemented.

Definitions and Notes:

*New Students are students who have never previously enrolled at PCC. Continuing Students are students who have enrolled at PCC during the immediate prior term (or in the case of Fall term a student who was enrolled the prior Spring or Summer term). Returning Students are student who have enrolled at PCC previously, but not during the immediate prior term (i.e., not a continuing student).

Sum of values may not equal total due to rounding.

Fall 07 estimate	MTH Enrollment	Total	1,469	Fall 07 estimate	RD Enrollment	Total	1,472	Fall 07 estimate	WR Enrollment	Total	2,571
	<i>New, Cont, and Returning</i>	<i>% of Total</i>	100.00%		<i>New, Cont, and Returning</i>	<i>% of Total</i>	100.00%		<i>New, Cont, and Returning</i>	<i>% of Total</i>	100.00%
		<i>N</i>	1,469			<i>N</i>	1,472			<i>N</i>	2,571
	Distribution in MTH Courses				Distribution in RD Courses				Distribution in WR Courses		
	MTH 10	MTH 20		RD 80	RD 90	RD 115		WR 80	WR 90	WR 115	
	% of N	10.20%	89.80%	% of N	17.00%	39.00%	44.00%	% of N	13.70%	34.50%	51.80%
	#	150	1,319	#	250	574	648	#	352	887	1,332
Winter 08 estimate	MTH Enrollment	Total	1,001	Winter 08 estimate	RD Enrollment	Total	1,152	Winter 08 estimate	WR Enrollment	Total	1,950
	<i>New, Cont, and Returning</i>	<i>% of Total</i>	59.40%		<i>New, Cont, and Returning</i>	<i>% of Total</i>	27.70%		<i>New, Cont, and Returning</i>	<i>% of Total</i>	38.10%
		<i>N</i>	594			<i>N</i>	319			<i>N</i>	743
	Distribution in MTH Courses				Distribution in RD Courses				Distribution in WR Courses		
	MTH 10	MTH 20		RD 80	RD 90	RD 115		WR 80	WR 90	WR 115	
	% of N	11.10%	88.90%	% of N	16.60%	37.10%	46.30%	% of N	10.40%	29.40%	60.20%
	#	66	528	#	53	118	148	#	77	218	447
	<i>New, Cont, and Returning</i>	<i>% of Total</i>	40.60%		<i>New, Cont, and Returning</i>	<i>% of Total</i>	72.30%		<i>New, Cont, and Returning</i>	<i>% of Total</i>	61.90%
		<i>N</i>	406			<i>N</i>	833			<i>N</i>	1207
	Distribution in MTH Courses				Distribution in RD Courses				Distribution in WR Courses		
	MTH 10	MTH 20		RD 80	RD 90	RD 115		WR 80	WR 90	WR 115	
	% of N	9.20%	90.80%	% of N	15.50%	40.30%	44.20%	% of N	13.70%	34.20%	52.10%
	#	37	369	#	129	336	368	#	165	413	629

Appendix Table E: 2007-08 Estimate of Enrollment in MTH, RD, and WR Courses if No Change in the Prerequisite Policy

Assumptions:

*Enrollment projected to increase 5% from 2004-05 to 2007-08 if prerequisite policy is not implemented.

*Percent distribution of enrollment between new, continuing, and returning students does not change.

*The distribution of enrollment among students in MTH 10 and MTH 20 in 2007-08 is the same as the 2004-05 distribution if prerequisite policy is not implemented.

*The distribution of enrollment among students in RD 80, RD 90, and RD 115 in 2007-08 is the same as the 2004-05 distribution if prerequisite policy is not implemented.

*The distribution of enrollment among students in WR 80, WR 90, and WR 115 in 2007-08 is the same as the 2004-05 distribution if prerequisite policy is not implemented.

Definitions and Notes:

*New Students are students who have never previously enrolled at PCC. Continuing Students are students who have enrolled at PCC during the immediate prior term (or in the case of Fall term a student who was enrolled the prior Spring or Summer term). Returning Students are student who have enrolled at PCC previously, but not during the immediate prior term (i.e., not a continuing student).

