

Developmental Education – English and Math Research

The Developmental Education Committee and Institutional Assessment launched a set of surveys and focus groups during fall 2016 to document

- 1) student *perceptions* related to what actions they should take about testing and after testing;
- 2) if students enrolled in developmental education and the ways they made their *decisions*; and
- 3) their *learning* experience in the class which we know vary based on personal burdens.

Mathematics—10,329 students were invited to the survey asking about their enrollment decisions and 1,387 responded (13% response rate). 3 full focus groups of students who were enrolled in MAT 1033C, STA 1001C, or MGF 1106 (n=23) and 5 student interviews related to testing for and student decisions about enrolling in developmental education.

English—10,235 students were invited to take a survey related to their enrollment decisions and 1,226 responded (12% response rate). 1 full focus group (n=7) of students who were enrolled in ENC 1101 and 7 student interviews were related to testing for and student decisions about enrolling in developmental education.

Data analysis teams of faculty and administrators met in Dec. 2016 to review survey results.

English—Beth Renn, Denise Richardson, James Leonard, Karen Cowden, Laura Blasi, Linda Neal, Nichole Jackson, Tana Damian, and Tara Rains.

Math—Al Groccia, Amy Comerford, Laura Blasi, Maryke Lee, Melissa Pedone, Nichole Jackson, and Tana Damian

Data review teams of faculty and administrators met in Jan. 2017 to review focus group results.

English—Al Groccia, Chiara Ojeda, Denise Richardson, Erica Reese, James Leonard, Jenni Campbell, Jenny Lee, Joyce Romano, Karen Borglum, Karen Cowden, Karen Reilly, Kevin Moss, Laura Blasi, Leonard Bass, Linda Neil, Liz Earl, Nichole Jackson, Tana Damian, and Tara Rains

Math—Al Groccia, Amy Comerford, Claudia Genovese Martinez, Erica Reese, Evelyn Lora-Santos, Jenny Lee, Johnie Forsythe, Julie Phelps, Karen Borglum, Kevin Moss, Laura Blasi, Maryke Lee, Melissa Pedone, Nichole Jackson, Tana Damian, and Tara Rains

Area of most impact	Recommendations	What we learned from the surveys Math (n=1,387), English (n=1,226)	What we learned from the focus groups and interviews Math (n=28), English (n=14)	Questions to guide action steps	Applies to English	Applies to math
Advising	Add a digital activity to online NSO with math pathways to ensure student learning.	Decisions about courses to take are sometimes driven by program or financial aid, and students need specific pathway direction based on their meta-major or lack thereof.	Students who had not yet taken SLS 1122 recognized they needed a Gateway math course, but were uninformed about developmental education options.	Are we telling students what to do? Do students want to just be told what to do? Do we want students to make informed decisions?		Math
Advising	Develop a checklist to ensure time-management, financial aid, and meta-major/degree requirements are part of the decision-making process.	Decisions about courses to take are sometimes driven by program or financial aid, and students need specific pathway direction based on their meta-major or lack thereof.	Students who are hesitant about their skill level refer to non-Valencia reasons for making decisions (i.e. word of mouth, rate my professor) but also mention advisors.	Is there an advising checklist?	English	Math
Advising	Review how students experience advising.	Advising is essential, student experiences of advising are varied.	Students who did not take Dev. Ed. spoke about deciding based on advice.	When students visit an advisor does the experience depend on what the student asks?	English	Math
Advising	Standardize NSO information across campuses.	Advising is essential, student experiences of advising are varied.	Students who had not yet taken NSE discussed doing their own research and using the online catalog.	Are we telling students what to do? Do students want to just be told what to do? Do we want students to make informed decisions?	English	Math
Faculty and Deans	Add more detail to the catalog description for MAT 1033C		Students who took SLS 1122 tended towards frustration and anger about MAT 1033C not counting for their degree using phrases like "annoyed" and "waste of time."	Are we telling students what to do? Do students want to just be told what to do? Do we want students to make informed decisions?		Math
Faculty and Deans	Adapt "Am I in the right math" questionnaire from MGF 1106 for MAT 1033C for use on the first day of class		Students who had not yet taken SLS 1122 recognized they needed a Gateway math course, but were uninformed about developmental education options.	Are we telling students what to do? Do students want to just be told what to do? Do we want students to make informed decisions?		Math
Faculty and Deans	Circulate the "Math path PowerPoint" for use at the first math lab session		Students who took SLS 1122 tended towards frustration and anger about MAT 1033C not counting for their degree using phrases like "annoyed" and "waste of time."	Are we telling students what to do? Do students want to just be told what to do? Do we want students to make informed decisions?		Math
Faculty and Deans	Consider scheduling options that allow students to drop courses before add/drop ends and reregister for a course at their appropriate level that starts later.		Students who had not yet taken SLS 1122 recognized they needed a Gateway math course, but were uninformed about developmental education options.	Are we telling students what to do? Do students want to just be told what to do? Do we want students to make informed decisions?	English	Math
Faculty and Deans	Give a test on the first day of class (like Science) with recommendations about how to proceed, and storing those results to return to recommendations later.		Students who had not yet taken SLS 1122 recognized they needed a Gateway math course, but were uninformed about developmental education options.	Are we telling students what to do? Do students want to just be told what to do? Do we want students to make informed decisions?		Math
Faculty and Deans	Review how the SLS 1122 The New Student Experience gives students math pathway info.	Decisions about courses to take are sometimes driven by program or financial aid, and students need specific pathway direction based on their meta-major or lack thereof.	Students who took SLS 1122 tended towards frustration and anger about MAT 1033C not counting for their degree using phrases like "annoyed" and "waste of time."	Are we telling students what to do? Do students want to just be told what to do? Do we want students to make informed decisions?		Math
Learning Support	Create a system of peer resources (like a mentor or guide) that act as "cultural brokers" to help students trust in and engage the more formal resources available to them in college, especially for students in Dev. Ed.		Students who expressed themselves more hesitantly and were less sure of their skill level mentioned looking to peers and getting help by word of mouth.	How can we harness the trust that students place in their group of friends?	English	

