

FORGING NEW
PARTNERSHIPS:
*Adult &
Developmental
Education in
Community
Colleges*

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WITH THE ASSISTANCE OF
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Adult and Developmental Education in Community Colleges

By Hunter Boylan

with the assistance of
Barbara Bonham, Kelly Clark-Keefe,
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CONTENTS

FOREWORD

I.	THE CONTEXT	1
	A. Introduction	1
	B. Study Methodology	2
	C. Definitions of Adult and Developmental Education	6
	D. The Case for Collaboration	10
II.	SURVEY FINDINGS	11
	A. Survey Response Level	11
	B. Characteristics of Collaboration	11
	C. Conditions Supporting Collaboration	14
III.	FINDINGS FROM SITE VISITS	18
	A. High-Level Administrative Support	18
	B. Collaboration	19
	C. Budgets	22
	D. Evaluation of Outcomes	23
	E. Quality and Location of Space	24
	F. Integrated Program Administration	24
	G. Professional Training	25
	H. Conclusion	26
IV.	KEY ISSUES	27
	A. Financial Aid	27
	B. Making Transitions	29
	C. The Curriculum Disconnect	30
	APPENDIX A: References	32
	APPENDIX B: Case Studies	37
	1. Albuquerque Technical and Vocational Institute	37
	2. Santa Fe Community College	44
	3. Western Wyoming Community College	51
	4. Davidson County Community College	58
	APPENDIX C: Survey Instrument & Cover Letter	65
	APPENDIX D: Protocols for Interviewing Faculty & Administrators	68

FOREWORD

FORGING NEW PARTNERSHIPS: Adult and Developmental Education in Community Colleges provides a much-needed look at a largely unexamined corner of the adult education universe. It examines nationally the relationship between developmental and adult education in community college settings, the nature of collaboration between the two programs in colleges that provide both kinds of courses, and characteristics that foster collaboration.

According to the authors, most community colleges – there are 1,195 spread across the country – provide developmental education services. A significant number provide *both* developmental and adult education programs. In colleges that offer both, developmental courses commonly provide higher-level skills upgrading than adult education courses, but not always; there is a sizable gray area where the services overlap and students can enroll in one as easily as the other. There is solid experience in linking the two services and reason to believe that adult education service in the nation can be improved through new partnerships between them.

FORGING NEW PARTNERSHIPS is Working Paper 8, the final in a series published by CAAL in its study of the role and potential of community colleges in adult education and literacy. The 73-page report is by Hunter Boylan, Director of the National Center for Developmental Education at Appalachian State University in Boone, North Carolina. Several individuals from NCDE took part in conducting the national survey and in the follow-up interviews, and most joined in visits to exemplary community college sites. They are Barbara Bonham (senior researcher), Kelly Clarke-Keefe (assistant professor of educational leadership), D. Patrick Saxon (assistant director), and Sandy Drewes (director, Kellogg Institute).

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CAAL's Web site (<http://www.caalusa.org/>) lists task force members and goals for the community college project, along with abstracts of other papers in this series. All of CAAL's publications are available in PDF form.

Gail Spangenberg
President

I. THE CONTEXT

A. INTRODUCTION

In January 2003, the Council for Advancement of Adult Literacy (CAAL) launched a project to examine the relationship between adult education and community colleges. One main purpose was to improve awareness and understanding of the role and potential of the colleges in adult education/literacy service provision. Because developmental education is a significant “remedial” program in most community colleges, CAAL asked this question: What is developmental education, and why and how is it significant in efforts to improve adult literacy service in the United States?

To begin to get answers to these questions, CAAL commissioned this paper from the National Center for Developmental Education (NCDE) at Appalachian State University. NCDE was to identify (a) what types of collaboration currently exist among community college adult and developmental education programs, (b) conditions that support such collaboration, and (c) promising practices in collaboration between community college adult and developmental education programs.

Two long-established facts served as the foundation for NCDE’s work:

First, according to the National Center for Education Statistics (NCES, 2003), 98 percent of U.S. community colleges offer developmental education courses and services for underprepared students. And, on average, 50 percent of first-time community college enrollees place into one or more developmental courses (Roueche and Roueche, 1999). These figures have remained relatively constant since the NCES first started collecting this data in 1983 (NCES, 1985). As a result, almost all community colleges have longstanding experience in teaching underprepared students.

Second, community colleges are heavily involved in delivering adult education and literacy services. Morest (2004) reports¹ that community colleges serve 50 percent or more of the adult education students in 12 states and that they also serve large percentages in many other states. She estimates that, on a national basis, community colleges account for more than one third of adult education delivery in the United States.

B. STUDY METHODOLOGY

This study used two methods of collecting data on collaboration between adult and developmental education programs. The first involved surveys of individuals considered knowledgeable about adult and developmental education activities on U.S. community college campuses. The second involved site visits to campuses identified as exemplary in their collaboration between adult and developmental education programs.

In order to identify campuses that had the most effective collaboration between their adult and developmental education programs, and that were known for their promising practices, two population groups were selected for study.

Surveying Community College Presidents. The first group included presidents of two-year colleges in the United States, all listed in the Database of Community College Presidents of the American Association of Community Colleges. This database contains the mailing addresses for all two-year college presidents in the United States, a total of 1,195 community college presidents.²

NCDE staff developed a survey instrument with input from CAAL staff. Survey items were identified through additional discussions with members of the CAAL Community

¹ In *The Role of Community Colleges in State Adult Education Systems: A National Analysis* by Vanessa Smith Morrest, et.al., published in April 2004 by the Council for Advancement of Adult Literacy.

² Proprietary schools and colleges based in areas outside the 50 American states, yet under U.S. territorial law, are included in this database but were excluded from the population surveyed.

College Task Force (CAAL, August 2003). Literature on successful adult and developmental education programs was also reviewed.

Two community college presidents and one community college dean of instruction reviewed the survey instrument itself. In addition, a field test of the survey instrument was conducted electronically, in an attempt to meet some rapidly approaching deadlines. The purpose of this test was to determine if the survey instrument was understood by participants and if it would encourage the contribution of adequate data to support the project's goals.

Testing the Survey on 2003 Kellogg Institute Participants. A cover letter and survey were mailed electronically to the 45 participants of the 2003 Kellogg Institute.³ This group was chosen because they were more recently in contact with and still maintained academic obligations with the NCDE (possibly motivating factors in their timely response). Their contact information was also recent and more likely to be accurate.

Of these participants, 23 were at community college institutions and 14 of these responded to the survey. A review of their responses indicated that the survey questions were both understood by respondents and appropriate to the purposes of the study. The survey instrument was judged satisfactory to use on a broader scale.

The Survey Mailing. The survey mailing to community college presidents consisted of two documents (see Appendix C, p. 65). The first page was a letter describing the project and asking recipients either to complete the survey or forward it to the person most knowledgeable about adult and developmental education on their campus. The second page was the "Survey on Adult Education and Remedial/Developmental Education Collaboration." This survey asked four broad questions: (1) Does the institution offer adult education courses and programs? (2) In what ways do adult education and

³ The Kellogg Institute for the Training and Certification of Developmental Educators is the nation's oldest continuous advanced training program for developmental educators and learning specialists. It includes both an intensive residency at the National Center for Developmental Education and a supervised practicum on each participant's home college campus.

remedial/developmental education collaborate? (3) Does the respondent know of any other institutions that might be exemplars of strong collaboration among these programs? (4) Who should be contacted if further information is needed?

The survey was mailed to all 1,195 community college presidents. Of these, 516 surveys (or 43 percent) were completed and returned.

Responses from colleges that did not offer adult education were deleted from analysis. This was done because the survey indicated that collaboration between adult and developmental education programs was more likely if both programs were present on campus. A few respondents indicated that they had collaborative relationships with adult education programs sponsored by local school districts, but the number was so small as to be insignificant. Furthermore, cost considerations required that the scope of the study be limited. It was decided, therefore, to restrict the analysis of data to those colleges indicating that they provided both adult and developmental education programs on campus.

The resulting sample included 326 community colleges. A total of 169 institutions reported that they did not offer adult education. This means that, of those institutions returning the survey, 65 percent offered adult education. This is consistent with Morest's (April 2004) findings. In her attempt to determine the percentage of U.S. community colleges that deliver adult education, she stated that "this figure would doubtless rise to over 50 percent" (p. 10) if all states were included in her study. However, participants in this study were probably more likely to return their questionnaires if they did have adult education programs, so the 65 percent figure just noted may reflect a certain amount of sampling bias.

Site Visit Methodology. Data obtained from the survey process was used to identify a small group of community colleges having exemplary adult basic education programs that engage in multiple means of collaboration with developmental or remedial education. To be selected as a promising example of collaboration, an institution had to meet the

following criteria: (a) offer both on-site adult and developmental education programs, (b) have been nominated by at least four respondents, and (c) have responded affirmatively to at least 60 percent of the survey items associated with promising practices.

The following institutions were identified as models of collaboration between adult and developmental education programs: Albuquerque Technical and Vocational Institute (New Mexico), Davidson County Community College (North Carolina), Santa Fe Community College (Florida), and Western Wyoming Community College (Wyoming). (These are profiled in Appendix B, p. 37.)

It should be noted that the selection of institutions for the case study is based entirely on the opinions of community college presidents. There was no way to ascertain the accuracy of their opinions, so the institutions selected are not necessarily *proven* examples of the best practices available. There is no way to know if they are the institutions *most* successful in accomplishing the goals of adult and developmental education. Nevertheless, they are definitely perceived by their peers as having strong, exemplary programs with respect to *collaboration* between adult and developmental education.

Site Visits. After identifying case study programs, personal contact was made with their administrators. This was done to clarify what the survey had found and to make arrangements for site visits.

During the site visits, information was collected in meetings with administrators, faculty, and staff. Two forms were used to structure the interview process: the Protocol for Administrators & Staff and the Protocol for Faculty (See Appendix D, p. 68). These documents offered general structure and guidance for the interview process, yet allowed flexibility to examine particular areas of interest that might arise during the interview. The structure of these instruments was also used as the organizational format for reporting case study data.

During site visits, efforts were made to meet with administrators presiding over the departments that house adult basic education and developmental education programs, as well as the directors, faculty, and staff within them. In addition, visiting teams also met with the presidents and deans of instruction at each campus.

A team of two researchers was sent to each institution to conduct the interviews. The data were collected through note taking and audio recording of the interview sessions. The NCDE staff then reviewed the notes and recordings to identify common patterns of activity that seemed to contribute to collaboration and positive outcomes. During the site visits, program brochures, evaluation reports, and other information were also collected. Following the visits, program administrators were contacted by telephone and e-mail to collect additional information.

Study Limitations. There are several limits to how much the findings of this study can be generalized. The potential limitation of self-reported data is inherent in a study of this kind. People asked to complete the initial survey may bring bias, incomplete information, misunderstanding, or inaccuracies to their reporting. This may be true as well for faculty, staff, and administrators interviewed during the site visits, although by interviewing several professionals associated with the programs, this limitation was minimized.

The findings are also limited by the fact that only those institutions providing both adult and developmental education on campus were included in the data analysis. Furthermore, financial considerations limited the number of site visits to only four institutions, when a larger number would have been desirable.

C. DEFINITIONS OF ADULT AND DEVELOPMENTAL EDUCATION

Adult Education. *Adult education* is defined as inclusive of the following programs: adult secondary education (GED or other high school diploma programs), precollege English as a second language (ESL), and adult basic education (ABE). Typically, these programs teach basic skills that allow students to participate more effectively in work and

in society. They develop these skills by providing courses and other services, such as tutoring, counseling, or individualized learning laboratories.

Community colleges and public schools are the major providers of adult education and literacy services. Community-based and other programs offer some services as well. Adult education programs are funded primarily through federal and state grants, and in some cases by local government, charities, and other sources. Services are usually free to participants.

Adult education programs are housed in schools, colleges, and community agencies. Sometimes a single program is spread across all of these locations. Many community colleges, for instance, may provide some services on their campuses, others in local schools, and still others in local community service agencies.

