

**Developmental Education Coordinating Committee**  
Meeting Minutes

*Date of meeting:* March 18, 2005

*Location:*

*Present:*

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Marcella Davis, committee chair, opened the meeting with the good news that developmental education has now been added to the MCC Mission Statement: “To offer courses in developmental education, adult basic education and workplace essential skills training, which prepare participants to be successful at the postsecondary level and in the workplace.” (MCC Board of Directors Minutes)

The spring 2005 Developmental Educators’ Workshop was scheduled for Monday, May 9, from 5:00 to 7:00 p.m. in rooms 105, 101A, and 113/LRC. David Schuermer has set aside funds for the \$50 stipend for each part-time instructor; Debbie Cox will send out the letter of invitation, and she also has informed us that the college will fund the food for the meeting. (Nancy is preparing an estimate of food cost for approximately 30 people.) The program will include a short introductory joint session followed by reading, writing, and math group meetings in different areas. Topics of discussion will include on-line registration, updated course competencies, information about the revised courses, introduction of the new textbook for ENC 091, etc.

The DECC one-hour presentation for the Regional Faculty Conference at Hopkinsville Community College on August 5, 2005, will be titled “Entering New Territory: Pilot Projects in Developmental Education. Presenters will be Dawn Chumley, Marcella Davis, Andrea Deal, Patricia Frazer, Elyssa Hurst, Greg Jewell, Jude Roy, Tang Suppacheewa, and Mary Werner.

MCC Professional Developmental presentations by DECC for fall 2005 and spring 2006 will be as follows:

ANGEL Spreads Her Wings Over DE	October 21, 1-2 p.m.
Entering New Territory: Pilot Projects In Developmental Education	February 24, 1-2

The DECC Math Group met on Tuesday, March 15, to discuss further plans for their MT 55/50 course revision for fall 2005. This course will be a combination of class instruction and ANGEL assessment—this will require access to in-class laptop computers. Test questions and section assessments will be used by students to evaluate their mastery of math principles—80% mastery will be required to move from one section to the next. The ANGEL site will also manage individual student grades. Class instruction will be team taught by Dan Schultz, Dawn Chumley, and Jim Ramage working with individual groups which are at particular levels. Students may complete the MT 55/50 class at any time during the semester. Students who work ahead can help students who are having

difficulty. Since the textbook includes all three levels of developmental math, students who complete the first level may work with Learning Center, Student Support Services or Math Lab tutors to build their skills, so they can retest on COMPASS and possibly move upward in their math courses. The math courses will continue to have a common, department-wide final. This is not an exit exam, but will count as a minimum of 10 percentage of the final grade in the course.

Marcella reported on the plan for the RDG 10 course using the PLATO Learning System in conjunction with Cris Crowley at ACE2—Adult Basic Education. This course will be a combination of computer-assisted and traditional classroom instruction. It will be conducted in a computer lab—Room 203 JHG—under the direction of Donna Howard and Karen Oakley, reading instructors, and Tang Suppacheewa, technical support person. This course will be self-paced with a mastery level of 80% or higher on each PLATO lesson. If a student does not successfully reach that goal after three attempts, the student must work individually with the instructor to build the necessary skills to reach the mastery level. In addition to the PLATO program, students will have the traditional textbooks and vocabulary workbooks, and they will also read a novel. A great potential benefit of this method is that students may progress at their own pace—possibly even completing all three reading levels within a semester. This will be verified by a retest on the COMPASS or TABE (concordance with COMPASS) at the end of the semester.

Andrea Deal has been working with Dr. Susan Edington on a course revision for RDG 20. They will be taking the vague competencies now used system-wide, tying them to observable behavioral outcomes, and linking them with activities to achieve the planned outcomes. Andrea's plan is to compile an entire course notebook of lessons based on the revised specific competencies with activities and assessments directed toward the adult level. This notebook will not be completed until fall 2005. She may use an ANGEL Discussion Board for weekly interaction among the students.

The DECC Writing Group met on Wednesday, March 2, to discuss the final textbook selection for ENC 91 and course competencies for ENC 90. After establishing a final list of competencies, they spent the majority of the meeting working on strategies for teaching these competencies and for measuring outcomes. They concluded the meeting with the plan to compile a good list of activities designed to bring more active learning methods into the classroom. Based on Fink's book, *Creating Significant Learning Experiences*, we plan to set up a chart showing Learning Goals, Teaching and Learning Activities, and Feedback and Assessment.

Next on the agenda was a discussion of possible ways to use the Title III tutoring funds (\$15,000) to supplement the revised courses in fall 2005 and spring 2006. Some suggestions were as follows: have tutors to assist the students in the self-paced MT 55/50 class, have tutors to assist in PLATO System for reading, or have tutors who work directly with instructors and offer workshops related to specific areas of study throughout the college. This issue will require further discussion.

The question was raised about the use of the ANGEL Discussion Board this semester—for communication among both classroom students and developmental educators. It was generally agreed that there had been limited use, although each DECC instructor has placed a syllabus and other assignments on it. Tang suggested that for the use to be effective in the classroom, a computer needed to be available. We discussed the purpose of using ANGEL and agreed that it provides immediate feedback, allows access to work if a student is absent, allows for self-paced course work, gives the instructor time to work with other students, introduces students to technology, and provides flexibility to access resources. Tang told us the ANGEL could contain linked websites or text sites with resources from other colleges. We all agreed that, in order to promote student use, there must be assigned usage and possible grade incentives.

Dan Schultz is continuing to work with the Impromptu Database. He will be compiling statistics on student success/failure in the fall 04 and spring 05 semesters. We discussed the problem of current statistics including students who disappear—this gives a false picture of teaching effectiveness since those students were not in class to receive instruction. An area of great interest for our committee would be to track students as they move from developmental levels to entry level courses, for example, ENC 91 – ENG 101 or MT 120 – MT 150, or RDG 30 – PY 110.

We had an extended discussion about the proposed use of the COMPASS Diagnostic for pre-test and post-test. Marcella has been in contact with Sherry Hewell for possible answers to several logistical situations associated with using this assessment tool. After consideration of the difficulties, the Writing Group proposed that an in-house common pre and post-test be used to show student progress. The following rationale supports this proposal:

1. It would avoid the scheduling difficulties for computer testing.
2. The material would be based on KCTCS course competencies.
3. It could be used for all developmental writing classes—both full-time and part-time faculty at all locations.
4. It would save cost to Title III
5. Class time would be saved for instruction.
6. The test outcome would not be dependent on students' computer skills
7. The outcome on the post-test could be used as part of the final grade for the course.

Following meeting times and dates were set:

Next week, the separate groups will meet.

On March 30, the entire DECC will meet from 3:45 to 5:00 in room 101A/LRC.