Sum of values may not equal total due to rounding.

Spring 08 estimate				Spring 08 estimate				Spring 08 estimate			
MTH Enrollment		Total	777	RD Enrollment		Total	882	WR Enrollment		Total	1,591
<i>New and Returning</i>		<i>% of Total</i>	57.80%	<i>New and Returning</i>		<i>% of Total</i>	29.00%	<i>New and Returning</i>		<i>% of Total</i>	39.90%
		<i>N</i>	449			<i>N</i>	256			<i>N</i>	635
Distribution in MTH Courses				Distribution in RD Courses				Distribution in WR Courses			
	MTH 10	MTH 20			RD 80	RD 90	RD 115		WR 80	WR 90	WR 115
% of N	14.10%	85.90%		% of N	19.40%	27.60%	53.00%	% of N	12.30%	29.60%	58.10%
#	63	386		#	50	71	136	#	78	188	369
<i>Continuing</i>		<i>% of Total</i>	42.20%	<i>Continuing</i>		<i>% of Total</i>	71.00%	<i>Continuing</i>		<i>% of Total</i>	60.10%
		<i>N</i>	328			<i>N</i>	626			<i>N</i>	956
Distribution in MTH Courses				Distribution in RD Courses				Distribution in WR Courses			
	MTH 10	MTH 20			RD 80	RD 90	RD 115		WR 80	WR 90	WR 115
% of N	11.10%	88.90%		% of N	19.10%	33.60%	47.30%	% of N	13.40%	32.50%	54.10%
#	36	291		#	120	210	296	#	128	311	517
Spring 08 estimate				Winter 08 estimate				Winter 08 estimate			
MTH Enrollment		Total	1,001	RD Enrollment		Total	1,152	WR Enrollment		Total	1,950
<i>New and Returning</i>		<i>% of Total</i>	56.10%	<i>New and Returning</i>		<i>% of Total</i>	37.00%	<i>New and Returning</i>		<i>% of Total</i>	50.90%
		<i>N</i>	228			<i>N</i>	105			<i>N</i>	305
Distribution in MTH Courses				Distribution in RD Courses				Distribution in WR Courses			
	MTH 10	MTH 20			RD 80	RD 90	RD 115		WR 80	WR 90	WR 115
% of N	13.90%	86.10%		% of N	12.30%	37.40%	50.30%	% of N	16.00%	30.40%	53.60%
#	32	196		#	13	39	53	#	49	93	164
<i>Continuing</i>		<i>% of Total</i>	43.90%	<i>Continuing</i>		<i>% of Total</i>	63.00%	<i>Continuing</i>		<i>% of Total</i>	49.10%
		<i>N</i>	178			<i>N</i>	178			<i>N</i>	294
Distribution in MTH Courses				Distribution in RD Courses				Distribution in WR Courses			
	MTH 10	MTH 20			RD 80	RD 90	RD 115		WR 80	WR 90	WR 115
% of N	9.80%	90.20%		% of N	12.40%	45.50%	42.10%	% of N	12.80%	34.50%	52.70%
#	17	161		#	22	81	75	#	38	102	155

Appendix Table E: 2007-08 Estimate of Enrollment in MTH, RD, and WR Courses if No Change in the Prerequisite Policy

Assumptions:

*Enrollment projected to increase 5% from 2004-05 to 2007-08 if prerequisite policy is not implemented.

*Percent distribution of enrollment between new, continuing, and returning students does not change.

*The distribution of enrollment among students in MTH 10 and MTH 20 in 2007-08 is the same as the 2004-05 distribution if prerequisite policy is not implemented.

*The distribution of enrollment among students in RD 80, RD 90, and RD 115 in 2007-08 is the same as the 2004-05 distribution if prerequisite policy is not implemented.

*The distribution of enrollment among students in WR 80, WR 90, and WR 115 in 2007-08 is the same as the 2004-05 distribution if prerequisite policy is not implemented.

