

## **Developmental Education Coordinating Committee**

### **Meeting Minutes**

*Date of meeting:*       October 20, 2005

*Location:*

*Present:*

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Andrea gave the reading pilot report. She said that the PLATO/instructor RDG 10 project will be continued in the spring 2006 semester with the same two instructors. One of these PLATO courses will be taught in Muhlenberg County. She reminded everyone of the new Assessment & Placement Policy for the lowest level of reading. Students who score at that level will be referred to ACE2 rather than given the option to take RDG 10. This change was made based on reading instructors' and Disability Resource Director requests because those students are not succeeding in any of their courses. Andrea introduced a discussion about the possibility of offering CMS 185 (College Reading) in place of RDG 30—which would be beneficial for our students because they could receive elective college credit. She provided a comparison chart between competencies for the two classes, and in some ways, the RDG 30 class is more extensive. The “fly in the ointment” is the prerequisite of a 10<sup>th</sup> grade reading level for the CMS course. Marcella mentioned that she had asked last year about the possibility of doing this and was told that a credit-bearing class cannot be used for remediation. Our dilemma is that 10<sup>th</sup> grade reading level is also remedial. The question was raised about the difficulty of obtaining qualified reading instructors for a credit-bearing class. Andrea would have the appropriate qualification—a Masters Degree in Reading. Andrea plans to work with Sarah Oglesby and Susan Edington to find out how to pursue a system curriculum change that will allow us to teach the CMS course in place of RDG 30.

Marcella began the writing report by asking if committee members who will be giving the COMPASS Post-test would like to schedule a time with Deborah Morrow to take the test themselves, so they will better understand how the test relates to the instruction they are giving in their classes. Several instructors agreed that this would be beneficial. Greg mentioned that the Title III English 101 group has adopted a new mechanical competency policy, and they are working on establishing basic rubrics (six or seven analytic elements plus three specialized elements) for grading student papers. We agreed that ENC 91 instructors should follow the same policies and evaluation system. This would better insure consistency in grading from one level to the other by all instructors, and it would give students a concrete picture of expectations for their writing. The rubric would also provide itemized information for remediation. This will be an agenda topic for the December 12 workshop.

Dan and Dawn reported that the math pilot is progressing well. Students are working at their pace; some are referred to PLATO and PassKey for additional work on concepts. One problem with PLATO is that the material is not presented in the same sequence as taught in the developmental math courses. The instructors are working on video lectures that students can access as they move through the course. Dawn noted that it has been interesting to see how students have sorted themselves into various levels. Some students find it difficult on stay on

task when they are given the opportunity to be self-directed. Out of 30 total students who began the course, seven have withdrawn, and two-thirds of the remaining students are at or above the appropriate level for this time in the semester. They are not only teaching themselves, but they are also teaching each other. This MT 55/50 pilot will be repeated in the spring. Perhaps in the Fall 2006 semester, a pilot class of MT 65 will be added.

An MCC On-line Tutoring Committee (including DECC members Marcella and Andrea) is collaborating with the public library on an on-line tutoring system. If research shows this is a worthwhile endeavor, it will be beneficial to all MCC students.

Andrea, who is a new member of the KCTCS Developmental Education Work Group reported that they are trying to gather system-wide best practices and strongly encouraging teaching modules to minimize time for completion of remediation.

Marcella reported that the invitation letter to the December 12 DECC Workshop has been drafted and will be mailed shortly to all the instructors included on lists provided by the reading, writing, and math committee members. She has already reserved rooms 105, 101A, and 113 in the LRC. She is working with Nancy in the Cut Above Café on the refreshment menu. Marcella also mentioned that there is consideration of using the DECC faculty workshop as an example for professional development for all faculty (full-time and part-time) at the Fall Kick-Off.

Tang reported that a change is probably going to occur with ANGEL. By the end of this month, a decision will be made about which web-based program will be adopted by the system and all state universities—it may be Blackboard. She will keep us posted.

Marcella reminded committee members that the KADE Conference would take place on November 4-5. Several members are planning to attend—two are presenting sessions.

The next meeting was scheduled for Thursday, December 1, at 2:30 in room 101A/LRC. At that time, the committee will make final arrangements for the workshop.

Submitted by:

Marcella Davis,  
Committee Chair  
Nov. 11, 2005