

## Developmental Education Coordinating Committee Meeting Minutes

*Date of meeting:* January 21, 2005 – 10:30 to 12:15.

*Location:* LRC, Room 105

*Present:* Marcella Davis, Dawn Chumley, Dan Schultz, Mary Werner, Greg Jewell, Andrea Deal and Michele Savage.

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Marcella Davis welcomed all committee members and David Schuermer, Title II Project Director. The new committee members are Jude Roy, Patricia Frazer, and Elyssa Hurst. She stated that the goal for this semester's work would be course revisions for developmental reading, writing and math.

Marcella reported:

- The DECC Recommendations had been presented at the President's Cabinet meeting and was on the agenda for the Academic Cabinet meeting.
- David Schuermer reviewed the responses to the recommendations.
- David stated that the DECC was intended to remain as an advisory group for developmental education issues—including the continuance of the full-time and part-time DE faculty workshops and the *ANGEL* discussion board for those instructors.
- Reported that the hiring of a reading coordinator/instructor was a priority for the college.
- He is currently working on a revision of the college mission statement to include academic services.
- Spoke to the committee about the use of COMPASS and CCSE for program evaluation at the end of the spring 2005 semester—the former to evaluate the learning which had occurred; the latter to evaluate teaching effectiveness.
- Encouraged a follow-up of the original COMPASS score used for placement with a post-test to measure students' progress. This would be a consistent, objective measure. Title III funds would provide this evaluation. These results could also be compared with instructors' grades. He suggested that a limited, selective group of questions from the CCSE (which will be given to randomly-selected classes throughout the college) be combined with the current student evaluation of classes/instructors.

Committee discussion followed his remarks. There were several concerns expressed about the use of the COMPASS for a post-test: the COMPASS may not cover the same competencies as taught in the class, the math group has already developed a common final, this may encourage instructors to teach the test, it could lead to students skipping levels when they're not ready (used as an exit test rather than a progress evaluation), students may do poorly on the COMPASS because of test anxiety, the writing portion of the test deals with grammar/mechanics rather than actual composition, and the results could be detrimental to an instructor's evaluation. Based on these concerns, the committee recommended that the COMPASS be used as a placement instrument. However, agreed that we would do further research into this possibility, or we would consider alternatives for program evaluation. After examining the questions on the CCSE, the committee members were unanimously in

favor of revising the composition of the student evaluation to include relevant questions from CCSE.

Evaluations from the reading, writing, and math sessions of the developmental education faculty workshops, were collected from committee members. The evaluations were very positive; they will be filed with the DECC records.

Dan Schultz commented briefly on the progress he's making on the statistics computer program. He asked for specific details about which statistics we want him to gather. We now also have access to a new Title III technical assistant, Craig Dixon. However, he is just now learning the PeopleSoft program.

The next meeting is scheduled for January 28—each group will meet separately to begin work on the course revisions. Then the following week, the entire group will reconvene.

Meeting adjourned.