Definitions and Notes:

*New Students are students who have never previously enrolled at PCC. Continuing Students are students who have enrolled at PCC during the immediate prior term (or in the case of Fall term a student who was enrolled the prior Spring or Summer term). Returning Students are student who have enrolled at PCC previously, but not during the immediate prior term (i.e., not a continuing student).

Sum of values may not equal total due to rounding.

Fall 08 estimate				Fall 08 estimate				Fall 08 estimate									
MTH Enrollment			Total	RD Enrollment			Total	WR Enrollment			Total						
<i>New and Returning, Non-Spring</i>				<i>New and Returning, Non-Spring</i>				<i>New and Returning, Non-Spring</i>									
% of Total			83.10%	% of Total			55.80%	% of Total			72.20%						
N			1,241	N			835	N			1,887						
Distribution in MTH Courses				Distribution in RD Courses				Distribution in WR Courses									
MTH 10		MTH 20		RD 80		RD 90		RD 115		WR 80		WR 90		WR 115			
% of N		10.20%		89.80%		17.00%		39.00%		43.60%		13.70%		34.50%		51.80%	
#		127		1114		142		326		364		259		651		977	
<i>Continuing from Summer</i>				<i>Continuing from Summer</i>				<i>Continuing from Summer</i>									
% of Total			4.50%	% of Total			3.20%	% of Total			5.20%						
N			67	N			48	N			136						
Distribution in MTH Courses				Distribution in RD Courses				Distribution in WR Courses									
MTH 10		MTH 20		RD 80		RD 90		RD 115		WR 80		WR 90		WR 115			
% of N		11.50%		88.50%		14.70%		41.90%		43.40%		9.40%		34.00%		56.60%	
#		8		59		7		20		21		13		46		77	
<i>Continuing from Spring</i>				<i>Continuing from Spring</i>				<i>Continuing from Spring</i>									
% of Total			12.40%	% of Total			41.00%	% of Total			22.60%						
N			185	N			613	N			591						
Distribution in MTH Courses				Distribution in RD Courses				Distribution in WR Courses									
MTH 10		MTH 20		RD 80		RD 90		RD 115		WR 80		WR 90		WR 115			
% of N		9.30%		90.70%		18.40%		36.30%		45.30%		12.40%		26.30%		61.30%	
#		17		168		113		223		278		73		155		362	

Appendix F

History of 4-credit conversion discussion by the DE SAC

2004/2005 4-Credit Conversion ad hoc committee

Created to explore the possibility of DE English courses converting to 4 credits, the ad hoc committee devoted much time to researching the pedagogical impacts of 4-credit conversion and possible barriers to students that could emerge with implementation of 4 credits. The SAC, by and large, agreed that the pedagogical benefits to DE students were compelling; these benefits are listed below.

- **Greater course breadth and depth:** from a pedagogical stance, faculty believed that greater breadth and depth would likely translate into deeper learning. If faculty had more time to cover material and fully meet course and college core outcomes, the committee-along with the majority of faculty who voiced an opinion-felt that students would have a more engaged learning experience.
- **Reduced student course load:** faculty, as a whole, believed that most students would take fewer courses (to meet a full load) and as a result would have a less fragmented college education. For our large percentage of students who are working and raising families, the committee believes that this reduced full-time load would only benefit many of our students juggling multiple lives. The evidence from other colleges supports this belief.
- **Faculty-student contact benefit:** the committee strongly believes, along with faculty across the district, that because faculty would have about 20% fewer students, then students would benefit enormously from increased contact between faculty and students. The committee did assume that fewer students would mean more faculty time for students, and largely based this assumption on 1) faculty concerns about current workload and student success, and 2) faculty imagining their professional lives in a conversion scenario that meant fewer students. This increase in contact-both in and outside of class-time- could have a profound effect on retention and student success. Further, the committee recognized that a reduction in the number of students would likely mean more time for assessing and responding to student work, as well as more time to develop innovative curriculum, which would also increase the cohesiveness of a students education.
- **Curriculum improvement:** faculty on the committee determined that the conversion would bring opportunities for curriculum enrichment and innovative experimentation (such as hybrid courses using WebCT and other online technology).

