

Developmental? Foundational?
How Can I Help My Students
Learn?

Celebration of Learning
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Michael Boyd, Ph.D.

[Session Agenda]

- What/Who are we talking about?
- Boylan's *What Works* – Best Practices
- Mission/Philosophy Statement
- Instructional Best Practices for Developmental Education at ICC
- Challenges? What's next?

[Objectives]

- I hope that you leave this session with at least one idea for writing a new lesson or revising an old lesson with the developmental learner in mind.

[What/Who are we talking about?]

I DON'T WANT TO GO TO
SCHOOL! I HATE SCHOOL!
I'D RATHER DO *ANYTHING*
THAN GO TO SCHOOL!

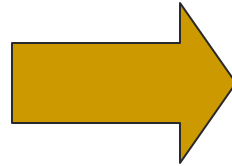


[Developmental or Foundational?]

“No educational program is as misunderstood or underappreciated as community college developmental education. Both legislatures and colleges give it low priority. Yet it is essential to the nation’s well being. It is cost-effective, productive, and one of the most important services provided by community colleges . . . it represents the best of our nation’s values” (McCabe 13)

[Terminology]

- Consider the terms used to describe the type of students and education we are talking about:

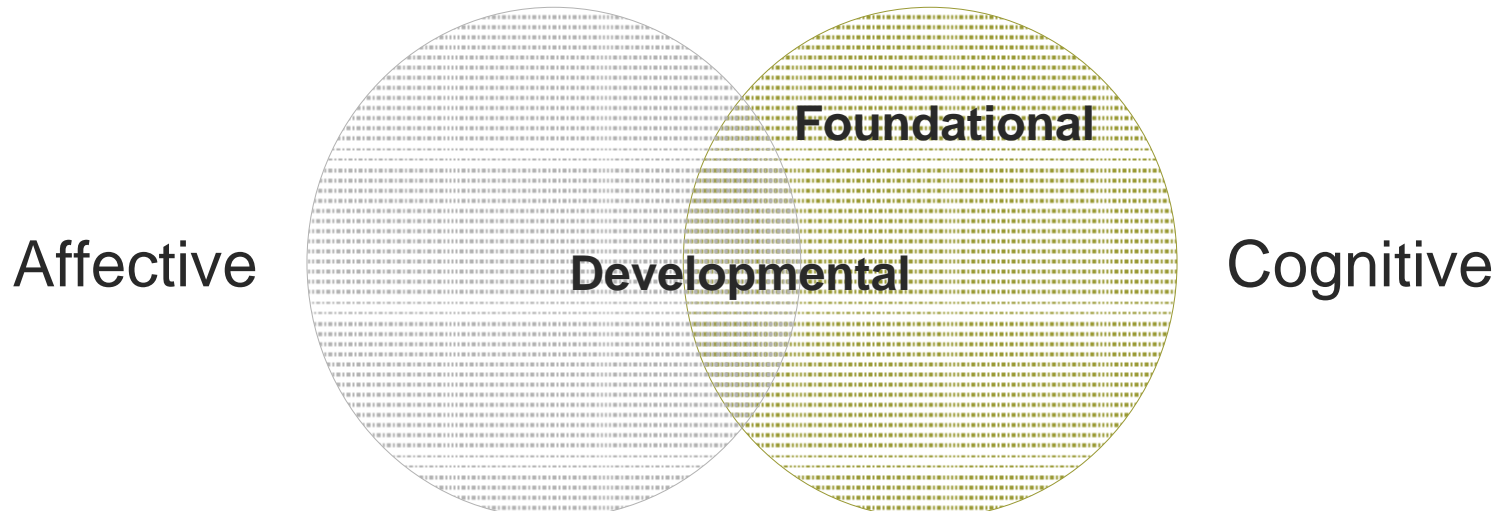


- Remedial
- Compensatory
- Basic
- Under prepared
- Developmental
- Foundational
- At risk

[Developmental vs. Foundational]

- Developmental - “The more current term, developmental, . . . was applied to programs that took a comprehensive view of the individual student and sought to promote growth in both academic and personal areas” (McCabe 31). Think – whole learner
- Foundational – all the basic knowledge and skills that students need before they can learn effectively at the college level. In other words, the “foundation” of their education.

Developmental vs. Foundational



[Who are we talking about?]

- To what degree did the GI Bill change the nature of post-secondary education?
- What percentage of your own students would you consider to be “underprepared” in at least one academic or social/emotional area?

[Who are we talking about?]