The goals of adult education programs are usually related to life and work skills. Most commonly, these programs are designed to improve literacy and language skills and improve their participants' opportunities in the current and future work force.

Developmental Education. The term *developmental education* refers to a continuum of courses and services ranging from tutoring and advising to remedial coursework on college and university campuses. Developmental education is necessary because colleges and universities have set their standards for academic skills at a level beyond that of many high school graduates.

Developmental education courses and services are usually funded directly through the institution's academic or student affairs budget.

The skill levels addressed by developmental courses tend to vary slightly from campus to campus and region to region. There is general agreement, however, that the skills taught are at the precollege level. Because of this, developmental courses normally do not count toward transfer or graduation. However, they do count as part of students' academic

course load and financial aid may be applied to pay for them. Students must pay for developmental courses as they would any academic course.

The goals of developmental programs are normally related directly to the mission of the colleges or universities that operate them. The two most common goals are to prepare students for success in the college or university curriculum and to increase student retention.

Imprecise Dichotomy of Purpose. When it comes to students served by adult and developmental education programs, this dichotomy of purpose is, in reality, not all that precise. Many students who could be served profitably by developmental education programs find themselves in adult education and many who could profit from adult education find themselves in developmental education. In fact, there is probably a “gray area” of unknown size where the absolute level of academic skill and preparation among some adult and developmental students is about equal.

Almost all adult and developmental programs use assessment instruments to determine two things: students’ strengths and weaknesses in English, reading, and mathematics and the appropriate level of skill instruction for incoming students.

Frequently, adult and developmental programs use different assessment instruments. Many educators interviewed in this study believe that these instruments are sufficiently different that some students might place into one program or another depending on which instrument is used. One academic advisor interviewed for this study said, “Students who score in the higher ranges of the TABE (Test of Adult Basic Education) are probably equivalent to students who score in the lowest ranges of the ASSET (the college placement instrument used on that campus for developmental education). This kind of student could probably go in either direction.”

Personal attributes contributing to success also play a role in this gray area (Bloom, 1976; Hardin, 1998). A student with low assessment scores and a high level of motivation

might have the potential to be quite successful in developmental courses, even though assessment scores place that student in adult education. Academic advisors frequently make decisions on assigning students to one program or another based on such considerations.

This situation is complicated by the fact that there is no uniform definition of exactly what skill levels place students in developmental education. As Bettinger and Long have pointed out (2004), the same assessment score might place a student in regular curriculum classes at one institution and in developmental education at another. It is possible that a similar situation exists in adult education. Furthermore, the same skill proficiency might place some students at different levels in different subjects. For instance, a student with 10th grade level writing and math skills might be placed into the regular curriculum English course and a developmental math course. These sorts of measurement problems and placement inconsistencies all contribute to the gray area around the borders of adult and developmental education.

The existence of this gray area means that some students at the lower end of the developmental education spectrum might best be placed in adult education. This would not only put them in programs designed specifically to address lower skill levels but it would also place them in courses that, unlike developmental education, are free.

There may also be some students at the upper skill levels of adult education who could succeed in developmental education courses. For adult education students interested in pursuing postsecondary education, participation in developmental education might speed their entry into the college curriculum. Similarly, it might be more efficient for students who fall into the lowest ranges of developmental education to participate in adult education. Adult education programs are not only better prepared to address lower skill levels, they can do so with greater flexibility because they are not governed by academic calendars requiring semester-long courses.

D. THE CASE FOR COLLABORATION

The gray area between adult and developmental education skill levels leads to inefficiency that argues for greater collaboration between the programs. The gray area of placement can result in wasted student and staff time as well as an investment of increasingly scarce resources at the wrong level.

At a time when resources for postsecondary education are stabilizing or declining, resource sharing among programs with similar goals, objectives, and student populations is a good idea. Furthermore, adult and developmental educators tend to share similar values regarding educational opportunity and the potential of all students to be successful. They also tend to be more committed to teaching underprepared students than faculty involved in other segments of postsecondary education.

More importantly, each program provides something the other lacks. Adult education programs can offer instruction at a level below that of college preparatory – something that developmental programs are often unable to provide – and they can do this without cost to the student. Developmental education programs, on the other hand, provide a logical next step for those completing adult education and offer a stepping-stone to the college curriculum. For all these reasons, increased collaboration between adult and developmental education programs would seem to be beneficial.

Unfortunately, there is little evidence that such collaboration exists on a broad scale in U.S. community colleges, and those who think it might be beneficial to increase collaboration have few models to follow. However, the elements of collaboration and promising practices explored in this study may provide some guidance.

II: SURVEY FINDINGS

A. SURVEY RESPONSE LEVEL

The level of response to the survey questionnaire represents a major finding in itself. Most textbooks on educational research suggest that a 30 percent return is sufficient for survey research (McMillan, 1996). Returns for this project exceeded that by a substantial margin. A total of 43 percent of the 1,195 community college presidents surveyed either completed the questionnaire or passed it on to the appropriate institutional official to complete. This high return from the community colleges suggests that collaboration between adult and developmental education is an issue of considerable interest to community college presidents. This level of interest came as a surprise to both the NCDE researchers and the CAAL Community College Task Force.

B. CHARACTERISTICS OF COLLABORATION

The items on the survey questionnaire represented a combination of collaboration characteristics between adult and developmental programs as well as the conditions that support collaboration. The same characteristics of collaboration were found to some degree among all 326 institutions or 65 percent of the respondents whose data was included for analysis.

Table 1 shows the frequencies with which survey respondents reported the presence of characteristics of collaboration between adult and developmental programs.

Table 1: *Number/Percent Response for Characteristics of Programs*

Questionnaire Item	Number	Percent
1. Adult education students are recruited to participate in other college academic programs	293	72.5
2. Qualifications (degrees, experience, etc.) for hiring adult and developmental education faculty are comparable	233	57.7
3. Adult and developmental courses share faculty and staff	184	45.5
4. Adult and developmental education share computers and related software	186	46.0
5. Faculty work to ensure there is consistency between the adult and developmental education curriculum	174	43.0
6. Students can and frequently do move back and forth between adult and developmental programs	130	32.2
7. Faculty and staff of developmental and adult education programs meet together regularly	125	30.9

The most common characteristic of collaborative adult and developmental programs is that adult education students are recruited to participate in other college programs. This fact is consistent with earlier research by Tronstad, Glass, Peterson, and Vandergroot (1991) indicating that having a marketing program for services consistent with a variety of student learning goals is important to the success of adult education programs.

Almost three quarters of the respondents (72.5 percent) actively recruited adult education students for other campus academic programs. On such campuses, adult education students are sought to participate in vocational/technical, certification, or college transfer programs. As one interviewee put it, “we believe that no matter where our students start, *all* of them are candidates for career or transfer programs.”

Another characteristic of collaborative adult and developmental programs is that the qualifications of both adult and developmental faculty are comparable. There are no distinctions between the two groups of instructors; they all have to meet the same criteria. At three of the four institutions visited, these credentials include a master’s degree in a

discipline such as English, math, reading, or some related area. (Further information on these credentials was not requested in the survey.)

According to a dean who oversees adult and developmental education at one of the campuses, “One reason there are no fault lines between adult and developmental faculty is because they all have the same credentials. They are all equal in this regard.” Fifty-eight percent of the respondents with both adult and developmental programs require the same qualifications for both faculties.

Hiring faculty with the same qualifications for both programs also may allow the same faculty to teach both sets of courses. Having the same faculty teach both is a definite indication that collaboration exists. Among the institutions surveyed that had both adult and developmental programs, nearly 46 percent stated that the two programs share faculty. As one developmental faculty member said, “There is such an overlap in content that it’s important to teach both sets of courses and discover where the overlap exists.”

The collaborative programs also tend to share computer hardware and software. This is probably not surprising given the costs of computer equipment. Forty-six percent of respondents indicate that adult and developmental programs share the same computer equipment and facilities. Interviews with faculty at the exemplary program sites indicate that the shared equipment is usually provided through labs dedicated to adult and developmental education. It is worthy of note that, at exemplary sites, these facilities do not have to be shared with other college units. The fact that the college is willing to make this investment in technology for adult and developmental education may be an indicator of institutional support for these programs.

The use of technology by so many programs is also important. As Elmore (September 1997) has pointed out, technology use is not only a characteristic of successful programs but the technology itself may also serve to attract participants to programs. According to one interviewee, “The adult education program represents the first opportunity some of our students have ever had to actually interact with a computer.”

Efforts to ensure consistency between the exit standards for adult education and the entry standards for developmental education were also reported frequently by survey respondents. Because the survey did not request specific examples of these efforts, the meaning of this response is unclear. However, the finding is consistent with developmental education studies that show that a match between exit and entry standards is associated with long-term student success (Roueche and Roueche, 1999; Boylan and Saxon, 1998). Forty-three percent of respondents indicate that efforts were made to ensure consistency between adult and developmental education curricula. One community college president said, “We aim for students who complete our adult education programs to be ready for the college transfer curriculum, but those who are not will definitely be ready to participate in developmental courses.”

Another sign of collaboration between adult and developmental programs is that students can move back and forth between the two depending on the level of skill upgrading they need. Thirty-two percent of respondents indicate that students move back and forth between adult and developmental programs. Respondents did not indicate how often this took place.

A final characteristic of collaboration is that instructors in both programs meet together on a regular basis. This allows for coordination and communication among adult and developmental educators. Such coordination and communication has been found to be associated with successful adult and developmental education (Roueche and Snow, 1977; Kiemig, 1983; Boylan, Bliss, and Bonham, 1997). This characteristic was reported by about 31 percent of the respondents.

C. CONDITIONS SUPPORTING COLLABORATION

Table 2 details the responses to survey items that the CAAL Community College Task Force members consider to be conditions that support collaboration.

Table 2: *Number/Percent Response for Conditions Supporting Collaboration*

Questionnaire Item	Number	Percent
1. The college can track and monitor students who move from adult education into developmental, college transfer, or vocational/technical/career programs.	260	64.4
2. Students in adult and developmental programs have access to the same support services.	247	61.1
3. Adult and developmental education faculty have the same professional development opportunities.	214	53.0
4. The college has policies in place to promote collaboration between adult and developmental programs.	160	39.6
5. Assessment instruments for adult and developmental education are comparable.	147	36.4
6. Adult and developmental programs are managed by the same administrator.	103	25.5

Collaboration between adult and developmental programs appears to be supported by the institution's ability to track students as they transfer from adult education through to college and job training programs. Slightly more than 64 percent of respondents indicate that their institution can track and monitor students who move from adult education into either a vocational/technical or college transfer program. This is consistent with previous research suggesting that the ability to monitor and track students is related to successful program performance (Boylan and Saxon, 1998; McCabe, 2000). It should be noted, however, that the capacity to track students does not necessarily mean that such tracking occurs on a regular or systematic basis.

Having access to the same support services is also a condition that contributes to collaboration between adult and developmental programs. Previous research by Alamprese (1998) suggests that exposing adult learners to a variety of support services contributes to their success. This is consistent with research in developmental education indicating that comprehensiveness of program services is related to student success (Kulik, Kulik, and Schwalb, 1983). It is also consistent with research by the federal government (U.S. Department of Education, 1991) showing how important comprehensive services are in support of students.

About 61 percent of respondents report that students from both adult and developmental programs have access to the same support services. As one developmental education instructor indicated, “We are fortunate to have strong support services and we want *all* of our students to benefit from them.”

The opportunity for professional faculty development frequently appears in the literature as an important condition for successful adult and developmental programs (Casazza and Silverman, 1996; Elmore, 1997; Boylan, 2002). This is a condition that also appears to support collaboration. Fifty-three percent of respondents indicate that adult and developmental educators have access to the same professional development opportunities.

Fewer than half of the respondents (about 40 percent) reported that their institution has policies in place that they believe promotes collaboration between adult and developmental programs. When institutional policies support collaboration, it is more likely to happen. This point is consistent with research by Askov (1993) who cited the importance of carefully planned policy to successful adult literacy programs. In fact, case studies suggest that written policies favoring collaboration appear to be a major factor in whether or not such collaboration takes place. One respondent noted in the comments section of the survey, “Sometimes policy makes it easier for people to do what they *want* to do but aren’t *able* to do under normal circumstances.”

