

Final Report of the Developmental Education Project August, 2008

During the 2007-08 academic year, USI's Faculty Senate approved a set of recommendations intended to improve academic success for underprepared students. From the recent work of the President's Task Force on Enrollment and Retention, it had become clear that many students testing into developmental reading, writing, or mathematics courses were not attempting those courses early in their collegiate work, and were instead enrolling in Core courses. Success in Core coursework is clearly related to the degree of preparation prior to enrollment. The University Core Curriculum Council, as well as the University Curriculum Committee endorsed the following recommendations, which were then approved by the Faculty Senate:

- 1) New freshmen placing into any GENS developmental courses must take those courses during their first semester or, if part time, their first two semesters at USI.
- 2) New freshmen placing into GENS 099 must pass that course before attempting any category A2 (mathematics), B1 (ethics), B2 (the arts), B3 (health/fitness, 200 level or above), or C (the world, excluding modern and classical languages) Core Curriculum courses.
- 3) New freshmen placing into GENS 097 must pass that course before attempting and C3 (science) category Core Curriculum courses.
- 4) New freshmen placing into GENS 098 must pass that course before attempting any category B1 (ethics), B2 (the arts), B3 (health/fitness, 200 level or above), or C1 (history), C2 (individual development/social behavior) or C5 (global communities, other than modern and classical languages) Core Curriculum courses.
- 5) New freshmen placing into GENS 151 should take that course concurrently with their first category B1 (ethics), B2 (the arts) or C (the world) Core Curriculum courses.

The Provost agreed with the spirit of the recommendations, but expressed uncertainty about the impact on enrollment and retention if the entire set of recommendations was implemented in a single stroke. As a result, the Provost created the Developmental Education Project during spring, 2008. This project was charged with studying current best practices for developmental education around the nation, and with completing the following outcomes by the conclusion of summer, 2008.

Outcomes of Project: Completion by the end of summer

1. Develop implementation plans, with timeline and costs attached, for the Faculty Senate recommendations.
2. Revise curricular offerings, or course delivery mechanisms, as appropriate.

3. Complete any curricular change proposals for submission to the academic discipline, and University Curriculum Committee.
4. Revise the resources available to students to reflect any changes
5. Lay groundwork for program review of University Division

Assistant Provost Brian Posler was charged with forming the team. Selected for the project:

Michael Broshears, Director of University Division
Nancy Myers, Math Specialist and Coordinator of Placement Testing
Deanna Odney, Writing Specialist
Kathy Rodgers, Chair of Mathematics
Lori Saxby, Reading Specialist
Patrick Shaw, Director of Composition

The Current State of Developmental Education at USI

Prior to discussing recommended changes, a brief summary of current practices is warranted.

There are two reading courses offered at the University of Southern Indiana. The following paragraphs delineate the difference between them.

GENS 099: Strategies for College Reading

The objective of GENS 099 is to help students improve their vocabulary and their literal and critical comprehension skills. Specifically, upon successful completion of this course, students will:

- Improve their vocabulary skills through knowledge and skill of context clues and word awareness strategies, and through weekly readings;
- Improve their literal comprehension skills through knowledge and skill of main ideas, supporting details, transitions, and patterns of organization;
- Improve their critical comprehension skills through knowledge and skill of fact and opinion, inferences, purpose and tone and argument.

This three-hour course does not count towards graduation, but does count towards full-time status for financial aid purposes. Students are encouraged NOT to enroll in a reading-intensive class while taking this course.

In fall 2007, the GENS 099 course began using a new text and a revised curriculum. In addition, the Nelson Denny Reading Comprehension test was used as a diagnostic test and as a means to adjust the reading placements of students in GENS 099. Over 40 students originally placed in GENS 099 were given the option of taking the GENS 151 reading strategy course as their reading grade levels were thirteenth grade level or above. Because of the high success rate of GENS 099 students (85%) following the fall 2007 semester, there is confidence in the new curriculum and a desire to continue it.

GENS 151: Applied Content Reading

The objective of GENS 151 is to help students improve their comprehension of college-level material by learning active reading skills and by applying study/reading strategies. Specifically, upon successful completion of this course, students will:

- Improve their awareness of self as a reader and a learner;
- Develop active reading skills;
- Demonstrate study-reading strategies in course textbook and in their target textbook.