- “Only 42 percent of today’s students leave high school with the necessary skills to begin college-level work” (McCabe 14).
- In 1996, 14% Illinois’ community college students took at least one remedial course. (Illinois BOE)
- Nine out of ten students taking a remedial course in Illinois did so at a community college. (BOE)

[Who are we talking about?]

- 60% of these remedial credit hours in Illinois were in math. (BOE)
- “More than 79% of community college developmental courses are taught by adjunct or part-time faculty” (Levine-Brown, etal.)

[Who at ICC?]

- According to Institutional Research, what percentage of students enrolled at ICC in the fall of 2007 took a developmental/foundational course?

■ **17.8%**

[Who at ICC?]

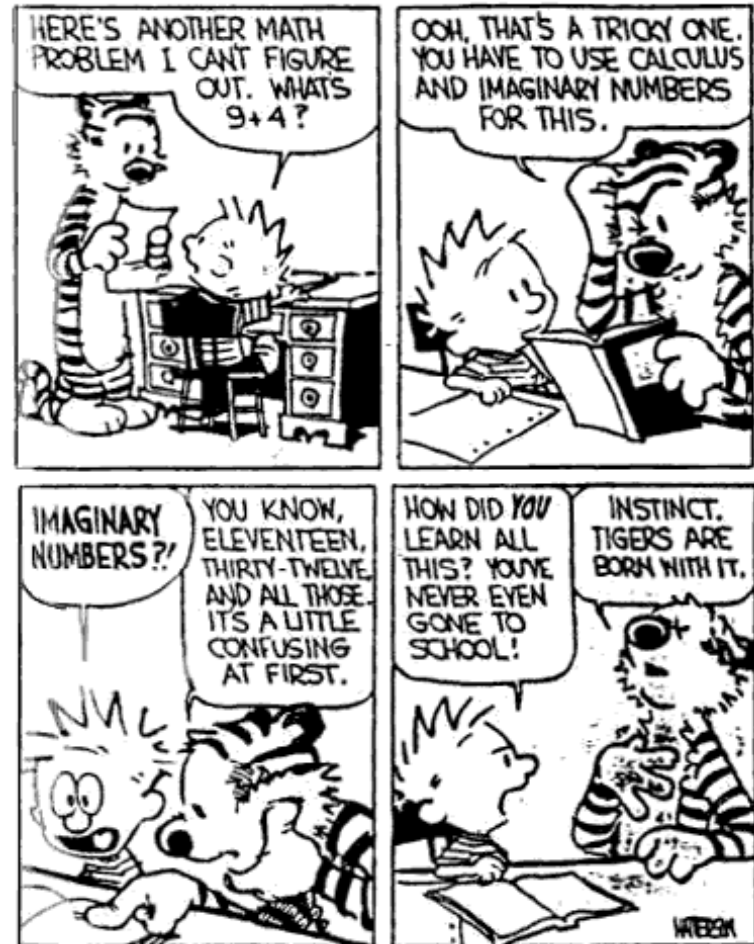
- “773 (40%) of the new, full-time students for Fall of 2007 were considered to be at-risk compared to 38% in 2006” (Jack Teal’s Report, 2007)
- Success Rates for dev. classes (Spring 2007)
 - Eng 105 – 60.57%
 - Read 106 – 67.70%
 - Mat 104 – 42.86%
 - Mat 107 – 46.61%
 - Mat 108 – 53.07%

[The challenges!]

- Roueche & Roueche ask these questions.
 - Should we be in the business of remediation at this level?
 - Can we really effectively address the remediation problem?
- At ICC, we can ask even more specific questions.
 - Will we continue to see an increase in at-risk students needing developmental education?\
 - Peoria Promise?
 - In what ways should we respond to these challenges?

Hunter Boylan's Best Practices for Dev. Ed.?

- Organizational, Administrative, and Institutional
- Program Components
- Instructional Practices



Best Practices - Administrative

- 1.2 – Coordination of dev. ed. courses and services
- 1.3 – Management of faculty and student expectations
- 1.4 – Collaboration with other academic units
- 1.6 – Identification of dev. ed. as an institutional priority
- 1.7 – Comprehensive support services
- 1.8 – Grants & program development
- 1.9 – Community outreach

[Best Practices - Organizational]

- 1.1 – Centralization of Program Activities.
 - How “centralized” is ICC’s developmental education program?
- 1.5 – Establishment of Clearly Defined Mission, Goals, and Objectives
 - Does ICC’s developmental education program need a mission/philosophy statement?