Assessment is a key factor in assigning students to appropriate interventions in adult and developmental programs (Alamprese, 1998; Boylan, 2002). As one interviewee noted, “We wouldn’t be able to move students so easily from adult to developmental education if both programs didn’t use the same instrument for assessment at some point.” This sentiment was frequently echoed in case study interviews. Among survey respondents, some 36 percent reported that adult and developmental programs used comparable instruments for initial and ongoing student assessment. Institutions in the case studies

either tested adult and developmental students using the same instrument or found some way to correlate scores from different instruments.

About 25 percent of the respondents report that the same administrator supervises both programs. This is consistent with findings from the literature (Boylan, 2002; Tronstad, Glass, Peterson, and Vandergroot, 1991). Having a common supervisor for both programs appears to contribute to collaboration. It is worth noting that all four of the exemplary programs visited had a single administrator supervising both adult and developmental education.

III. FINDINGS FROM SITE VISITS

This section discusses characteristics of collaborative service at the four colleges to which site visits were made, Albuquerque Technical and Vocational Institute (New Mexico), Santa Fe Community College (Gainesville, Florida), Western Wyoming Community College (Rock Springs, Wyoming), and Davidson County Community College (Lexington, North Carolina). Detailed descriptions of the site visits are provided in Appendix B (beginning on p. 37).

A. HIGH-LEVEL ADMINISTRATIVE SUPPORT

In the programs examined, exemplary models of the integration of adult and developmental education are strongly influenced by leadership at two levels, the executive and the operational. At the executive level, presidents, vice presidents, and deans not only provide verbal support for the integration of adult and developmental education, they back it up with action. They provide resources, facilities, and personnel for both adult and developmental education. They also make policy decisions that promote collaboration. Perhaps more importantly, they assign experienced and well-trained individuals to provide collaborative leadership at the operational level and then they leave them free to manage the programs.

Servant Leadership. The presidents and vice presidents at these institutions follow the principles of servant leadership (Greenleaf, 1977; Spears, 1998). They see their role as helping their subordinates do their jobs effectively by ensuring that they have the resources and support necessary to accomplish their goals. As one president put it, “I’m here to make sure the Department of Developmental Education has the resources it needs to get the job done. If it doesn’t, it’s my job to go out and find the resources.” Another said, “I hire the best people I can find. I make sure they have the training and support they need and then I let them do their jobs.”

The program directors, department chairs, deans, and others who lead adult and developmental programs at the institutions share this concept. They apply the same sort of behavior to their interactions with subordinates.

In addition, most of the adult and developmental education program managers are very experienced and highly knowledgeable. Each of them has at least an MA degree and training in adult and developmental education. Each also has a collaborative leadership style where subordinates are given responsibility and freedom to act. In essence, subordinates are empowered to exercise their professional knowledge and judgment in solving problems and dealing with students.

Each program has a relatively flat organizational pattern. There is not much emphasis on hierarchical relationships. Instead, decision making is decentralized, and faculty and staff work together to advance program goals and objectives.

B. COLLABORATION

In each of the programs studied, there is considerable collaboration between adult and developmental education personnel and programs. In fact, collaboration is highly valued by all individuals involved. To some extent, the flat organizational pattern contributes to collaboration. However, the programs are not only organized to support collaboration, but people who believe that collaboration is the best way to get things done staff them. As a matter of institutional leadership philosophy, it is likely that people who are collaborative in nature are hired because they fit into the institutional culture.

It should also be noted that in adult and developmental programs that have collaborated for some time, this collaboration has been generative. Collaboration in one area of program operations has frequently led to collaboration in some other area. Collaboration in one department or division of the institution has frequently grown to reach other parts of the institution. Collaboration has had something of a “snowball effect.”

Philosophy. Each program studied has a student-oriented philosophy that guides instruction, as well as relationships among and between professionals and their students. This philosophy is expressed in a variety of ways. At Santa Fe, Davidson, and Albuquerque TVI, the program philosophy is written and included in published documents and orientation materials. At Western Wyoming Community College, this philosophy is simply understood because it has been consistently and verbally reinforced by the director and the program staff.

In either case, the philosophy is summed up by such statements as:

- “We help students understand what they already know and realize that they do belong here.”
- “Our ABE and ESL students are the college’s graduates of the future.”
- “Our job is to meet students where they are and to move them as far as they can go.”
- “We judge our success by the success of our students.”
- “The students are our reason for being here.”
- “Helping weak students succeed is the highest calling I can imagine.”

All of these statements reflect a philosophy in which student needs are considered first. Decisions are made in terms of what is in students’ best interests rather than what is in the best interests of the faculty. Students are central to the learning process. In these programs, student learning is integral to the mission of the program; it is also the measure by which the programs define their success.

The importance of a student-centered philosophy in adult and developmental education is consistent with postsecondary education literature that advocates the learning college concept (Angelo and Cross, 1992; O’Banion, 1997). Just as leadership styles of adult and developmental programs do not exist in a vacuum, neither do student-oriented

philosophies. A student-centered philosophy is pervasive throughout most of the institutions.

Language. In the model programs, philosophy is also reflected in the language administrators and instructors use to describe their students and what their students do. “Language is important because it helps define what we value.”

Staff scrutinize the language they use with great care to avoid stigmatizing terms or generalities that might cause their students discomfort or have negative connotations. They use the language of inclusion, and deal with positive images, to ensure that their students know they are valued as an important part of the student population and the institution.

At these institutions, no one spends much time complaining about students. Instead, their discussions focus on the challenges students face, the courage it took to overcome these challenges, and student successes.

As Senge (1990) points out, the language used to discuss a situation organizes and structures the content it holds. Faculty and staff at the institutions visited organize and structure their language to support student success.

Community Service. Not only do all institutions visited support their communities, their communities support them. To a large extent, this results from many years of consistent service. Each institution is recognized and valued by the local population as an important community resource.

At Albuquerque Technical and Vocational Institute, the graduation ceremony for GED students is as much a community celebration as it is a college celebration. Western Wyoming Community College takes great pride in being a center for art and culture in the community as well as in being responsive to community needs. Santa Fe Community College developed its adult programs specifically in response to community needs and

houses many of its services in the community. Davidson County Community College has been a major source of job retraining for a community hard hit by industrial relocation.

It is clear from the site visits that the institutions are *community* colleges. They provide services based on real needs of the local population. They engage the community in their activities. They emphasize developing the talent of the populace through education and training.

To a great extent, the collaboration between adult and developmental education at these institutions is simply the product of a pre-existing community orientation. By providing adult education, English training for non-native speakers of English, high school equivalency programs, and college preparatory work, the colleges are continuing a long-established policy of responding to the expressed needs of their communities. As one college president put it, “I serve our staff; our staff serves our students; and we all serve the community.”

C. BUDGETS

The budgets of the programs visited vary widely. The large urban institutions, like Santa Fe, have substantial budgets for adult and developmental education, whereas the smaller, rural institutions have limited budgets.

It is worth noting that budgets for adult education are usually set by state and federal policies, while budgets for developmental education are usually set at the institutional level. This may account for the disproportionate funding for the two programs on most campuses.

Across the institutions, the only consistent element is that the budget of each department or program reflects the general financial condition of the institutions and their funding streams. In each case, the budget for adult and developmental education is, at a minimum, consistent with budgets for comparable departments. This is an important point. At each

institution, adult and developmental education receive at least, if not more than, their “reasonable share” of the institution’s resources. This may be another indication of how institutional leadership supports adult and developmental education as important components of the institutional mission.

In general, the colleges give priority importance to budgetary provisions for adult and developmental education. Moreover, at least two of the institutions augment federal funding for adult education with funds from their own general budget.

D. EVALUATION OF OUTCOMES

Each of the programs visited collect data on student outcomes. But there is little consistency in the way outcomes are measured in adult and developmental programs. Whatever criteria are used, evaluation is a key to student success. As Astin (1991) points out, the programs measure what they value rather than valuing what they can measure.

This approach is consistent with the student-oriented philosophy of the programs. It is noteworthy that most of the programs also go to considerable efforts to gather data, reflect on its meaning, and use it for program improvement purposes. This activity consistently appears in adult and developmental education literature as a characteristic of successful programs (Boylan, 2002; Casazza and Silverman, 1996; Tronstad, Glass, Peterson, and Vandergroot, 1991; U.S. Department of Education, 1991).

Data collection is normally an important activity for federally funded adult education programs. However, this is not always the case for developmental education. Boylan, Bliss, and Bonham (1997), for instance, reported that only about 20 percent of community college developmental programs have a systematic evaluation component. With the exception of Western Wyoming Community College,⁴ all of the programs visited have a systematic process for gathering data and using it for program

⁴ Western Wyoming has just begun systematic data collection efforts for developmental education. The program already has data available to evaluate and improve adult education and ESL.

improvement in both adult and developmental education. Those interviewed during site visits attribute some of their programs' success to the fact that they have had a lot of information about their students over the years and this has helped them to understand and serve the students better.

E. QUALITY AND LOCATION OF SPACE

All the programs visited have brought adult and developmental education together into the same building and usually into the same wing or floor. Program faculty and staff consistently cite this proximity as a characteristic that contributes to collaboration. Previous research has also indicated that proximity of services is associated with program effectiveness in developmental education (Boylan, Bonham, Claxton, and Bliss, 1992). Apparently, this is equally true for adult education programs.

Adult and developmental education activities are not only located near each other, they share the same classrooms and laboratories. According to faculty and staff, this improves communication and collaboration. It also makes it easier for students to access needed services. Program personnel believe, with justification, that this "one stop shopping" approach contributes to students' use of their services.

Furthermore, at each of the institutions visited, adult and developmental education facilities are among the best on campus. They are attractive, centrally located, easily accessible, and either new or recently renovated. This is true despite the fact that limited space is a major problem at all the campuses. The quality and location of the space for these programs indicates that they are considered important, that their activities make significant contributions to the missions of the institutions, and that the institutions value their students.

F. INTEGRATED PROGRAM ADMINISTRATION

It is worth noting that at each institution visited, a single administrator is responsible for coordinating adult and developmental education. At Santa Fe, Albuquerque, and Davidson, a vice president or administrator at the level of dean manages the operations of both the adult and developmental programs. At Western Wyoming, a program director manages these operations. Most of those interviewed consider this leadership arrangement to be a key factor contributing to collaboration and communication between the two programs. Although all program activities may not be centralized, the same manager coordinates them.

This is consistent with research from both adult and developmental education (Boylan, 2002; McCabe, 2000; Tronstad, Glass, Peterson, and Vandergroot, 1991). Centralizing programs under coordinated leadership appears to be required for successful collaboration. As Tronstad, Glass, Peterson, and Vandergroot (p. 3, 1991) point out, “One person has to be responsible on a daily basis to make linkages and networking work.”

G. PROFESSIONAL TRAINING

Training and professional development for adult and developmental educators is a priority at almost all the institutions visited. Leaders, as well as instructors and staff, cite the importance of training to the success of their activities. Personnel in adult and developmental education regularly receive support to attend conferences, participate in workshops, or enroll in graduate courses. In some cases, the college pays for all the expenses involved in professional development and in others the college provides partial reimbursement. But in all cases, the professional development opportunities available to adult and developmental educators alike are at least comparable to those of other faculty at the institution.

The only problem with professional development support is that, in some cases, it is available only to full-time faculty and staff. However, even those institutions that do not

provide professional development support to part-time personnel make some regular effort to ensure that they have access to mentoring and local training activities.

It is worth noting that adult education programs seem to have more money for professional development than the developmental education programs have. This may be a function of the funding sources for adult education programs, which frequently mandate participation in professional development activities.

H. CONCLUSION

The conditions necessary for effective collaboration between adult and developmental education programs are not indigenous to these programs alone. Servant leadership, collaboration, community service, student-centered orientation, formative evaluation, and aggressive training are not just characteristics of the adult and developmental programs. They are characteristic of programs throughout the institutions. They are part of the core culture of these community colleges.