While agreeing on the student learning and pedagogical benefits of converting to 4 credits, SAC members still had questions about the impact to students. To address these questions, the following charge was given to the sub-committee:

Research needed:

- 1) Affordability for DE students
- 2) Effect on financial aid
- 3) Four credit DE courses offered at other community colleges
- 4) Impact on faculty contract hours for full and part-time
- 5) Effect on class size
- 6) Effect on institutional facilities

After researching these issues, the sub-committee reported that DE students taking all five reading and writing DE courses, including RD 115, might see an increase of \$326 in tuition to finish these five courses. To respond to this, the 4-credit Planning Committee discussed ways to mitigate the extra tuition; better assessment and placement, for example, will ensure that students who need the added

class time will get the time they need, and students who do not need the added instruction will be placed in the more-appropriate level.

From a 2005 I.R. survey, the committee discovered that nearly 40% of DE students received some financial aid.

As of 2006 only five of the 14 Oregon community colleges offered DE courses that exceeded 3 credits. However, within PCC, DE Math classes are 4 credits, and ESOL classes are 5 credits. 4 credit developmental skill-building classes have a clear precedent at PCC. Our neighbor, Mt. Hood Community College, offers 4-credit Writing 90 classes and 5-credit Reading 90 classes. Many of the innovative DE programs outside of Oregon that have won awards for best practices offer courses that exceed 3 credits, including City College of San Francisco (which offers a basic reading and writing cohort—6 hours lecture, 1.5 hours lab); The Digital Bridge Academy at Cabrillo Community College in California (includes 16 units of integrated, intensive basic skills—one semester 86-100% retention; includes a three week immersion foundations course); Los Medanos and Diablo Valley Community Colleges, whose programs include six hours a week including one hour lab (reading-writing cohort with study skills or counseling support). The subcommittee realizes that exemplary DE programs should be our models when considering program changes. As the award-winning programs above reflect, more time for student learning inside and outside of the classroom is a research-based need; clearly, if WR 121 students at PCC need more class time, DE students certainly do.

Finally, the subcommittee could not determine the effect on class size.

April 14, 2005 DE SAC voted to move forward on 4-Credit Conversion

From the Spring 2005 SAC minutes:

MOTION: Vote to start reading and writing DE classes to 4-credit conversion. Rob/Frieda. Motion passed with eleven yeses, three no's, and one abstaining.

Action: Formed a pedagogy committee, members are Theresa, Heather C, David, Mary Lane, and Heather L.

2005/2006 4-Credit Conversion Task Force

When the DE SAC voted to move forward with the 4-credit conversion process, the Task Force began discussing the conversion process with members of other SACs (who were already well into the conversion process), including the Comp/Lit SAC. To share information, and to continue the momentum of 4-credit conversion, the Task Force invited DE SAC members to attend a 4-Credit Work Session.

March 10, 2006 4-Credit Work Session

While most SAC members voted to move forward with converting DE courses to 4 credits, almost all SAC members acknowledged the need for more conversation about the conversion process. The session began with a group brainstorm/review of the benefits and detriments of 4-credit conversion. Part of the discussion centered around the desire for a more cohesive, consistent-across-the-district DE "Program."

2006/2007 4-Credit Planning Committee

At the September 20, 2006 DE SAC meeting, a 4-Credit Planning Committee was formed to plan a timeline and a process to present to the SAC for 4-credit conversion.

The 4-Credit Planning Committee, using the model of the Comp/Lit SAC, created a conversion process that would allow for further research of best practices in DE, DE Program models, learning theories, and assessments. Inviting the whole SAC to work together in reading and discussing research-based best practices, and in revising the CCOGs, the Committee hoped to create a process that would have the potential to become an avenue for fulfilling key goals of the DE SAC: Program Review Goal 3--Increase and promote district-wide program consistency and alignment with transfer-level courses; Goal 4-- Prepare the DE program for the surge of pre-college students due to the implementation of pre-requisites at PCC; Goal 5-- Develop institutional and community understanding, connection, and support for the DE program.