

## **McCabe/Day –What Works**

1. There's been a change in the mission of learning assistance programs: no longer the narrow focus on developing computation/literacy skills; now also on developing students' metacognitive skills (learning how to learn) and their affective development
2. Importance of comprehensive services: mandatory assessment, counseling and tutoring by trained tutors are key services (also good to have orientation, peer support, study skills training)
3. Importance of centralized control/tight coordination of these services
4. Importance of institutionalization (the program should have division/department status)
5. Importance of systematic, frequent evaluations of program
6. Importance of pedagogical practices: small classroom size, use of collaborative learning and electronic media, frequent and regular evaluation/feedback.
7. Importance of instructor enthusiasm: teaching basic skills courses should be by self-selection
8. Promise of new technology: computer technology will expand the possibilities in course design, give students more opportunities

## **Keimig: Knowing What Works** (from Raising Academic Standards)

1. To evaluate the success of a basic skills program hard data (standardized student assessment and retention rates) aren't enough. Also need soft data like case studies, expert observation, student surveys – qualitative as well as quantitative data.
2. Qualities of successful programs:
  - comprehensiveness: adjusted curricula, tutoring, counseling, psychological and social support
  - institutionalization: the larger institution is committed to developmental ed; goals of the developmental program consistent with the goals of the larger institution; developmental classes well articulated with the degree-applicable classes; innovation visible and based on an institutional info and theory
3. Ranking of programs is based on two criteria:
  - how much they improve student learning
  - how much they lead to institutional change/improved instruction
4. The resulting hierarchy of services:

- level I - separate remedial classes: least likely to improve learning (little transfer of skills learned in these classes to other classes) and to lead to institutional change (since they're so separate)
- level II – individual learning assistance: more likely to improve learning since it provides students with help directly related to their course work. Also communication between developmental instructors/tutors and course instructors can produce insights into problems and lead to possible changes.
- level III – learning assistance that's built into the course: small group work and tutorials available to all students in the class; presented as necessary because of the difficulty of class content rather than weakness of students. Level III learning assistance can lead to innovations/improvements in instruction (course instructor might use learning center as a lab for trying out new approaches)
- level IV –courses that are designed around the needs of the students and based on developmental learning theory: the content of these classes is simply a vehicle for developing cognitive skills