The two key factors that make for effective links and collaboration between adult and developmental education programs are adequate budgets and appropriate program facilities. These are what Carl Rogers (1961) considered to be necessary but not sufficient conditions. Sufficient conditions would also include servant leaders and learner-centered values throughout the college.

It is not likely that the practices identified in this report could simply be “plugged into” or would automatically work in any institutional environment. That environment would have to be built around principles of the learning college (O’Banion, 1997; O’Banion, 1999) and those of continuous quality improvement (Brigham and Demarche Carouse, 1996; Marchese, 1993). It is worth noting that of the four institutions in this study, one is a participant in the learning college of the League for Innovation in Community Colleges, another is an early adopter of the learning college model, and still another is a participant in the Continuous Quality Improvement Network.

IV. KEY ISSUES

In addition to examining qualities of exemplary programs, this study also considered three other key issues concerning the relationship of adult and development education programs: financial aid, making transitions, and “the curriculum disconnect.” These are discussed below.

A. FINANCIAL AID

One of the criticisms often made of developmental education programs is that students need to apply their financial aid awards to pay for these courses (Cronholm, 2004). Because developmental courses typically provide no credit toward completion of degree requirements, students who take them may run out of financial aid before completing their degrees. This problem is exacerbated for students who require multiple attempts to pass developmental courses.

On the one hand, this may not be a large-scale problem. Most students in developmental education place into only one developmental course (Boylan and Saxon, 1998), usually either English or mathematics. Furthermore, according to the National Center for Education Statistics (1996), 75 percent of students complete their developmental education courses within two semesters.

On the other hand, it is often the poorest students who place into adult and developmental education programs (Knopp, 1996). For these students, even a small shortfall in financial aid represents a serious barrier to completion of a college degree. One advantage that adult education has over developmental education is that it is free.

The case study institutions have responded to this problem in several ways. Davidson County Community College, for instance, deliberately elevated the exit standards of their GED program to be consistent with the entry requirements of the regular college curriculum. At Davidson, GED students are expected to be ready for college-level work

when they complete the GED program and, therefore, don't have to take developmental courses. Both Santa Fe Community College and Albuquerque Technical and Vocational Institute strive for similar outcomes from their GED programs.

Santa Fe and Western Wyoming Community Colleges provide laboratory-based noncredit courses that serve both adult and developmental students. These open-entry, open-exit courses use computer-assisted instruction and one-on-one tutoring to develop students' skills. Because they are considered adult education courses, they are cost free. However, students may use these courses to meet developmental education requirements and enter the regular curriculum when they have completed them; this enables them to avoid the expense of developmental courses. Unfortunately, there is little empirical evidence available at any of the institutions to determine how many students this affects.

Both Santa Fe Community College and Albuquerque Technical and Vocational Institute provide a number of free academic support services designed to improve students' skills to the point where they can bypass developmental courses.

Frequently, students who fall below the cut score for developmental education are still placed in regular college courses and are given strong academic support services to help them succeed. At Santa Fe Community College, these services are often paid for through grants from state and federal sources. At Albuquerque, these services are paid for through funds taken from the college's general budget.

All four institutions allow students to enroll concurrently in developmental and credit-bearing courses. They do not require that students complete all developmental education courses before taking credit-bearing courses. This may not reduce potential problems with financial aid, but it does get students into a credit-bearing curriculum more quickly. It also allows students to begin making measurable progress towards degree or certification programs.

B. MAKING TRANSITIONS

Hodgkinson (1999) points out that many colleges and universities fail to see a connection between their curricula and that of other educational agencies. They tend to view adult basic education, adult secondary school, developmental education, and the regular college curriculum as separate entities rather than components of a single system. When students develop basic literacy skills in ABE programs or attain a GED through adult secondary school programs, the students and their instructors frequently assume their jobs are done.

At the institutions visited, however, adult basic education, ESL, and particularly adult high school programs are seen as the first steps in a progression toward an associate or baccalaureate degree. This is consistent with Hodgkinson's notion that the separate parts are "all one system." At these institutions ABE, ESL, GED, and developmental programs are viewed as a series of transitions from one level to another, always assuming that a desired end goal is a college degree or certification. Western Wyoming Community College even provides a "transitions" course designed to help stimulate interest in the college program and to bridge the gap between GED and college level classes.

Furthermore, these institutions do not assume that students must go through all phases of these transitions before accomplishing that goal. Instead, they have procedures in place to allow students to change from one level of learning to another. Students may move directly to the GED program from the most basic levels of literacy instruction. Students are also encouraged to move directly into the regular curriculum upon completion of the GED. The practice of enabling students to skip various phases in the traditional progression is an excellent example of collaboration between adult and developmental education. It is also cost effective for both the student and their institutions.

C. THE CURRICULUM DISCONNECT

Another potential barrier to collaboration is the fact that the curricula of adult, ESL, and developmental programs are not connected.

High school completion requirements, which are often keyed to 10th grade skills or lower in many states, simply do not match college entrance requirements. Furthermore, colleges have established standards that leave a large percentage of high school graduates underprepared. In Texas, for example, high school graduates take an exit test composed of items measuring 10th grade skills. When they apply for college, they must take a placement assessment that is criterion-referenced to 13th grade level college skills (Boylan, et.al., 1996). This is true of many other states as well.

Successful developmental education programs make concerted efforts to ensure that the exit standards of developmental courses are consistent with the entry standards for college level English, reading, and mathematics courses (Boylan, 2002). As noted earlier, institutions such as Davidson County and Santa Fe Community Colleges also work deliberately to align the GED curriculum with the entry standards for college level courses. Their GED and developmental programs do this through: (a) review of textbooks used in college level courses; (b) discussions between the GED and developmental faculty and the faculty teaching college level courses; (c) review of course syllabi; and (d) analysis of examination questions in college level courses. These procedures help to eliminate the disconnect between GED and college level courses.

Albuquerque Technical and Vocational Institute appears to do the best job of aligning curricula from all areas of adult and developmental education. The college has a standing committee of representatives from adult basic education, adult postsecondary education, ESL, and developmental education to explore curriculum issues. This committee is charged, among other things, with identifying common expectations and

objectives among the various curricula. It also attempts to find ways to emphasize key skills across all curricula. An example is the reinforcement of problem solving and critical thinking skills in all programs.

Santa Fe Community College also makes an effort to ensure that the various curricula are consistent. All of their adult and developmental education instructional personnel meet as a group on a regular basis. This enables them to discuss curriculum issues and identify common skills and objectives.

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APPENDIX B: CASE STUDIES

1. ALBUQUERQUE TECHNICAL AND VOCATIONAL INSTITUTE

FAST FACTS

Type of Institution	Public Two-Year
Credit Enrollment	23,000
Adult & Developmental Education Faculty/Staff	Full-Time 60 Part-Time 123
Full-Time Faculty - Institutionwide	330
Developmental Education Budget	\$5,101,917
Adult Education Budget	\$1,665.661
Developmental Education Students	5,569
Adult Education Students	2,265

In spite of its name, Albuquerque Technical and Vocational Institute (known locally as “TVI”) is a comprehensive community college. Although the college offers an array of 50 vocational and technical programs, about 75 percent of its students are enrolled in college transfer programs. The college is among the largest two-year institutions in the country. It serves about 23,000 credit students (head count) on four campuses. According to the president of Albuquerque TVI, 73 percent of recent high school graduates enrolling at the institution take at least one developmental course.

TVI provides a very substantial adult secondary education program. According to college officials, the largest high school graduation ceremony in New Mexico, nearly 800 students, is held by TVI’s GED program. Nevertheless, the largest number of adult education students, 1,670 (65 percent), are served in ESL programs. This is not surprising because, in the fall of 2002, 8,000 or 38 percent of TVI students were Hispanic (Albuquerque TVI Fact Book, 2004). What is surprising is that many of the college’s ESL students are neither Spanish nor English speakers. The ESL population also includes Vietnamese, Eastern Europeans, and Arabs.

The college recruits most of its adult education and ESL students through an extensive community outreach program (although a handful of students also apply as degree-seeking students and are placed into adult education as a result of low assessment scores). This program involves liaison with local high schools and community agencies. Most adult education students are either recruited through the outreach program or are walk-ins seeking to improve their English language skills or to upgrade their education to improve their job options.

College officials view the provision of adult education as part of the institution’s commitment to serving the local community. Albuquerque TVI has traditionally offered both adult and developmental education programs, but until the late 1990s these

programs were housed in separate facilities. In the late 1990s, however, an opportunity arose to house both programs on the same floor of a new building. College administrators believed that bringing the two programs together would be cost effective and would create a synergistic effect by combining resources and expertise of two units with common values and philosophy. Although there was some resistance to this move at first, almost all of those involved with adult and developmental education now consider it to have been quite successful.

Budget

The budget for adult education at Albuquerque TVI for the 2003-2004 academic year was \$1,665,661. Of this, \$508,800 or about 31 percent was provided through institutional sources (endowment, special funds, etc.). The remainder of the budget came from federal and state sources. Dividing the total budget by the 2,265 adult students served (2003-2004), shows the institution to have a total annual expenditure of about \$735 per student for those participating in ABE, adult education, GED, and ESL.

In that year, \$4,666,917 was budgeted for developmental education. This funding comes from either state allocations or student tuition. In addition, approximately \$435,000 from local tax revenues for the college covered the costs of the part-time faculty who teach developmental courses. Thus, the total amount available for developmental education was actually \$5,101,917. Dividing this by the 5,569 students served by the program shows a per student expenditure of about \$916 per student per year.

The per student expenditure for developmental education, therefore, is somewhat larger than the per student expenditure for adult education.

Operational Systems, Courses, and Services

Those planning to take courses at TVI must go through the assessment and placement process. All incoming students are assessed through the college's Student Services Center. The assessment instrument used for college entry is the ACCU-Placer. Students are also screened by advisors to determine their educational goals. The Department has its own testing and advising services targeted specifically for DADE students. Therefore, students desiring pre-GED or ESL courses are also tested by the Department of Adult and Developmental Education.

Students must attain certain scores on the ACCU-Placer or participate in developmental courses as a prerequisite to taking college courses. Students participating in adult education are given the Test of Adult Basic Education (TABE). The Comprehensive Adult Student Assessment System (CASAS), a test of reading, listening, and life skills is administered to non-native speakers entering ESL courses.

Students can easily move forward or backward in the adult/developmental education sequence. Formal and informal arrangements among faculty allow students to change from one level to another depending upon their skill levels. For instance, students in GED

courses are given information on transitioning into developmental classes by instructors and by the Student Transitional Programs director. They are introduced into credit programs by taking the ACCU-Placer and going through orientation and advising. According to the dean of the Department of Adult and Developmental Education, students “are strongly encouraged to transition into credit classes at TVI to continue their learning.”

Furthermore, the GED program works hard to ensure that students are ready for college when they complete the GED. A number of activities such as sharing GED and developmental education syllabi or reviewing texts used by GED and developmental and education are undertaken periodically. These are designed to bring about as much consistency as possible between student GED completion and readiness for the college curriculum.

Students can, therefore, move freely from adult to developmental education to the college transfer curriculum. Options are also available for students to place into either the GED or the developmental program from any point in the adult basic education or ESL curriculum by taking the GED examination or the placement tests for developmental education. It is possible through testing for students to go directly from GED to college transfer courses, bypassing developmental education courses. It is also possible for students to use adult education courses to develop their skills and bypass developmental education. Furthermore, students may be “dual enrolled” in both ESL and developmental courses. About 60 students took advantage of this option in 2003-2004.

The Department of Developmental Education at Albuquerque TVI makes the option of “reverse transition” possible for many students. This reverse transition enables students enrolled at the college to develop their skills by taking adult education or GED courses rather than more costly developmental courses.