Writing

Placement: Prior to 2004, when the current regression matrix was put in place, students were placed into the various writing courses through a written placement exam scored by faculty from the English Department and Academic Skills. The current matrix uses a combination of high school GPA and SAT Critical Reading/ACT English scores. Although ENG 100 is the second of two basic writing courses, it has become the default placement for students whose admission data are incomplete. Successful ENG 100 students may enroll in ENG 101 in a subsequent semester. Successful GENS 098 students may enroll in either ENG 100 or ENG 101, depending on the results of a semester's-end portfolio review. Placement into GENS 098 is relatively easy, but placement into ENG 100 has no regularized practice.

Course Descriptions: The differences between the skill levels of students in these two courses are relatively familiar to writing faculty, but the language used to describe the courses and their respective objectives often overlaps, which may create confusion for members of the USI community who are not members of the writing faculty. The differences between the two types of students generally are differences in kind rather than degree. Consequently, the GENS 098 courses focus on basic paragraph development and written-language fluency. ENG 100 students may or may not have significant grammatical problems, but their more obvious problems involve writing about abstract ideas. They tend to interpret the world literally, and they tend to write in a manner that reflects their literal interpretations.

English as a Second Language: ESL students currently take GENS 095 after completing the ESLI program, or upon enrollment as international students based upon placement scores, but there is little specific academic support for them. Currently, a disconnect exists between the ESLI program and the University Division. Further collaboration between University Division and ESLI is needed, so that University Division will better understand the ESLI curriculum.

Faculty Development: ENG 100 faculty meet once a month in a brown-bag lunch setting to discuss their methods, successes and failures. They also participate in the Composition Program's annual fall pre-semester workshop. GENS095 and 098 instructors participate in the Academic Skills fall meeting and are invited to attend the Academic Skills Lunch and Learns during the academic year.

Mathematics

Students placing into GENS 097 must earn a passing grade prior to enrolling in MATH 100, a prerequisite for all higher-level mathematics courses. National data indicate that more students will require developmental coursework in mathematics than any other developmental courses. Because many students find developmental mathematics challenging, we have seen a pattern of “churning,” where students remain mired at a single course level for many semesters, failing or withdrawing multiple times without advancing to the next course in the sequence.

The GENS and Mathematics instructors have worked together to improve student success and shorten the amount of time students spend on the developmental track. The mandatory attendance policy as well as the expanded offerings of Math 100/101 is two initiatives that positively impacted the success rates of students enrolled in Math 100 and GENS 097. The Drop-back program allows students to drop a course that is too advanced and “late start” the previous course during the same semester. This has been a very popular option for students struggling in initial weeks.

One program receiving national attention is our Rapid Review program. If students score between 50 and 54 on the Accuplacer placement test, they can participate in a self-paced review for three weeks and then retake the placement test and if successful enroll in a higher-level class that begins the fourth week of the semester.

Additional efforts include the intensive Summer Bridge jump-start program, where students work on developing mathematics and study skills. During the fall 2008 semester we are piloting the pairing of Math 100 with GENS 199 (Study Skills) to enhance the learning of mathematics incorporating additional study skills in a laboratory setting.

Finally, we have reconfigured developmental classroom spaces to facilitate more board work, more group work, and other innovative pedagogies.

Best Practices from around the nation

Developmental education will only be successful when it is a high institutional priority. To attain the positive outcomes that developmental courses are designed to produce, institutions must have comprehensive programs in place and then foster communication, coordination, and collaboration among all entities involved (*What Works: Research-Based Best Practices in Developmental Education*, p 7). For underprepared students, developmental education is their contact with the institution; there is not a second opportunity for many of these students.

First, students must be placed into the correct courses. Enrollment in courses for which they are not prepared or courses for which they are over prepared results in student discontent

and a misuse of student time and financial resources. It is imperative that the placement of students be a central tenet of any developmental program. According to Morante, placement testing and decision making are the foundations for retaining students. To enhance the reliability of placement testing, one should consider multiple pieces of information—placement test scores, high school information, age and additional testing information (“Selecting Tests and Placing Students,” p. 6).