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Learning Support	Create instruction (like a library instruction or SkillShop) for how to find and access math learning support resources. Embed in specific courses, including Dev. Ed.	Students are aware of support services and report using them.	Students who expressed themselves as confident and knew their skill level mentioned accessing faculty office hours and tutoring.	What are the limited tools that students begin college with?		Math
Learning Support	Develop a learning module that builds students' confidence about understanding their level and clearly articulating it, especially for students accessing online tutoring.		Students who expressed themselves confidently and took SLS 1122 The New Student Experience knew more resources and described making connections with the professor and peers.	When students can describe the correct behaviors to be successful, why are they still unsuccessful?	English	Math
Testing Center	Decide if Valencia highly recommends taking the PERT.	Students are taking the PERT test, but are not all using the results.	Dev Ed students' perception of reality of the testing is accurate, but they don't prepare for the PERT even though they know they need to.	Do students know why the PERT is meaningful?	English	Math
Testing Center	Give a test before registration with recommendations about how to proceed, and store those results to return to recommendations later.		Students who took Dev. Ed. Writing spoke about making their course decisions based on self-assessments of their own skill.	Do students know why the PERT is meaningful?	English	Math
Writing Across the Curriculum	Create faculty development opportunities for faculty to engage students in college-level writing to learn exercises that aide in the transition from a student's high school learning mindset to understanding the culture of college.	In their courses students want more feedback/timely feedback from professors.	Students who expect college to be like high school may have a problematic first term need and need guidance and support to transform by the second term.	Before they attend Valencia, are some students thinking that high school and college are not that different?	English	Math
Dev Ed Committee	Decide if Valencia strongly recommends developmental courses.	Students are following the advice they are getting.	For decisions about English, regardless of whether or not students enrolled themselves in Dev. Ed., they saw the value of taking a refresher and would recommend other students take Dev. Ed.	How can we help students better understand that a class helps them if it can make them more successful in the next level? Can we provide any scholarship money to offset the cost of developmental courses for students who are not required but need the courses?	English	Math
Dev Ed Committee	Use subsequent data report in Tableau from IR to determine how effective are the developmental courses in preparing for the next course.			Is there a strong case that developmental courses make students more successful in college?	English	Math