DADE faculty and staff believe that adult education is simply a stepping stone to participation in college transfer or vocational programs. Faculty mentioned several cases of successful business people and civic leaders who began in adult education, entered the college transfer program, and then completed university degrees. There appears to be an emphasis on adult and developmental education as simply the initial phase of a lifelong learning process. As one faculty member noted, “we enjoy tremendous support in our community because TVI faculty have mentored so many students through the most basic levels of education to the most advanced.”

Albuquerque TVI offers developmental courses in writing, reading, biology, chemistry, and mathematics as well as a variety of college success and occupational courses. These range from study skills and strategies to career development to computer science. Courses are offered in all GED subjects from writing to science and social studies. ESL courses give training in everything from basic language skills to culture and government. The Department of Adult and Developmental Education has 60 full-time and 123 part-time faculty members.

In addition to adult education, ESL, and developmental courses, the college also provides an extensive set of support services. This is consistent with research on effective adult and developmental education (Kiemig, 1983; Kulik, Kulik, and Schwalb, 1983; Boylan, 2002). The Department of Adult and Developmental Education offers:

- A Writing Reading Assistance Center and Math Center offering tutoring for all courses numbering 100 or below
- A Tutorial Learning Center open to students at all levels as well as to the general public
- An Adult Education Learning Center with tutoring and individualized instruction available to all adult education students
- Academic counseling and advising for adult and developmental education students

The DADE Achievement Center provides an achievement coach and peer mentors for all students participating in adult or developmental education. This program offers individualized personal advising and coaching that includes everything from career counseling, to time management workshops, to assistance in finding day care services. The college has also established learning communities for adult and developmental education students.

In addition, DADE has developed an evaluation component where data is made available through the Office of Institutional Research and shared with all adult and developmental education faculty. DADE faculty and staff review this data in making plans for the number and type of courses to be offered and in planning facilities and equipment utilization. Data is also gathered from students through interviews and surveys. The resulting data is used to guide program decision making. For instance, faculty review grade and completion reports from adult and developmental courses each year. This information is used to identify how well courses are succeeding and to determine where extra effort is needed to improve performance. Student demographic data is also used to identify the potential need for more financial aid counseling or the need for Spanish-speaking counselors. Using data to make decisions is consistently cited as a practice of successful programs in both the adult and developmental education literature (Boylan, 2002; Maelh, 2000)

Collaborative Structures

Both adult and developmental education activities are housed in the Department of Adult and Developmental Education (DADE). The integration of adult and developmental education was accomplished in 1995. As a result, the program has had nearly a decade to fully integrate courses and services for adult and developmental learners. Since 1995, faculty and staff of both programs have shared office space, classrooms, laboratories, and other facilities in one of the most modern buildings on campus. DADE is considered to

be the equivalent of any academic department on campus and reports directly to the vice president for instruction.

Integration of adult and developmental education is accomplished in a variety of ways. Housing both programs in the same physical facility was a deliberate choice designed to promote collaboration. In addition, there are biweekly meetings of “discipline chairs” including those in ESL, basic skills, English, mathematics, reading, science, and vocational/technical education. One of the major purposes of these meetings is to identify common problems and issues and design strategies to respond to them.

An important indicator of integration is that the departmental strategic planning team includes representatives from both adult and developmental education. As a consequence adult and developmental education are fully integrated into both the division’s and the department’s strategic planning efforts.

Credentials of both adult and developmental faculty are comparable. Both must meet specific requirements and follow the same hiring procedures to be able to teach courses in adult and developmental education. Full-time faculty usually have masters degrees in their teaching area or a related field. The college prefers to hire full-time faculty who are able to teach courses in both adult and developmental education.

According to the dean of the division, “developmental education and adult basic education are pretty much mutually exclusive, GED being the dividing element.” Students can still move from developmental education to GED courses and GED courses are free. They cannot, however, move into developmental or college level courses without completing the GED.

Professional Development

An interesting feature of professional development in this combined instructional department is the Critical Skills Initiative. This initiative is designed to identify critical skills that are considered necessary for student success but are not explicitly addressed in the course goals and objectives.

At present, the initiative has identified critical thinking and problem solving as a major set of “hidden curriculum” skills. Critical thinking skills include evaluating arguments and information to make informed judgments and using existing information to create new ideas, concepts, and solutions. Critical reading skills are also considered to be part of the hidden curriculum. Program faculty plan to introduce these skills in the all the ABE, ASE, and ESL curricula and to develop them further at each level of the continuum from basic education through college transfer courses.

As part of this initiative, faculty are encouraged to help each other review current instructional practices and to implement new classroom activities and methods. Outside leaders are also brought in to run workshops consistent with the critical skills initiative and innovative teaching practices. Departmental faculty offer regular workshops to each

other on topics of interest, and at least twice a year, the department invites outside consultants to run the faculty workshops. These individuals are selected with input from adult and developmental education faculty.

According to the dean of DADE, the college is “generous” in providing travel expenses for faculty professional development. On the average, each faculty member is allocated \$1,200 for each three-year period that can be used at his/her discretion. However, processes exist by which faculty members can request additional funding. The college foundation provides matching funds for faculty and staff to attend conferences. The department also provides support for adjuncts to attend conferences and pays all travel expenses if adjunct faculty are presenting. Those who attend conferences are expected to share what they have learned at departmental meetings.

In addition to these professional development opportunities, Albuquerque TVI also has a Teaching/Learning Center that promotes professional development. The Teaching/Learning Center offers a Tools for Teaching class that combines on-line lessons and face-to-face meetings with faculty. The Center also provides workshops on teaching on a weekly basis and members of the DADE are regular participants in the workshops.

Measures of Success

Success in adult and developmental education is measured in different ways for different populations, and college personnel are sensitive to the ways in which students define success personally. There is an ongoing discussion among faculty regarding how to define success in terms of student aspirations as opposed to traditional measures such as certification or associate degrees. Success in courses, however, is defined by the types of performance required in the next level of courses.

Continuous efforts are made to ensure that the exit standards for one level of courses are consistent with the entry level standards for the next level of courses. In fact, faculty teaching adult and developmental education courses meet periodically to ensure that such consistency exists. During these meetings, syllabi and exit tests for adult and developmental education are reviewed. Students taking developmental education courses at TVI have very strong rates of first-term retention – 78.3 percent in developmental mathematics, 74.3 percent in English, and 73.3 percent in reading. This is consistent with national averages reported by the National Center for Education Statistics (2003). Retention rates are 65.9 percent in ESL and 53.1 percent in adult basic education.

According to recent figures from TVI’s Institutional Research Office, 36 percent of those who complete the GED program move into either the developmental or the college transfer curriculum. This figure is higher for those who begin in the GED Program and lower for those who begin in the ESL Program.

Program Strengths

Faculty believe that several factors contribute to the success of their program and the students it serves:

- Spanish-speaking support staff are available to communicate not only with students but also with their families.
- Adult and developmental education programs are housed near each other, thus facilitating communication, cooperation, and collaboration between adult and developmental educators.
- The department has a strong customer service orientation for faculty and staff and requires all of its personnel to participate in a customer service training program.
- DADE has a departmental vision statement describing its role and mission along with major goals and objectives.
- DADE can enroll students in developmental education and then transfer them to GED courses, thus providing a cost savings that can be a major benefit for developmental students who are often receiving financial aid (Knopp, 1996).
- The institution and the department profit from recognizing that students in ABE and ESL courses are the college's "students of the future."
- DADE celebrates student success through a variety of ceremonies and awards recognizing student achievement.
- DADE emphasizes evaluation for formative purposes and uses data to help make decisions.
- According to the president of the college and the dean of DADE, extreme care is exercised in the hiring of new faculty and staff. New faculty are asked to do teaching demonstrations as part of the hiring procedure and are selected for their desire to teach adult and/or developmental students.

2. SANTA FE COMMUNITY COLLEGE

FAST FACTS

Type of Institution	Public Two-Year
Credit Enrollment	17,928
Adult & Developmental Education Faculty/Staff	70
Full-Time Faculty - Institutionwide	264
Developmental Education Budget	\$1,385,988
Adult Education Budget	\$ 602,673
Developmental Education Students	4,004
Adult Education Students	800

Santa Fe Community College (SFCC), founded in 1966, is an urban institution located in Gainesville, Florida. More than 60 percent of entering students place in one or more developmental courses. The dominant minority group served by SFCC is African American. Just over half the students served in adult and developmental education are from this group.

Involvement in adult education is relatively recent for the college. Until the late 1990s, adult education was offered exclusively through public schools and administered by local boards of education. In 1997, the state of Florida decided to permit community colleges to offer adult education courses and programs. SFCC's adult education efforts began in 1998.

The college president at that time believed that developing the community workforce by providing adult education was a legitimate mission of the college and a service to the community. The opportunity to enhance the college's services to the community while expanding opportunities to obtain external funding combined to produce powerful incentives for SFCC's engagement in adult education. Starting with only a few hundred adult education students in 1998, the college has increased its adult education population to 4,004 in the past six years.

The college traditionally has had a strong commitment to developmental education. Developmental education, called the College Preparatory Program, has been a fixture at Santa Fe Community College since its founding. As one instructor said, "we have always believed that even if students are underprepared, they still have a future. And we still have an opportunity to contribute to that future." This viewpoint also characterizes the college's adult education programs. This philosophy has guided the design and development of integrated adult and developmental education. It has also guided efforts to ensure that students who complete their GEDs are as ready as possible for the college curriculum.

Faculty teaching GED courses set and maintain high standards for their students. In classes, they consistently emphasize that students should not simply strive to pass the GED test but to develop their basic skills so that they can be successful in college courses. A great deal of formal and informal mentoring goes on in the program to encourage students to aim beyond the goal of GED completion and plan to go into the college transfer curriculum or directly to a four-year university.

From the very beginning of the college's adult education involvement, adult education was integrated into the college developmental education effort. When the decision was made to provide adult education courses, responsibility for implementing that decision was given to the former director of the developmental education program who currently serves as associate vice president for academic foundations. Both adult and developmental education programs are housed in the academic foundations area, along with access and retention services and the college assessment center.

The college's adult education services are available on the main campus and each of the three extension centers. The downtown extension center provides testing, tutoring, counseling, and individualized instruction to adult and ESL students.

Budget

Funding for developmental education comes entirely from the college's general budget, as a combination of state revenue, local contributions, and state reimbursements for full-time-equivalent students. The total salary, operating, and capital budget for developmental education is \$1,385,988. This equals an annual per student expenditure of \$336 for developmental education at SFCC. It should be noted, however, that the college-funded developmental education budget also supports academic credit-bearing ESL courses for students enrolled in vocational, technical, or college transfer programs. Noncredit ESL courses are paid for through other sources, such as grants.

Funding for adult education at Santa Fe comes from a variety of sources. The college provides some of its own funds to support adult education, ESL, GED, and vocational preparation programs. This funding amounts to \$177,821 or less than a third of the adult education budget. The state of Florida provides a large pool of funding for adult education programs, including noncredit ESL. This funding is disbursed on a competitive basis. State and federal adult education funds combine to contribute another \$424,852 to the adult education budget. The total budget for adult education, including salary, capital, and operating expenses, is \$602,673. The per student expenditure for adult education at Santa Fe is \$753.

Per student expenditures for adult education are more than twice as high as those of developmental education. However, this difference would be smaller if credit-bearing ESL courses were not included in developmental education. Also, developmental education is funded entirely by the institution while adult education is funded through a combination of college funds and grants.

Operational Systems, Courses, and Services

The Academic Foundations Division provides the organizational home for adult and developmental education. The division structure follows a centralized model in that all courses and services are housed in the same program. The adult and developmental education programs are managed by coordinators who report to the associate vice president in charge of the division. At SFCC, assessment is required for all students entering adult or developmental education programs. The TABE is used to test and place adult students into various levels of adult education. The ACCU-Placer is used to assess and place students into developmental courses.

An interesting feature of the SFCC program is that GED students also take the ACCU-Placer as part of the GED program. GED recipients are then placed in either developmental education or the regular curriculum depending upon their scores. The testing of groups of students with the ACCU-Placer provides consistent measurement for both adult and developmental students.