Traditional methods for delivering course content, scheduling classes, and providing student support must be supplemented with innovative programs to improve the teaching and learning in developmental courses. Successful developmental programs include learning communities, a vast array of instructional practices, frequent assessment of student work, consistency between exit knowledge from the developmental courses and the entry standards for the college-level courses, and support for students in the form of study skills and basic practices. In addition to student-centered programs, there must be professional development for faculty members and goals for the total program (16 Steps for an Effective Developmental Program, Robert McCabe, Institutional and Policy Issues, 2003 from *Yes We Can*, p.25).

Scheduling structured review opportunities prior to placement testing is just one example of strengthening developmental programs through better placement (“Challenges and Potentials in Developmental Education: An Interview with Raymund A. Raredes,” *Journal of Developmental Education*, p. 20). Other examples of strategies that enhance the success of developmental programs are classroom assessment techniques, the linking of developmental courses to college-level courses, the utilization of mastery learning and appropriate technology, and some form of supplemental instruction (*What Works: Research Best Practices in Developmental Education*).

Our Project’s Revised Recommendations

We support the following revised University Core Curriculum recommendations:

Fall 2009 Implementation:

Recommendation 1: All incoming students who place into GENS courses must attempt the GENS courses as part of the first 17 USI-hours attempted; all GENS courses must be completed before 32 USI college-level hours are earned.

Recommendation 2: All incoming students placing into GENS 099 must pass that course before attempting any Category A2, B1, B2, B3, or C (excluding modern and classical language) Core Curriculum courses.

Recommendation 3: All incoming students placing into GENS 097 must pass that course before attempting any C3 category.

Fall 2010 Implementation: If the revised placement mechanism is successful and writing-intensive courses are identified:

Recommendation 4: All incoming students placing into GENS 098 must pass that course before attempting any B1, B2, B3, C1, C2, or C5 category.

Reading

Mandatory Placement

Currently, incoming USI students are either exempt from or recommended for placement into a developmental reading course. Students, however, are not required to take their placement. Research indicates that “mandatory assessment followed by voluntary placement undermines the entire concept of assessment as a means of promoting student success” (*What Works*, Boylan, p. 36). Additionally, in an article entitled “Selecting Tests and Placing Students”, published in the *Journal of Developmental Education* (1989), Dr. Ed Morante suggests that allowing students to enroll in courses for which they are not prepared is like promoting failure. Therefore, it is the recommendation of the Developmental Education Working Group that students should be required to take their reading placement (effective Fall 2009). Additionally, if a student places into GENS 099 (which is approximately the 10th grade reading level or below), the student should be required to take the next reading course, GENS 151. A student whose reading placement begins in GENS 099 will need both courses to learn the reading skills *and* the textbook reading strategies needed for college reading success.

Recommendations for the GENS 099 course:

1. Pilot the Structured Learning Assistance (SLA) model with two sections of GENS 099 for fall semester 2008.

A relatively new model for learning assistance is Structured Learning Assistance (SLA) from Ferris State University. This model is similar to Supplemental Instruction but is focused on developmental education courses and requires attendance through the first quiz or exam. Our adaptation for this model will utilize additional study skills tutors /academic coaches in Academic Skills for GENS 099 students during a structured learning time in the arena. The Reading Specialist will develop materials that tutors can use

during this time (specific readings with comprehension questions and vocabulary review activities). After the fall semester, the effectiveness of this model will be evaluated (based on grades and student surveys) to determine if this should be available for all sections in fall semester, 2009. This learning assistance model may require up to \$5,000 for additional pay for tutoring hours per year.

2. Jump Start course beginning Summer 2009.

A 5 week summer course will be developed and offered during the third summer term so that students placed into GENS 099 can get a “jump start” on their reading placement.

3. Learning Community

In an attempt to provide learning as a shared experience and to provide a natural connection between reading and writing, a proposal to link GENS 099 with courses such as GENS 098 and/or UNIV 101 is being considered. The target for pilot implementation will be in spring 2010. This will require collaboration in summer 2009 between instructors for development of curriculum and assessments.

4. 044 Students

Students who have scores on the Accuplacer Reading Test of less than 30 or who have SAT Reading scores of equal to or less than 240 or ACT Reading scores of equal to or less than 10 will be encouraged to take a specifically designated GENS 099 section. These students are identified on Banner with the “044” designation. These students have the lowest level of reading ability and will need additional support such as in-class tutors and the use of a case management approach. The target for implementation of this program will be Fall 2009. Depending on the other skills placements, we may encourage this student to enroll in a community college instead.

