



about changes in Developmental Education



1. What does the new school have to do with Developmental Education?



The School of Career and College Success (CCS) was established to focus more attention in an area of great need by more effectively assisting students in their preparation for the college experience and career success. Developmental Education is at the center of this new school.



2. Why was this change made?



The data tells us that we need to better respond to the academic and affective needs of students so that they derive the greatest benefit from their college experience. A major goal of the College is to help students through their programs all the way to completion. One of the main goals of Developmental Education is to prepare and instill confidence in students to succeed at the college level. Another goal is to reduce the time students spend at the pre-collegiate level.



3. What is the difference between pre-collegiate and developmental education?



The term *pre-collegiate* refers to the developmental education program that prepares students for college level courses and for college and career success. The courses that are included in the developmental education program are non-credit bearing, which means students do not earn credit towards their certificate or degree requirements. However, taking the courses is a requirement in order to move on to college level courses.



4. Why were the English and Math Developmental Education courses moved under the new school?



These courses were moved under CCS for a number of reasons. First, national trends and research have shown that a larger percentage of students complete their program when a holistic approach is adopted. Second, to better concentrate efforts in preparing students for college and career success, CCS is considering innovative ways in which students' academic challenges and affective needs can be both addressed. Third, Accreditation Standard II.A.4 states, "if the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum". In other words, accreditation standards require that colleges place increased emphasis on pre-collegiate preparation of students.



5. Why are changes being made to the way English and Math Developmental Education courses are being taught?

Research indicates there are more effective ways of preparing students for the college experience. As part of the holistic approach, CCS aspires to



- Implement innovative strategies
- Reduce the time spent at the pre-collegiate level
- Increase completion rates

- Incorporate life-long skills (reading, writing, math, and technology literacy).



6. What is an accelerated/compressed class?



It is a compacted course which allows students to complete it in a shorter period of time. This means less time at the developmental education (pre-collegiate) level. The benefits are:

- Shortened period of time spent at the pre-collegiate level
- Completion of courses in one or two semesters as opposed to the courses being spread out over three semesters if the classes remained separate



7. What formats were piloted in the Spring of 2017 Semester?



Two accelerated math courses were tested by Dr. Theresa Datuin. MA100A combined all of MA085 and most of MA095. MA100B is a combination of graphing and all of MA108. We wanted to test how students performed in these accelerated formats.



8. What instructional delivery format was tested in the last academic year?



It is the flipped classroom. In actuality, the flipped classroom model was begun two years ago as initiated by Mrs. Trisha Unten. She continues to make changes and test this model in her classroom. It is a model that has flipped school work to be done at home and homework to be done at school.



9. How do students benefit from a flipped classroom format?



There are several benefits of this approach. The flipped classroom model encourages students to be self-directed learners. It is a highly student-centered approach as this model focuses on students' needs. There is less frustration with homework because students spend their time at home learning the lesson and then do their homework in class

where they get immediate feedback and one-on-one help with the homework.

Flipped learning also provides the opportunity for students to explore subjects at a deeper level through group collaboration and discussion. Research also provides supporting evidence that individual students (i.e.: student who is absent due to illness) can catch up faster and easier with their peers.



10. What are the new developmental math courses now called?



MA100 – is a combination of all three classes which are formerly MA085, MA095, and MA108. This is offered in a self-paced format where students watch recorded lessons and work independently on the computer.

MA100A – is a combination of the former MA085 and most of MA095

MA100B – is a combination of graphing concepts and the former MA108



11. Why are changes being made to developmental English courses?



Research shows that students are more successful when reading and writing are integrated. This semester, the developmental Reading and Writing courses have been integrated as one course but, at three different levels.



12. What are the new developmental English courses now called?



IRWA – is the former EN100B course and is a beginning level course

IRWB – is a combination of the former EN100R and EN100W courses and is now an intermediate level course

IRWC – is a combination of the former EN100R and EN100W courses and is now an advanced course



13. Will the new math classes use the same textbook?



Yes. The same textbook is used for all math levels of developmental education.



14. Why are the old math courses being offered in the Fall 2017 Semester?



This is a transition period. These classes will no longer be offered beginning Spring 2018 Semester.



15. Is there a change in the number of credits for the new courses?



Yes. MA100 is 4 credits, MA100A is 4 credits, MA100B is 4 credits. IRWA is 3 credits, IRWB is 4 credits, and IRWC is 3 credits.



16. What developmental English courses are being piloted for Fall 2017?



All three levels -IRWA, IRWB, and IRWC



17. Is there a change in the contact hours for these courses?



Yes. IRWA is now 90 contact hours. IRWB and IRWC remain at 45 contact hours each.



18. How do I know which English or math course to take?



Students will be placed into the appropriate developmental class based on their Accuplacer (placement) exam scores or by the Clymer Program.



19. Will I be able to fulfill program requirements with these new classes?



Yes. Efforts are being coordinated to transition so that the new classes meet the requirements for degree or certificate programs. For example, curricular documents will be made to reflect the new changes in designation for developmental education courses.

20. What other changes will there be in developmental education courses?



There may be other instructional approaches in the Spring 2018 such as a co-requisite English class. It is a class which will pair the advanced IRWC class with EN110, a college level and credit-bearing class.



21. What is the benefit of a co-requisite class?



Research shows pairing an advanced developmental class is an effective approach in providing the additional developmental support for students in need of just a little bit more help. At the same time, students are taking a college level English course and can successfully complete it.



22. Does financial aid cover my developmental education classes?

Yes!



Financial aid will cover up to 30 credits.

23. Will the grading system remain the same for developmental education courses?



Yes. The grading designation remains the same:
P = Pass, F = Fail Z = Progressing



24. Why are diagnostic tests administered in the Developmental Education English courses?



The tests determine what reading and writing skills students have and help teachers identify those skills/areas students are needing to develop.



25. What factors are considered when deciding whether a student is given a P or Z for a Developmental Education English course?



Instructors look at the development of reading and writing skills throughout the semester as measured by student work and the pre and post diagnostic tests. The final essay at the end of the semester has more weight and is the determining factor of whether or not a student is placed in EN110. In other words, a student may be making great progress but if the student does not

demonstrate proficiency in the last essay, the student will not advance to a college level writing class.