The adult education courses consist of either laboratory work or classes depending upon the needs of the student. The program offers four levels of adult basic education. During the 2002-2003 academic year, 717 students were served in at least one of these levels of adult education. An additional 78 students participated in the adult secondary education program. During that academic year, no students were enrolled in pre-college ESL courses or programs.

The developmental education program provides multiple course levels in ESL, reading, English, and math. The program at SFCC is somewhat atypical in that multiple ESL courses are part of the developmental education program. These ESL courses are primarily for international students enrolled in vocational, technical, or college transfer programs.

Tutoring and other individualized support services are provided to both adult and developmental students. The two programs share laboratories but they also have their own facilities.

One facility of note is the Downtown Learning Lab, housed in a renovated building in central Gainesville. It was established to make access to college services more convenient to the community. The center provides tutoring services as well as individualized courses, computers, advisors, and assessment facilities for all of the college's adult education programs.

All learning laboratory services are offered at no charge. The lab is a very popular program in the community and is used frequently by local residents. The site-visitation team had an opportunity to visit the Downtown Learning Lab and observed that it was extremely busy, but well organized.

An important feature of the program at Santa Fe Community College is that students can move back and forth between adult and developmental programs as their skills and needs dictate. The open-ended structure of some adult and developmental courses also enables students to participate in them on an open-entry/open-exit basis. Students who fail developmental education courses, for instance, might be moved back to adult education labs to develop their skills until they are ready to be successful in developmental education. Adult education laboratories are also sometimes used as a supplement to developmental courses for students who are performing poorly on tests.

Both the adult and developmental education programs engage in regular and systematic evaluation. The programs have considerably more data available on student performance and outcomes than most programs in the college. The program can track student test scores, progress from ESL through GED to developmental education, or regular curriculum participation. The programs collect information on completion rates and grades for all courses as well as grades in follow-up courses.

Some of this data is collected because various grants require it. For the most part, however, data is collected because program staff members want to know what is going on and are eager to use the data to make program improvement decisions. For instance, data on pass rates in developmental education courses and completion rates in adult education courses are collected annually. Adult and developmental educators then review this data at the end of the year to develop a profile of the students who are least likely to be successful. Students who fit this profile are then identified the next year and given extra assistance, such as counseling and tutoring.

Collaborative Structures

As noted above, adult and developmental education programs are housed close to each other in the same physical facility, in the college's Academic Foundations Division, which has its own building. The division is directed by an associate vice president.

The two programs share computer laboratories and conference rooms. About half a dozen instructors also teach both adult and developmental education courses.

Instructors teaching adult and developmental education courses share similar qualifications, and these qualifications are comparable to any department or program on campus. All faculty in adult and developmental education have relevant baccalaureate degrees. Almost all of the full-time faculty hold masters degrees, as do 20 of 27 adult part-time faculty. The faculty are accorded the same status as instructors in any other academic department.

Many faculty are active in college governance bodies and campus committees. According to one faculty member, "being involved in the collegewide infrastructure has helped establish a positive reputation for the program."

The Academic Foundations Division also makes regular efforts to demonstrate collegiality with other academic units. For instance, when new positions are filled, representatives from other departments sit as part of the interviewing and selection committee. The division also informs other units of its activities through an e-mail newsletter update.

The adult and developmental education programs are integrated not only because of their physical proximity, but because the structure of the programs contributes to integration. Faculty and staff of the two programs meet on a regular basis as members of the Academic Foundations Division. There is also a great deal of informal contact through discussions in the hallway, over lunch, and in offices and meeting rooms.

Professional Development

A large number of faculty and staff in the Academic Foundations Division take advantage of opportunities to participate in graduate education. This is supported through college professional development funds, for which both adult and developmental educators are eligible. Participation in graduate courses and programs is also rewarded in the salary, tenure, and promotion system for adult and developmental educators – salary increases are based on, among other things, graduate courses taken and degrees attained.

Professional development is also available for all new full-time and adjunct faculty members in the division through participation in a two-day orientation program. As one of the program coordinators put it, “no one goes into the classroom without training.”

This orientation program not only familiarizes faculty with the college, but it also provides advice and materials on teaching adult and developmental students. The coordinators of adult and developmental education follow up the orientation by monitoring the performance of new and part-time faculty on a regular basis. They then provide ongoing counseling and support when necessary to help faculty improve their performance.

The Academic Foundations Division holds general staff development sessions for adult and developmental faculty at least twice a year. These are run by internal and external experts and focus on specific areas of teaching and learning such as varying instructional techniques, developing learning communities, or attending to learning styles. Division faculty also engage in guided reading and study programs. This year, for instance, adult and developmental educators are reading Parker Palmer’s work *The Courage to Teach*, and they hold follow-up discussions about the book. These discussions are ongoing and focus on how Palmer’s concepts may be implemented in adult and developmental education classrooms. About a third of the division’s faculty currently participate.

Adult educators at Santa Fe also have access to state-funded professional development. For example, the state of Florida provides a large number of local and regional conferences and workshops for adult educators. Participation in these conferences, however, is limited to adult education faculty.

Measures of Success

The National Reporting System standards are used to measure the success of adult students at Santa Fe:

- Entering employment
- Retaining employment
- Obtaining a GED or obtaining a high school diploma
- Entering postsecondary education or training

During the 2001-2002 academic year, the program surveyed all 441 students then participating in adult education. The survey was designed to determine the extent to which the participants obtained their objectives. Of the 247 who had NRS goals (the other 194 had other goals), 178 (72 percent) of those seeking to enter employment after participation in adult education were successful in doing so. All 29 of those seeking a GED or high school diploma (12 percent of those with NRS goals) were successful. Of those participating in adult education, 16 of 40 (40 percent) of those seeking to participate in postsecondary education were enrolled at Santa Fe Community College within one semester of completing adult education. The college was unable to identify how many of the remaining 24 students may have enrolled in postsecondary programs at some other institution.

Of the 260 students who earned a GED at Santa Fe during the past five years, 124 (about 47 percent) have enrolled in developmental or college preparatory classes. The average grade point average of these students is 2.5. Seventy of these enrollees (56 percent) have earned at least one degree or certificate.

Outcomes used for developmental education included the percentage of students passing developmental courses and the percentage of those who passed who also passed the next level course. Data from the 2002-2003 academic year indicate that developmental English, reading, and mathematics had pass rates of 71 percent, 79 percent, and 76 percent, respectively. Of the students who passed these courses, 68 percent passed the next level of developmental English, 83 percent passed the next level of developmental reading, and 65 percent passed the next level of developmental mathematics.

Program Strengths

Among the strengths of the Academic Foundations Division are:

- The division goes to great lengths to include part-time adjuncts in program activities, to provide support for adjuncts, and to ensure that they are properly trained.
- At SFCC, a high-ranking administrator manages both adult and developmental education programs.

- According to institutional administrators, both programs are institutional priorities.
- The adult education program has been highly successful in obtaining external funding.
- Having the same administrator manage both adult and developmental education is an advantage, as is the fact that both programs share the same building. Both features contribute to cooperation and collaboration.
- Faculty and staff of the program cite the leadership style of the program as a key feature in its success.
- The division is very careful about hiring the best people available and it seeks those whose values are consistent with its own.
- Program administrators are careful to maintain relatively small class sizes for adult and developmental education (21 in developmental education; 15 in adult education).
- The program has a strong student-centered philosophy.
- The program gathers data on a regular and systematic basis and uses it for formative and decision making purposes.

3. WESTERN WYOMING COMMUNITY COLLEGE

FAST FACTS

Type of Institution	Public Two-Year
Credit Enrollment	2,617
Adult & Developmental Education Faculty/Staff	Full-Time 4 Part-Time 17
Full-Time Faculty - Institutionwide	61
Developmental Education Budget	\$184,000
Adult Education Budget	\$364,000
Developmental Education Students	1,000
Adult Education Students	750

Western Wyoming Community College (WWCC) is located in rural Wyoming in the city of Rock Springs. Like other institutions in this study, Western Wyoming is a comprehensive community college offering a variety of vocational and technical programs, a college transfer program, and many community service and adult education programs. Unlike Santa Fe and Albuquerque TVI, Western Wyoming Community College is not only the major educational provider for the region, it is also an art and cultural center for its service area. The college has its own art gallery and museum with rotating exhibits; which the community visits regularly. The college has its own theatre, which is popular in the community as well.

WWCC serves approximately 3,000 students a year. This student population generated 1,889 full-time equivalencies (FTEs) during the 2002-2003 academic year. Of these units, about 1,000 are in developmental education and about 750 participate in adult education. The latter group is counted separately from the college enrollment because they do not generate FTEs.

Typically, about half the students entering Western Wyoming Community College take one or more developmental courses. Relatively few minority students attend Western Wyoming; they make up less than 10 percent of the student body. Of these, most are Hispanic, and there are smaller numbers of African Americans and native Americans. The overwhelming majority of those participating in adult and developmental education are white.

The college aggressively recruits adult education students. Radio and newspaper advertising is the most common method of recruitment. The program also holds open houses with refreshments at the college for students interested in adult education. Developmental education students are recruited through more traditional methods. The college has a large population of GED students and grants as many diplomas as most high schools in the state, between 120 and 180 a year.

The merger of adult and developmental education at Western Wyoming is a relatively recent arrangement. In 1999, college administrators decided that the programs should be merged. This was accomplished by the end of the 2000-2001 academic year. The merger combined adult education and ESL courses and services, and developmental courses and services, into a single program under one director. As a result of the merger, both adult and developmental students were served by college's learning center, which had earlier served only developmental students. Some adult and developmental services were also housed together in the same building, although some developmental courses are taught in a different wing of the building.

The primary official rationale for this move was that such a merger would make both programs more effective. Because the integration of adult and developmental education happened only four years ago, the program is still developing. Many of the connections, services, and documents that are present in other, more mature programs, are not present at Western Wyoming Community College. The college does, however, represent an institution in the early stages of integrating adult and developmental education. It is reportedly moving in the right direction and doing a number of things right.

Moreover, the program has not placed all developmental education courses under the management of the director of developmental studies. Almost all developmental English and math courses are taught in their respective departments. The developmental education program offers a reading class, a one-credit laboratory-based writing class, and a developmental math lab.

Budget

Funding for developmental education at Western Wyoming totals \$184,000 for full-time salaries and other operating expenses. An unknown amount is spent on part-time faculty. It is not possible to gauge the per-student cost. All of the funds supporting developmental education come from the college's general budget. No external funding is available.

Adult education, in contrast, is funded from a variety of sources, most of them external. The overall salary and operating budget for adult education totals \$364,000 of which the college contributes \$78,000 from its general funds. The remaining \$286,000 comes from a combination of federal, state, and local sources. The per-student cost for adult education is about \$485.

Operational Systems, Courses, and Services

The developmental education program uses COMPASS to assess incoming students. TABE is used to place students in adult education courses.

An academic advisor meets with students and recommends courses they should take based on test results. For instance, students scoring between 37 and 74 on the COMPASS English section are generally placed into traditional basic developmental English.

Students scoring below 37 are placed in Basic English 1, an individualized developmental lab-based course.

In mathematics, a cut-score on the COMPASS places students in developmental math. Students who are dissatisfied with their placement may go to the learning center to be tested. Those testing at the 75th percentile may waive developmental mathematics and go directly into college math.

Students entering the adult education program are tested using the TABE. The Nelson-Denny Reading Test is also used for placement. As part of the testing process for adult education, students who are functionally literate are asked to write an essay explaining their goals for participating in the program. The essays are used to help advise them or to help them refine their plans and goals. GED students who plan to go to college, for instance, are advised to participate in the college “transition” course. Those who are interested in vocational programs may be given career counseling or vocational interest inventories.

Although adult and developmental education at Western Wyoming Community College is neither entirely centralized nor entirely decentralized, both programs are housed in the same wing and the same floor of the college facility. Most courses in developmental education are offered through the English and Mathematics Departments. However, developmental education does offer some coursework of its own, such as laboratory-based courses. One of its more noteworthy offerings is a one-hour weekly English lab course that meets the developmental English requirement. This course carries one academic credit per semester. The lab supports students who may not need an entire 16 weeks of English instruction in order to ready themselves for college composition.