Recommendations for the GENS 151 course:

1. Evaluate the efficacy of the GENS 151 course.

To determine if the current delivery method and curriculum of the GENS 151 course is having a positive impact on the students who take it, a comparative study will be conducted between students who took their GENS 151 placement and those who did not. The results of this research will be available June 2009 and will be used to make decisions about the course curriculum and delivery.

2. Jump Start course for Summer 2009.

A 5 week summer course will be developed and offered during the third summer term so that students placed into GENS 151 can get a “jump start” on their reading level.

3. Learning Communities

Based on the results of the effectiveness of the current GENS 151 course (research completed in June 2009), the development of paired or linked learning communities will be considered such as:

- Pairing of GENS 151 and one of the following courses: History 101, 102, 111,112/Economics 175/Psychology 201/Sociology 121/Biology 105

- Linking GENS 151 with ENG 100, and HIST 102.

This may require a curriculum change in course number such as GENS 151H (history) or GENS 151B (biology). Target for implementation will be fall 2010 and will require collaboration in summer 2009 between instructors for development of curriculum and assessments.

099/151 Fast Track combination

In an effort to reduce the number of semesters spent in developmental coursework, a fast track combination of a 7.5 week GENS 099 course followed by a 7.5 week GENS 151 will be developed and modeled after the GENS 097/Math 100 fast track model. A second 7.5 week GENS 099 course will be offered for students who do not pass during the first fast track offering or for those who sign up later in the semester. Students will be monitored who move into intensive reading courses (gateway course) from the 099/151 fast track vs. students who take GENS 151 concurrently with an intensive reading course. Target implementation: Fall 2009.

Evaluation of the Reading Placement

A new reading placement procedure was put into place beginning with the fall 2008 cohort. After the fall semester begins, the placement model will be evaluated as to its effectiveness and accuracy. The Nelson Denny Reading Comprehension Test, given the first week of class, will continue to be used for further analysis of the reading placement and to move students to a higher reading placement if necessary. The Accuplacer Reading Comprehension test will be used as a challenge test as the reading placement becomes mandatory.

Reading Program Faculty Development

Although annual in-class visits and teaching evaluations followed by individual conferences for all reading instructors (full-time and adjunct) are conducted by the Reading Specialist, there will be more intentional mentoring by pairing up new instructors with seasoned veterans. Additionally, a more formalized end-of-semester “wrap-up” will be conducted similar to the current “kick-off” meeting in August. The Reading Specialist will continue to add to and monitor the Blackboard Organizational site for the sharing of reading and developmental education information and resources.

Link Developmental Course Content to College-Level Requirements

To ensure that there is a seamless match between the exit requirements of the developmental reading program and the entrance requirements of the college-level gateway courses such as History and Biology, an advisory board, which will include Core Curriculum faculty, will be formed to review the reading syllabi and course curriculum. Target implementation: Spring 2009.

Full-time Reading Instructor

Currently, the new reading placement matrix uses SATR and ACTR percentile ranges at a lower level than

college-level readiness recommendations in order to make the initial implementation for mandatory reading easier to achieve. For fall 2008, the following cut-off scores were used:

SATR: 12th (380) to 22nd (420) with 420 as the cutoff for exemption from reading

In order to reach the appropriate college-level readiness percentiles, two more increases in scores will go into effect over the next several years until the following level is achieved:

SATR: 17th (400) to 32nd (450) with 450 as the cutoff for exemption from reading

Based on preliminary data, this means an increase from 25 sections of reading in fall to approximately 40 sections of reading per fall. It is hoped that with the gradual increase in cut-off scores, that there is a gradual increase in resources such as classroom space and another full-time instructor. Therefore, it is our recommendation that resources be allocated for a full-time reading instructor (approximately \$30,000 plus benefits) for fall 2010.

2008:

Anticipated total number of students needing reading courses: 450

Number of anticipated sections: 25

Sections staffed by:

Full time Reading Instructors/other full-time instructors: 10 sections (40%)

Adjuncts: 15 sections (60%)

2010 (mandatory reading in effect and college-level readiness levels applied):

Anticipated total number of students needing reading courses: 720

Number of anticipated sections: 40

Fall 2010 WITH new instructor	Percent taught by full-time instructors	Percent taught by adjuncts
Anticipated number of sections needed for 720 students 40 sections	33% (13 sections)	67% (27 sections)
Fall 2010 WITHOUT new instructor	Percent taught by full-time instructors	Percent taught by adjuncts
Anticipated number of sections needed for 720 students 40 sections	23% (9 sections)	78% (31 sections)

Writing

Basic Writing

Current research in basic writing suggests that while broad generalizations can be made concerning basic writers nationally, the methods of placement and design of courses are best determined by taking the particular institution, its curriculum, and its student body into account.