[Discussion Topic - Mission]

- Read and critique the draft of a mission statement.
 - What important ideas does the statement ignore or forget?
 - What items should be deleted? revised?
 - What changes might make this statement more effective?

[Best Practices - Program]

- 2.1 – Mandatory assessment & placement
- 2.2 – Systematic program evaluation
- 2.3 – Formative evaluation
- 2.4 – Emphasize professional development
- 2.5 – Provide tutoring
- 2.6 – Involvement in Professional Associations
- 2.7 – Adjunct faculty as a resource
- 2.8 – Student performance monitoring (i.e. early warning system)
- 2.9 – Dev. Philosophy as guide to activities
- 2.10 – Integration of classrooms and labs

[Discussion Topic #2]

- 2.8 – How well are we (at ICC) using our early academic warning system?
- 2.10 – To what degree are our classrooms and our learning labs integrated?
 - Math labs
 - Writing labs
 - Reading labs

Best Practices - Instruction

- 3.1 – Develop learning communities
- 3.2 – Vary instructional methods
- 3.3 – Use supplemental instruction
- 3.4 – Provide frequent testing opportunities
- 3.5 – Use technology in moderation
- 3.6 – Provide frequent and timely feedback
- 3.7 – Use mastery learning

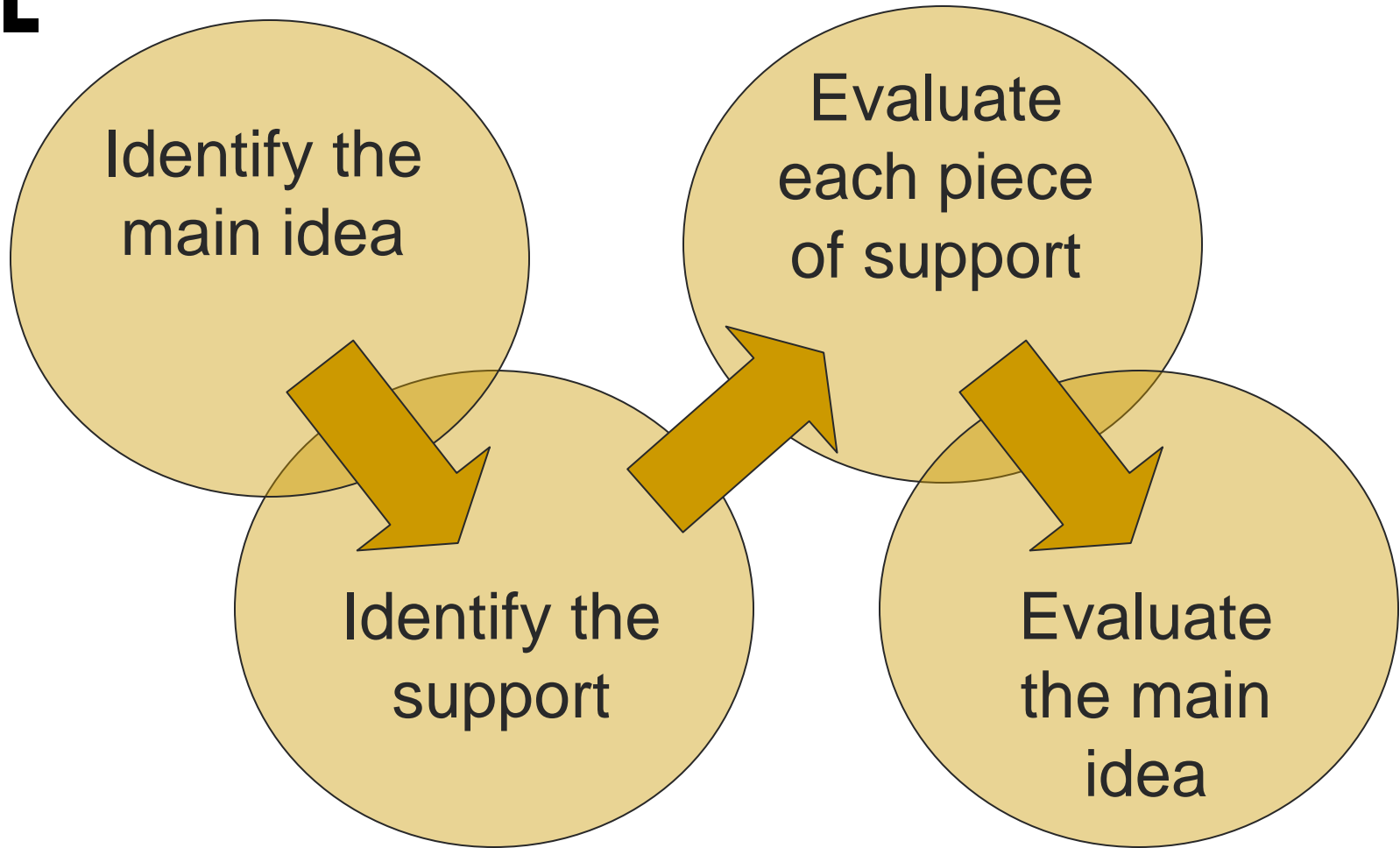
Best Practices - Instruction

- 3.8 – Link dev. course content to college level requirements.
- 3.9 – Share instructional strategies.