Because the laboratory course is individualized, students at many different skill levels may participate in it. Adult education students as well as developmental students sometimes take this course. This arrangement has the advantage of providing an alternative, low-cost means of obtaining credit for developmental education. Developmental education students get academic credit for their participation in the laboratory; adult education students do not. The math lab course works in a similar fashion. According to the director of developmental studies, “The math lab has everything from ABE math to beginning algebra.”

Through academic departments, the college offers one developmental reading course, a developmental English course, and two levels of developmental mathematics. It also offers multiple levels of adult basic education as well as courses leading to a GED. In any given year, about a thousand students will participate in either lab or class-based developmental courses. About 750 students participate in all forms of adult education including ESL.

The program provides standard precollege ESL courses at a variety of levels. College-level ESL courses are offered to foreign students. Most of these students are Japanese; a

smaller number are Hispanic and eastern European. The courses emphasize culture, communication, vocabulary development, and conversation skills.

In addition to courses, the adult and developmental programs are supported by a very active learning assistance center. This center provides testing, tutoring, individualized instruction, and, as noted earlier, some classes. To prepare prospective students for college, it also provides short-term training sessions in college requirements, test-taking skills, sources of financial aid, and the like. Developmental students as well as GED students who have expressed an interest in college participate in the transition program.

Adult and developmental education students have access to the Student Development Center and they are encouraged to use it. It is estimated that about half of them do so. This center offers career and personal counseling, short term workshops on study skills and time management, and testing.

All the typical adult education services are provided, including ABE, GED, and ESL. The ESL program is relatively small because there is only a small population of non-native English speakers in the region. (Sweetwater County, where Western Wyoming Community College is located, has only 36,000 residents and just over 9 percent of them are Hispanic.) However, the program does serve international students who are increasing in number at the college.⁵

A highly successful service of the Developmental Studies Program, called “Option 3,” is part of a local alternative high school. Students participating in the program attend the college but receive high school credits in social studies, history, language, and mathematics. The credit is then transferred back to the local alternative high school.

The Option 3 program has, thus far, been quite successful in getting students who would otherwise have dropped out to complete high school. According to the director of developmental studies, 40 percent of alternative high school graduates have passed through Option 3.

The program also offers a Transition Seminar to bridge the gap between the GED program and college. This short-term seminar teaches students about college life, financial aid, advising services, and other transition issues. The course has been highly successful – some 90 percent of the GED students who take it later enroll at the college, about 35 per year.

An important feature of the transition seminar is that the person who teaches it also becomes the advisor for those students who do move on to college. In this way, a relationship with a mentor is already established when GED students enter the college. The college further supports GED transitions to college by providing scholarships. At present, four scholarships are available to enable GED students to attend Western Wyoming Community College.

⁵ Because of its low cost and reputation for quality education, Western Wyoming Community College attracts a surprisingly large number of international students, particularly from Pacific Rim countries.

Collaborative Structures

Although faculty from academic departments teach the developmental courses, the developmental education and adult education programs at Western Wyoming collaborate in several ways. Two full-time faculty from the English Department teach adult and developmental education courses on a half- or full-time basis. All the basic English instructors meet regularly to discuss curriculum issues, identify problems, and seek solutions. There are eight full-time faculty in the department, and four work with adult or developmental English in some way.

The learning center also collaborates with developmental mathematics by providing support laboratory instruction for adult and developmental math courses. The college's 700 series adult education and 900 series developmental courses are taught in this lab using techniques of individualized instruction.

Full-time personnel from both adult and developmental education are active in the affairs of their campus. They sit on campus committees and are active on campus governing bodies. Their participation helps to ensure that adult and developmental education integrated and that both are considered part of the campus community.

A student-oriented philosophy also helps to unite adult and developmental education. As one faculty member put it, "Combining adult and developmental education was not easy at first, but constant reinforcement of basic values and commitments brought everyone together on the same track."

The program director fosters collaboration through regular monthly meetings with adult education personnel. A common topic of these meetings is how adult education can become more synergistic by working with other units in the college. The director also meets twice a semester with the developmental education faculty.

Because the merger of the two programs is relatively recent, adult and developmental education efforts are not yet quite as collaborative as is the case with some other colleges is this study. The English Department, for instance, still makes decisions that affect the developmental English courses without consulting the developmental program. Some instructors teaching regular and developmental math courses still have little contact with those who teach adult education math. As a result, there is little collaboration or communication between those teaching adult education math courses and such courses in developmental education.

The nature of collaboration between adult and developmental education, as well as integration of the two programs into the institutional mainstream, is still evolving. Nevertheless, by all accounts, the college has made considerable progress in the past few years.

Professional Development

Some college funds are available from the academic departments to support professional development for those who teach developmental education courses. Additional funds from external sources provides support for professional development opportunities for adult educators.

The college offers funding for full-time faculty to take one three-hour course each semester. In addition, outside experts and on-campus personnel conduct occasional workshops for all the faculty. There is also funding to enable full-time developmental education faculty to attend conferences. However, there is no formal mechanism for the attendees to share what they have learned with others at the college.

Adult educators are encouraged to attend conferences, workshops, or institutes related to their work. They may also use professional development funds to bring in outside speakers or workshop leaders.

Both adult and developmental educators indicated that although professional development opportunities are available, there is little time provided to take advantage of them. It is worth noting that 75 percent of campus instructors are part-time adjunct personnel. This lack of full-time instructors increases the burden on full-time instructors to conduct the business of their departments and programs, which may contribute to the perceived lack of time for full-time personnel to participate.

Measures of Success

Success in adult education is usually measured by the degree to which students attain their goals. WWCC students write down their objectives when they enter the program. Faculty determine at the end of their participation in the program if they accomplished the goals. However, it was not possible to ascertain the extent to which goals are actually achieved.

Although there is no scientific measure available regarding attainment of participants' goals, the faculty believe that most are successful in accomplishing what they set out to do, a belief supported by data from federal compliance reports.

Success in the adult high school program is measured by the percentage of students who attain a GED or a high school diploma. Success is also measured by how long it takes students to complete their GED or diploma work.

Success in the ESL program is measured by the percentage of students able to get a better job. As one ESL instructor described it, "Success is getting out of housekeeping or the back of a fast food restaurant." ESL instructors believe that most of their students are able to attain this sort of success as a result of their participation in the program; however, the program serves only a small number of students.

Little data is available to determine the success levels of students enrolled in developmental education. Apparently, evaluation has not been a priority for the program until recently.

However, it is known that during the most recent academic year, about 30 percent of the students who participated in adult education later enrolled in developmental, transfer, or vocational/technical programs. This figure has remained more or less constant for the past three years. This is quite an accomplishment for a program at a small institution with limited resources. Also, as noted earlier, of those who complete the GED program and take the college transition course, 90 percent continue on to the developmental education or college transfer program. As a result of these accomplishments, Western Wyoming Community College won the state of Wyoming's 2004 Excellent Program in Adult Basic Education award.

Program Strengths

One strength of the Developmental Studies Program is that it enjoys considerable support from top college administrators. The president of Western Wyoming Community College believes strongly in the mission of the adult and developmental education programs. As one faculty member put it, "It's not unheard of for the president to just walk through the learning center to see what's going on." In interviews with the college president, he consistently emphasized his view that adult and developmental education represented part of the institution's commitment to community development. Another faculty member also stressed that, "We enjoy support from all levels of the institution."

Other program strengths include:

- The physical facilities of the adult and developmental program are close to each other. Their classrooms and offices are located in the same wing of a building.
- Program faculty and staff share a student-oriented philosophy and a strong commitment to student success.
- The Transitions course offered to GED serves as an informational bridge from adult education and GED to enrollment at the college and facilitates GED students' transition to college.
- The adult and developmental classrooms are set up in such a way as to allow them to be used as either computer laboratories or classrooms.
- The joint adult education and developmental education laboratories provide a great deal of flexibility for students.
- The Option 3 program represents strong collaboration with the public school system by providing support to the county's alternative high school.

4. DAVIDSON COUNTY COMMUNITY COLLEGE

FAST FACTS

Type of Institution	Public Two-Year
Credit Enrollment	15,000
Adult & Developmental Education Faculty/Staff	13*
Full-Time Faculty - Institutionwide	190
Developmental Education Budget	Unavailable
Adult Education Budget	\$1,038,000
Developmental Education Students	3,954
Adult Education Students	3,586

* DCCC uses full-time English and math faculty to teach developmental courses. This number denotes the number of full-time faculty who taught developmental courses on a part-time basis in 2002-2003.

Davidson County Community College (DCCC) in Lexington, North Carolina, is one of 58 community colleges in the North Carolina community college system. It was established as an industrial education center in 1958 and chartered as a community college in 1965. It offers 40 curriculum programs. The college serves approximately 15,000 students annually on two campuses. The college primarily serves Davidson and Davie Counties, but it also plays a significant role in the Piedmont Triad region.

The area surrounding the community college has experienced a dramatic loss of manufacturing jobs in recent years. At the same time, a serious decline in per capita income occurred throughout the 1990s, even as the rest of the state and the nation experienced unprecedented economic growth. In the 21st century, events at the national level – such as a sagging national economy and the 9/11 tragedy and its aftermath – have contributed to further economic downturn.

In collaboration with other educational institutions and community agencies, DCCC has identified the development of a highly skilled workforce as a priority for attracting the kinds of jobs and employers that can help reverse the poor economic trends. This includes the goals of decreasing the number of high school dropouts and increasing the college-going rate for all high school graduates. (At present, one-third of the county's workforce never finish high school and educational attainment levels are low.) The college is viewed as an important partner in efforts to help the local economy. Yet, the college is being restricted because it is in a period of severe budget cutbacks.

During 2001-2002, Davidson County lost 1,200 to 1,500 jobs, with unemployment reaching 6.3 percent by January, 2002. By fall of 2003, the unemployment level had reached 9 percent. As the local economy worsened, community demand for DCCC programs increased dramatically. There was a large influx of students consisting predominately of women over the age of 30 who lack basic skills and are generally interested in preparing for careers in allied health areas.

DCCC's president states, "The greatest growth right now is in preparatory (developmental) courses and basic skills (adult education) programs. These students are under a lot of stress, have low self-esteem, and are feeling insecure and uncertain about their future. Our goal is to get them to go beyond the GED into programs that will prepare them to be part of the workforce." These values and beliefs are reflected in faculty practices and in the language of faculty, staff, and administrators interviewed during the site visit.

In the 2002-2003 academic year, DCCC served 14,917 students. Data is not available to determine the percent of full-time and part-time students. Of these students, 3,586 or nearly 24 percent are in adult education (basic skills) and 8,473 or nearly 57 percent are in continuing education. Some 39.2 percent of the students entering in the 2002-2003 academic year took one or more developmental courses (called *preparatory* at DCCC).

At this time, DCCC does not have a significant part of their population involved in transfer programs with four-year colleges. The coordinator for institutional research services reported that "in a given year approximately three percent of the curriculum students (i.e., degree, diploma, certificate, special) transfer the next year (either before or after graduating from DCCC) to a four-year college or university. The great majority of transfers are AA/AS degree students."⁶

The "purpose statement" for the college as reported in the Strategic Planning Summary clearly reflects the college's intention to serve this transfer population. In response to a question about why the college exists, the statement is: *Davidson County Community College provides quality educational programs and services to prepare people for enhanced employment and educational opportunities.*⁷

Budget

Funding for the adult education (basic skills) program comes from two sources. About 22 percent comes from federal monies and 78 percent comes from state sources. In the 2002-2003 year, the total budget was \$1,038,000. The cost per student reported by the institution for this period was approximately \$289.

Developmental course budgets are not separated from the overall college budget for curriculum classes. For this reason, it was not possible to determine the budget for the developmental offerings. It was reported, however, that all of these courses are completely state-funded.

Operational Systems and Courses

DCCC is an open entry college. Students are assessed when they enroll. The college presently uses more than one placement test. Admissions counselors decide which one is appropriate. Usually, it is ASSET (a paper and pencil test) but students are given the

⁶ Source: private e-mail to Hunter Boylan, April 27, 2004.