Results of a review of the basic writing courses (GENS 098 and ENG 100) indicate that substantial changes in placement methods, curriculum design, and faculty professional development need to be implemented to better serve this segment of the USI student body. The members of the Developmental Education project make the following recommendations for changes to these three areas. We hope that these changes will not only improve the success rates of students placed in GENS 098 and ENG 100 but also will contribute to the improvement of USI's student retention and graduation rates.

Placement

Analysis of the placements from the 2007 fall freshman cohort suggests that many of our students are not placed in the composition course appropriate for their skill levels. For example, there are instances of students whose SAT Critical Reading score is 200 (the lowest possible score) who are nonetheless placed in ENG 101, and there are instances of students with SAT Critical Reading scores of 560 and above (considerably higher than the national average) who are placed in ENG 100. In both cases, such students suffer negative consequences from inaccurate placement.

The current regression model uses high school GPA as its base score; high school GPA is one of the least reliable pieces of data for assessing a student's skill level, because it is affected by a number of variables, such as class size, school demographics, and school district funding. Consequently, a 3.00, for instance, in one school district is not necessarily commensurate with a 3.00 in another.

We recommend that the placement matrix for writing be changed from the current regression model using high school GPA and SAT Critical Reading score to a combination of high school rank percentile, SAT Critical Reading, and SAT Writing scores.

To place into ENG 101, students must meet two of the following three criteria:

1. High school percentile of 51% or above;
2. SAT Critical Reading score of 450 or above;
3. SAT Writing score of 450 or above.

Students who do not meet two of these three criteria must write a placement exam prior to registering for their composition courses.

In cases where students submit ACT scores instead of SAT scores, the equivalent ACT scores will be used. In cases where students submit both SAT and ACT scores, the scores that place the student in the higher course will be used. In cases where the student's data is incomplete, the student will be required to write the placement exam.

The SAT cut-off scores on the new matrix are below the national averages for their respective parts of the exam, and both scores generally are disciplinary standards for placement into freshman composition at public universities across the country that use standardized test scores.

During USI student orientation, students who do not meet two of the three criteria will be given sixty minutes to respond to a writing assignment on computer. Students will complete the assignment online, and essay evaluators contracted by the university at \$20 per hour will score those essays online. Essay evaluators will determine which course is most appropriate for the essay: GENS 098, ENG 100, or ENG 101. Two evaluators must agree on the appropriate placement. By conducting the assignment and evaluation online, the process will be quicker and more accurate.

Given the placement data from the 2007 fall freshman cohort, approximately forty-six percent of incoming students will be required to take the placement exam. At this point, we cannot estimate accurately the number of USI students who consequently will place in either GENS 098 or ENG 100. However, given USI's student profile, we would expect that number to be between 25 percent and 35 percent of the total incoming freshman cohort. We estimate the cost of administering the exam at no more than \$5,000.

Curriculum

Course Descriptions

Composition studies uses terms the meanings of which are sometimes greatly affected by the particular context in which they are used. For instance, a well-organized GENS 098 paper is not equivalent to a well-organized ENG 100 paper, but both courses may use the term to describe the goals of the respective course. Consequently, the course descriptions and objectives and content for GENS 098 and ENG 100 need to be reviewed and revised so that students, advisers, and faculty outside the discipline of English can more easily understand the differences between the two courses.

The Director of Composition, Assistant Director of Composition, and University Division Writing Specialist will revise the course descriptions for GENS 098 and ENG 100 so that greater clarity may be achieved. The revision will be complete by the end of the Spring 2009 semester. Based on these revisions, course content will be reviewed and modified as necessary.

Pilot Course Initiatives

The Composition Program in conjunction with the University Division Writing Specialist will develop alternative delivery models designed to improve instruction and in some cases accelerate students' completions of their basic writing requirements. The alternative models are listed below in order of priority.

