

Basic Skills Subcommittee

Literature Review, Group I

Presentation: Tuesday, December 9, 2003, Science 100, 2:30 PM

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Articles read by Group I:

“The Case for Developmental Education in the Twenty-first Century”

Robert H. McCabe and Philip R. Day, Jr.

“Toward a Developmental Theory for Developmental Educators”

Catherine Wambach, Thomas Brothen and Thomas N. Dikel

“Reflections on the Future of Developmental Education, Parts I and II”

Richard Damashek

The Debate:

There is a controversy about the importance of developmental education classes at the college and university level. Both Dr. Day’s article and Damashek’s address the public’s perception that developmental education is a financial drain on school budgets.

Developmental Education (DE) students are self-aware and dedicated to achieving academic goals and are human assets of value to the society VS DE students are failures responsible for their own educational shortcomings; they want to take advantage of an “educational welfare system” known as DE

Day rebuts this sentiment and advocates strongly for developmental education classes:

- They are needed now and will continue to be into the foreseeable future
- The costs are reasonable for the benefit they deliver
- They have a strong positive effect on students.
- Unemployment and inadequate education are strongly correlated with incarceration.
- Provides access to higher ed. for socially and economically disadvantaged students (poor students, students of poor parenting)

The implications for CCSF:

- Community Colleges are the right place for DE based on the facts that they have the right programs right locations right values—believe in importance of helping students succeed

- Taking DE away from 4 year colleges, is expected to cause a "bottle-neck" situation at community colleges. This would result in many students being turned away from college.
- Experience shows that working with under-prepared students is effective
- Efficient DE models best economic return on remediation investments
- We need to collect data to show the effect of remedial classes so that we can be more effective advocates for these classes.
- We need to encourage professional development so that instructors will use the most effective teaching methods for remedial students.
- Perhaps some of the data collection and analysis of teaching methods could be linked with the upcoming WASC self-study.
- At CCSF, we have to look at how education can be provided in a way: that is pedagogically effective and that positions itself to be in a strong position to fight for maintaining services. Damashek has a section in Part 1 with the heading 'Mainstreaming of developmental education where he looks at various ways in which services are delivered. In looking at and discussing some of these categories, such as 'mainstreaming', course-based developmental education, and 'embedded ' developmental education, it is important to evaluate them based on the two criteria above.

“Toward a Developmental Theory for Developmental Educators” Catherine Wambach, Thomas Brothen and Thomas N. Dikel Theories relevant to DE: Cooperative Learning Mastery Learning Constructivism

A comprehensive theory on DE should focus primarily on the structure and function of the environment and be designed to increase the likelihood that students will be retained and succeed. Students should be taught content and provided with a collection of academic skills for college and life.

Self-Regulation Development Self-regulation starts with parenting. DE and Adolescent Development research indicates that "The basis of cognitive development, or brain development, does not cease at birth; structural changes continue through childhood, adolescence, and beyond."

Self-Regulation is the **goal** of DE because self-regulation is what helps students to become independent learners and good strategists. Students who self-regulate will:

- Identify problem areas
- Seek improvements
- Accurately predict their skills in reading, writing and math
- Effectively use information on placement and registration decisions
- Use support systems
- Seek feedback
- Monitor grades
- Keep advisory appointments
- Be aware of rules and regulations

Dimensions of parental behavior can be applied in the classroom. The mix of demandingness and responsiveness can determine progress and retention and

result in these styles: Authoritative, Authoritarian, Permissive/Indulgent, Neglectful/Rejecting. Among them, only the **authoritative** has been shown to be effective for progress and retention with a powerful effect on students' academic integration, persistence and effort.

- Authoritative High levels of both demandingness and responsiveness
- Authoritarian High level of demandingness and low responsiveness
- Permissive/Indulgent Low level of demandingness and high responsiveness
- Neglectful/Rejecting Low levels of both demandingness and responsiveness

Techniques Predicted to Work:

- Supplemental Instruction (SI): course + facilitator.
- Cooperative Learning: students work together to create a product.
- Personalized System of Instruction (PSI): students control their learning as in self-paced and individualized instruction.

“Reflections on the Future of Developmental Education, Parts I and II”

Richard Damashek

Analyzes the debate on whether or not it makes sense to move DE classes from 4-year institutions to 2-year institutions.

Question 1: What trends, directions do you see in developmental education in the 21st century?

- Continuation of the current trend to move DE from 4-year to 2-year institutions
- Need for DE at 4-year schools will decline as the quality of student body improves Potential specialization of 2-year colleges: some will remain open admissions and retain DE focus; others may specialize and introduce more restrictive entrance criteria
- Course-based DE—“embedded”
- DE professional organizations will take the lead in certification and training
- New emphasis on quality of high schools might bring about the return of the practice of giving high school students one more year there before moving on
- More commercial college prep schools
- Fewer chances for academically weak students to enter college
- DE will move away from isolated courses and into comprehensive academic support system
- DE must move from “remediation” to being integral to student retention for entire community
- DE will develop to deal with workforce issues for nontraditional students

Question 2: How are 21st century trends different from DE services offered today?

- Better assessment and more powerful research theory will integrate with better technology
- Increase in nonnative speakers indicates that DE educators will collaborate more closely with ESL instructors
- “Dumping” LD students into CC so CC instructors will have to accommodate adult LD students
- Change in DE toward learning assistance model to focus on needs of general population.

Question 3: What do you think about removing DE from 4-year colleges and universities?

- DE courses and support services allow colleges to maintain their academic standards
- DE helps students achieve required knowledge and skills
- Learning centers are the most effective for retaining all students
- DE should remain in all schools because many DE students need other courses offered as well
- States that are economically poor should keep their programs while others may be able to get along without them
- 4-year schools need DE for a large number of students, including scholarship holders such as athletes.

Question 4: Some people argue that Community Colleges are better suited to offer DE than 4-year institutions. What is your opinion? Relegating DE programs to community colleges is not a good idea

- Students who start higher education at community colleges have far less chance of completing a 4-year degree than those who begin at 4-year schools
- Minorities are less like to be retained at community colleges than at 4-year institutions
- Academic preparation at one school does not necessarily equate to the academic requirements of another
- Could create an academic caste system
- Community colleges could be the primary providers of remedial courses with a close collaboration between 2-year and 4-year schools, requiring that 2-year schools hire only instructors who are prepared to deal with DE.
- Community colleges would need a lot more money to do this. They are capable but not necessarily “better suited.”

Question 5: If you had total control and unlimited resources, describe the components of your ideal academic support program.

Comprehensive program would include:

- Professional training and development
- Mandatory student assessment and placement
- Rigorous program evaluation
- Varied methods of instructional delivery
- Qualified and creative faculty and staff
- Good counseling and advising

- Mentoring programs
- Peer tutoring
- Supplemental instruction
- Paired courses
- Outreach activities to faculty
- Student, faculty and staff recognition and accompanying partnerships with other academic/student affairs areas
- Appropriate location, status and involvement with the institution as a whole
- Counseling services—mental health and career
- Academic support through labs (tutorial)
- Paradigm shift from remedial/DE to a learning assistance model supporting all students, allowing the DE department to become “partners in the leaning process,” a “teaching learning center.”