- 3.10 – Teach critical thinking.
- 3.11 – Teach learning strategies.
- 3.12 – Use active learning techniques.
- 3.13 – Use classroom assessment techniques (CATs)

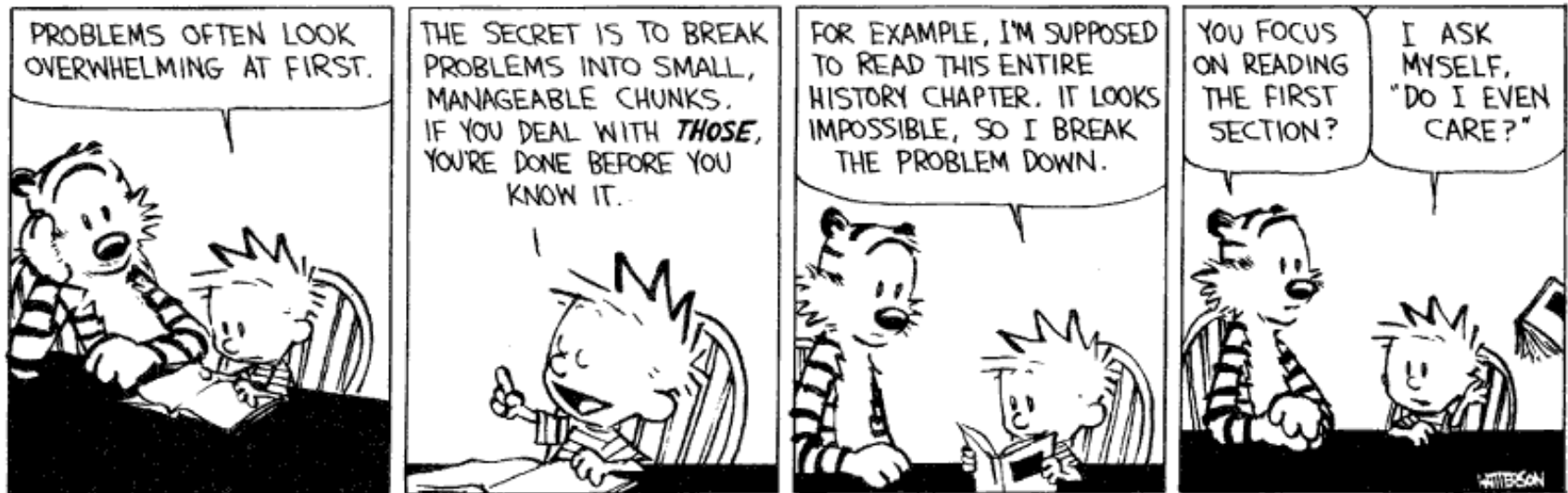
[Discussion Topic #3]

- In small groups, work through the list of best practices, asking and answering these questions not only in relation to programs but to classroom instruction as well.
 - Do we do this at ICC? In your classroom?
 - How are we doing this at ICC?
 - Should/Can we do this at ICC?
 - What barriers or challenges prevent us from doing this at ICC?
 - How can we overcome challenges in order to engage in best practices?

Example – Teaching Critical Thinking/Critical Reading



[Issues & Challenges]



[Challenges]

- How can we manage the two paradigms at work in community college instruction? Can we do both?
 - It is my job to teach content.
 - It is my job to use content to teach skills.
- What is the importance of dev. ed. at ICC? Resources? Faculty? Building?
- What role(s) do/can/should dev. ed. faculty play at ICC?
- What are the major issues/challenges that dev. ed. at ICC is currently facing?

Conclusion

- Thank you for attending this session!
- Thank you for your participation!
- Please e-mail me if you wish to participate in the Dev. Ed. BB site.
- Questions?

Michael G. Boyd, Ph.D.
Office # 311D
Extension – 8984
E-mail – mboyd@icc.edu