1. Alternative delivery of courses (We plan to develop and pilot such courses by the Fall 2010 semester):
 - a. "Fast Track": Selected students who do not place into ENG 101 will have the option to take accelerated bi-term versions of GENS 098 and ENG 100.
 - b. "Blended" or Workshop courses
 - i. High-ability GENS 098 students will be placed in ENG 100 courses, and their ENG 100 instruction will be supplemented by a one-credit-hour workshop requirement. This course will require an increase in funds, either for instructor compensation or for student or professional tutors (or a combination of the two). Students who successfully complete this course will receive 4 credits—3 for the ENG 100 course and 1 for the workshop. This allows them to potentially complete the basic writing requirements by taking 4 credits instead of 6.
 - ii. High-ability ENG 100 students will be placed in ENG 101 courses, and their ENG 101 instruction will be supplemented by a one-credit-hour workshop requirement. This course will require an increase in funds, either for instructor compensation or for student or professional tutors (or a combination of the two). Students who successfully complete this course will receive 4 credits—3 for the ENG 101 course and 1 for the workshop. This allows them to potentially complete the first required course in the freshman composition sequence by taking 4 credits instead of 6.
 - c. All students who do not place into ENG 101 will be placed in a four-week general basic writing course. During that course, students will work on a substantial writing project. The outcome of that project will determine whether the student will take a twelve-week GENS 098 course or a twelve-week ENG 100 course. (This option will be further examined and developed if our results with the prior pilots are inadequate.)
2. Learning Communities (We plan to develop and pilot such courses by the Fall 2010 semester):
 - a. Structured learning assistance of GENS 098 and ENG 100. Students in these classes will schedule a standing weekly meeting with a writing group facilitated by a professional or peer writing consultant. Groups will consist of other students from that course. The group meetings will be a required course component, and students successfully completing the course will receive a fourth credit for the workshop component.
 - b. Linked sections of GENS 098/099 and GENS 151/ENG 100 will be explored.

Faculty Development

The Composition Program will be initiating a composition faculty development program beginning Fall 2008. Each semester, Composition Program tenure-faculty will offer three three-hour seminars in the teaching of writing. Also, if funding can be secured, the Composition Program will offer a week-long seminar during the summer. The seminars are free to all USI writing instructors. Additionally, the English Department anticipates hiring a specialist in basic writing for the Fall, 2009 year. This faculty member will conduct an annual workshop on the teaching of basic writing for all levels of faculty who teach basic writing. Stipends will be required for the faculty member conducting the workshop and the faculty attending it.

Mathematics

Together the Department of Mathematics and Academic Skills have addressed two areas of concern for students in developmental math courses—success rates and the number of semesters spent in developmental math courses. For example, we have implemented expanded offerings, added drop-back sections, mandated attendance, provided professional development for faculty, improved classroom configurations, supplemented written homework with online homework, strived to have smaller class sizes and reviewed the curricula. While we have documented positive results from these programs, we are not satisfied with the students' success rates and will continue to strengthen our efforts in these areas.

To decrease the number of semesters students spend taking developmental mathematics, we piloted the Rapid Review program in the fall of 2007; it was very successful. This fall we have 70 students enrolled in that program. We are also piloting a Mathematics Learning Community that links Math 100, Intermediate Algebra, to GENS 199, Math Study Skills; there are 50 students presently enrolled in this program. Together these two programs are providing opportunities for 120 students to enroll in Math 100 without first enrolling in GENS 097; we will closely monitor the success rates of these students.

Academic Skills has reviewed the needs of their students for the coming year. One area of concern was for students scoring extremely low on the math placement test. To address this concern, a special cohort of students with scores below 30 on the Elementary Algebra portion of the ACCUPLACER test will all be enrolled in the same section of GENS 097. (Previously many of these students would have been in the OPTIONS program which has been discontinued.) A second area of concern is the low enrollment in the summer BRIDGE program; we recommend that this program be suspended for at least one year. To address the issue of students attempting GENS 097 multiple times without successfully completing the course, we propose that students who have been unsuccessful in GENS 097 after one attempt be required to enroll in an expanded offering of GENS 097. This will provide the students with an extra hour of in-class instruction and practice.

To build on current foundations, we recommend joint discussions between members of the Department of Mathematics and Academic Skills during the fall semester. The focus of the discussions is to ensure that the curricula of the two courses are aligned and that the transition from GENS 097 to Math 100 for students is as seamless as possible. We also propose discussion groups comprised of Math 100 and GENS 097 faculty to share ideas about issues such as homework assignments, teaching strategies and the use of technology. Whenever possible we will include our adjunct faculty; we will also make sure each new adjunct faculty is assigned a mentor. We have previously exchanged teaching assignments for one section during the spring semester; we will continue this arrangement and expand it to two sections when possible. We also recommend campus-wide professional development for all faculty members teaching a developmental course.

As part of our plan to strengthen our programs, we propose that we create a virtual math lab dedicated to students enrolled in developmental math courses; the purpose of such a lab is to provide an environment with a math assistant available where students may complete their online assignments, a component of both Math 100 and GENS 097.

Lastly, we propose offering GENS 097 as a bi-term course followed by an offering of Math 100 as a second bi-term class. (We propose to pilot this recommendation for the fall 2009 semester.) The rationale for such an arrangement is to provide students an opportunity to complete an intensive study of mathematics during one semester preparing them for their college-level math course by the second semester.

Other Recommendations for University Division at the University of Southern Indiana

Faculty/Adjunct Training & Development

University Division would strive to hire any new instructors (in all areas of developmental education) at the Master's level or above.

Additionally, University Division will work to create a Developmental Education Organization page on Blackboard for use by the entire campus community. Relevant resources, teaching strategies, and student demographics would be included.

Making Developmental Education an Institutional Priority

For fall 2008, University Division would convene a Developmental Education Advisory Board. The Director of University Division would chair this group and members from each of the five undergraduate colleges would need to have representation. Specialists from University Division and specific representatives from Math and English would also be included. The purpose of this group would be to:

1. Discuss issues related to Developmental Education
2. Explore innovative approaches to delivery of developmental courses
3. Promote understanding of the USI student population in conjunction with the Developmental Education program.

ESL

In an effort to assure that our ESL students are successful in developmental reading and writing, University Division will begin monitoring success of ESL students placed into GENS 095, GENS 098, and GENS 099 each semester. UD Director will encourage specialists in reading and writing to visit ESL classroom and provide support to instructors of that program. For fall 2008, University Division will consider mandating study hours with a master tutor (with ESL experience) for additional assistance to this population. University Division will explore use of ESL software programs designed to assist students as they progress through developmental coursework. Finally, University Division and Academic Skills will explore the feasibility of creating a full-time specialist position to assist USI's ESL population. The University Division Director will research other institutions utilizing this kind of model within an Academic Skills/Learning Center model.

Implementation Timeline

Fall 2008**Spring 2009****Fall 2009****Spring 2010****Fall 2010**

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| <ul style="list-style-type: none"> • Expand Gens 097 Curriculum changes - launch F09 • Increase UNIV/GENS 101 offerings • Create DevEd Advisory Board, Brody chairs • Pilot Virtual Math Lab • Evaluate effectiveness of 151 - Assessment • Pilot Structured Learning Assistance (SLA) for GENS 099 - \$5,000 | <ul style="list-style-type: none"> • Assess UNIV/GENS 101 courses • New descriptions: GENS 098/ENG 100 • Complete Writing Placement Changes: \$5,000 | <ul style="list-style-type: none"> • GENS 099/151 Mandatory • Virtual Math Lab - \$ 6,000 • 7 1/2 wk GENS 097, MATH 100, GENS 099, 151 • Expand GENS 097 offerings • Faculty Dev offerings for DevEd: \$8,000; modify faculty contracts • Core Curriculum Recommendations 1, 2, and 3 implemented • Continue SLA for GENS 099 • JumpStart 99, 151 • Special Section 099 - lowest placements | <ul style="list-style-type: none"> • Finish research on Placement of Writing • Complete research on Writing-intensive courses • Pilot GENS 098/099 Paired course | <ul style="list-style-type: none"> • New Reading Instructor \$30,000 + benefits • 8-week GENS 98, ENG 100 • Reading Paired courses (LC) • Blended 098/100/101 course w/ SI • Potential implementation of Recommendation 4 pending effective writing placement and research on writing-intensive courses |
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Cumulative Budget:**2008-09 Yr: \$10,000****2009-10 Yr: \$24,000****2010-11 Yr: \$59,000**