⁷ Strategic Planning Summary Document, 2002-2003.

option of taking the computer adaptive ACCU-Placer instrument as an untimed test. The departments have developed the cut scores for the assessment tests. A writing sample is also used for developmental writing placement.

DCCC has a “floor” or lowest level score. Students who fall below the floor are recommended to the adult education program. This is not generally a common practice in developmental education programs. However, at DCCC, it offers those students in the lower score range the opportunity to receive more individualized assistance in the basic skills area. The students do not have to pay for the classes in basic skills so they get financial relief from this as well.

Some students come to DCCC to earn their GED or to attend the Adult High School to earn a high school equivalency diploma. To graduate, the students who enroll in the Adult High School must pass the DCCC assessment test in all areas. These students may take adult education classes and also be enrolled in developmental courses before they graduate.

However, students enrolled in the GED program are required to pass a separate test to earn their GED. Upon completion of that program, they are reassessed for admission to DCCC programs. At this point they may be referred to developmental courses.

Assessment and advising go hand in hand. All faculty are trained in the purpose and importance of the assessment and placement process. There is no stigma attached to being in the adult education program or attending developmental courses. The faculty genuinely appear to believe that all students are a part of DCCC. During the interview, faculty members frequently said that, “It is our job to take students from where they are to where they need to go.”

Language use at DCCC is considered very important as an indicator of commitment and service intent. This was noted by the president as well as faculty and administrators. What these officials say to students, and how they say it, is given heavy emphasis and attention. For instance, advisors refer to courses as “preparatory” rather than “developmental” because they believe the term better conveys to students the purpose and role of these courses in the curriculum.

Carefully developed language is used to explain to students why they are being referred to basic skills or developmental courses. The faculty engage in role playing with each other to get a sense of how to explain placement in either adult education or developmental courses. They tell the students that their education occurs on a continuum in every subject area and that to be successful they need to build a strong foundation. They encourage all students to continue their education beyond the GED or Adult High School program, and they work closely with the students to help them consider career options and the education necessary to achieve their goals.

The Learning Assistance Center provides a variety of services: tutors for students in the developmental and curriculum courses, special testing and accommodations for special

needs students, workshops on topics such as study skills, opportunities for make-up tests, and the Student Success Program, Writing Center, and Math Lab. There are three levels of tutors. Adjunct tutors have completed a four-year degree. Assistant paraprofessionals are recommended by instructors and have completed a two-year degree. Peer tutors are recommended by instructors and are required to participate in tutor training.

Collaborative Structures

It was clear from the interviews with representatives of the adult and developmental education courses that strong collaboration is a key element at DCCC. All division chairs meet weekly. Developmental course instructors and the adult education instructors help each other in the following ways: discussing strategies to use to help teach certain areas in mathematics for example, sharing resources to use with students, placing students in each others courses or classes to better meet students' needs, etc. The adult education and developmental programs are not viewed as separate from the curriculum programs. They are an integral part of the college's purpose. Their goal is to help student understand that they can and should go beyond GED certification or high school equivalency.

As noted above, the term *developmental* is not openly used at DCCC, although administrators and faculty use it among themselves. The word *preparatory* is used for all official purposes to describe those courses that students take as prerequisites to curriculum courses. These courses are offered in departments such as English and math, and regular academic faculty teach them. The premise is that all students will progress through the continuum of courses in that department and that all faculty should be able to work with students at all levels, whatever their abilities, problems, or goals. Two members of the curriculum faculty teach adult education (basic skills) courses as well. Students can and do enroll in developmental and adult education courses simultaneously. This can occur through initial assessment and placement and through faculty advising students to pursue particular activities.

The math department at DCCC has three levels of developmental courses (060, 070, and 080). The English department offers two levels of English developmental courses (080 and 090). One developmental reading course is available in the adult education program. Each of these areas works very closely with adult education to help meet student needs, such as acquiring the necessary skills to enter the curriculum level courses. Instructors and administrators interviewed indicated that students are clearly in a skill development continuum. They can and should be able to move easily between developmental and basic skills classes. A student entering in the middle of the semester who places in 060 preparatory math but cannot enter the course at that time can go into a basic skills class.

It is important to note that at DCCC students cannot enter a course after the first day of classes. This is an institutional policy supported by all faculty and administrators. The dean of instructional services is the only person who can waive this requirement.

Advisors can recommend that students attend adult education (basic skills) courses to brush up on math or English instead of taking a full semester developmental course. This

can occur with students who are close to placing in a particular level, i.e., in the gray areas between any of levels of the developmental courses. Advisors are trained to identify these students and to recommend they work in adult education (basic skills) for a minimum of 12 hours before they retest or register for a higher-level course.

This has the advantage of being cheaper for students because adult education classes are free. There is a strong integration of cognitive and noncognitive development in the basic skills classes. This is important for all students, especially displaced workers. Faculty have noted that the dramatic increase in numbers of students needing the lowest levels of developmental courses has contributed to increased movement of students between the adult education area and developmental courses.

Professional Development

The majority of instructors in the English and math departments are full-time. Great value is placed on using full-time employees rather than adjunct to teach at DCCC. Since all faculty teach developmental courses, these courses are frequently taught by full-time faculty.

According to the chairperson for adult education (basis skills), “Monies for preparatory instructors’ staff development are allocated by the college from general funds, which are state funds for professional/staff development.” Thus, money is available to enable those teaching developmental courses to attend local, regional, and state workshops and conferences. Some instructors noted that they attend the state association conferences in developmental education. DCCC has also paid for at least one of their instructors to attend the Kellogg Institute of the National Center for Developmental Education, a four-week training program for developmental educators. The college also provides in-service workshops at the beginning of the school term for all faculty, staff, and administrators. In addition, the college takes pride in providing a variety of online development opportunities for faculty.

Adult education instructors can take professional development workshops at the beginning of each semester in addition to the above DCCC sessions. The chairperson reported that a percentage of federal funds is mandated for staff development. In addition to sessions given at the beginning of the term, the instructors, like those in developmental education, are encouraged to attend regional, state, and national conferences on a regular basis.

Training of advisors is one more form of professional development at DCCC. All faculty serve as advisors for students. Because advising is considered a crucial part of student retention, all faculty are required to have training in it, including all new hires. Relevant information needed by the advisors to fulfill their responsibilities is available online. However, other approaches to training – such as manuals, role playing, and mentoring – are also used.

Before new faculty can advise on their own, mentors help them by monitoring their performance and giving them feedback. They are coached to understand how to recognize and handle problems that can arise in certain situations. Again, specific training is given in the use of appropriate language, especially for advising in the area of developmental education.

Measures of Success

The North Carolina Community College System has performance measures for all colleges in the system. Two measures are used for the developmental courses: (1) the pass rates of students in the courses, and (2) the success of developmental students in subsequent college level courses. The average pass rate in the developmental courses is 81 percent. Reading has a pass rate of 84 percent, math reports 77 percent, and writing reports 89 percent. The success rate in the subsequent college level course is 87 percent.

The mandated performance measures for adult education (basic skills) are: (1) progressing within a level of literacy, (2) completing a level entered or a predetermined goal, and (3) completing the level entered and advancing to a higher level. Unfortunately, the data is not broken down by those who progressed from basic skills to developmental courses, curriculum courses, or degree programs. Of 3,312 students covered by the most recent report available (2001-2002), 2,843 or 85 percent demonstrated measurable progress. The adult education (basic skills) chair did provide data for the 2002-2003 academic year but it had not yet been compiled and reported by the state. Of 3,586 students who entered in fall 2002, 3,168 or 88.3 percent showed progress based on one or more of the factors, such as post-test, GED or Adult High School test, and portfolio.

At least 60 percent of the students completing levels of ABE, GED, and ESL in 2002-2003 advanced to a higher level of basic skills instruction during the year. Clearly, students were making progress in the program. However, data was either unavailable or available from incompatible databases on students who moved into a degree program at the college or took developmental or curriculum courses.

Program Strengths

Since 1992, the college has used a strategic planning model that is updated regularly. This model includes a strategic vision and initiatives which respond to current internal and external conditions. It sets directions at the college for periods of two to three years.

Other strengths of the program include:

- The college has a strong student success orientation. As the dean of instructional and student services said, “We think of students on a continuum. We take students from where they are to where they need to go.”

- The college takes great care in the recruitment and hiring of faculty and administrators and ensures that those hired bring values and attitudes with them that are consistent with those of the college.
- The adult and developmental programs have strong support from the president and other institutional leaders.
- The program puts a great deal of emphasis on professional development even though funds are limited.
- There is a strong tradition of collaboration among all faculty at the institution.
- Although the college is experiencing problems with data base compatibility, the adult and developmental programs have access to data and use it where possible for program refinement and improvement purposes.
- All personnel in adult and developmental education take care to monitor their use of language so that it conveys the most positive attitudes toward their students.
- The majority of those working in adult and developmental education are full-time employees of the institution. This makes it easier to provide consistent professional development and to promote communication and collaboration.

APPENDIX C: SURVEY INSTRUMENT & COVER LETTER

Council for the Advancement of Adult Literacy/National Center for Developmental Education Community College Project

Survey on Adult Education and Remedial/Developmental Education Collaboration

1. If your institution does **not** offer adult education courses and programs please check here _____ and return this form in the attached envelope. If you offer adult basic education **and** remedial courses please answer the following questions.
2. What are some of the ways in which developmental education and adult education collaborate at your institution? Please check all that apply.
 - The college has policies in place to promote collaboration between adult and developmental programs.
 - Faculty work to ensure there is consistency between the adult and developmental education curricula.
 - Adult and developmental courses share faculty and/or staff.
 - Adult and developmental courses share computers and related courseware.
 - Faculty/staff of developmental and adult education programs meet together regularly.
 - The same program administrator manages adult and developmental programs.
 - Students in adult and developmental programs have access to the same support services.
 - Students can and frequently do move back and forth between adult and developmental programs.
 - Adult and developmental education instructors have the same professional development opportunities.
 - Assessment instruments for adult and developmental education are comparable.
 - Qualifications (degrees, experience, etc.) for hiring adult and developmental education faculty and staff are comparable.
 - Adult education students are recruited to participate in other college academic or vocational/technical/career programs.
 - The college can track and monitor students who move from adult education into developmental, college transfer, or vocational/technical/career programs.
 - Other ways of collaborating (Please describe).

3. Please list at least TWO institutions (including your own if appropriate) that, in your opinion, have strong collaboration between adult basic education and remedial/developmental education.

4. What name and telephone number should we use if we need to collect further information from your institution?

December 24, 2003

Dear Colleague:

Attached to this letter is a four-question survey. Completion of this survey should take less than five minutes.

The survey represents the preliminary stage of a project designed to explore collaboration between developmental and adult education programs in U.S. two-year colleges. The project is commissioned by the Council for the Advancement of Adult Literacy and carried out by the National Center for Developmental Education. It is funded by the Lumina and Ford Foundations

The purpose of this project is to identify colleges with a high degree of collaboration between adult education and developmental education programs and to describe how this collaboration is accomplished. For the purpose of this project, we are defining “adult education” as Adult Basic Education, English as a Second Language, and Adult Secondary Education/High School Diploma or GED programs. We are defining “developmental education” as remedial courses and other services designed to assist underprepared college students. Examples of collaboration between adult education and developmental education might include such things as:

- Joint meetings of adult and developmental education faculty and staff.
- Use of similar instruments in the testing of adult and developmental students.
- Seamless transitions between adult and developmental programs.
- Advising of adult education students by developmental counselors.

We would appreciate it if you would complete the survey yourself or pass it on to the person most knowledgeable about adult and developmental education on your campus. A prepaid business reply envelope is attached for your convenience. Once we have identified colleges that are engaging in collaboration between adult and developmental education we will then engage in further study of these institutions. Ultimately, we hope to identify the best policies and practices for adult and developmental education collaboration.

Your participation in this study is confidential. Individual institutional information collected in this study will not be shared without your permission. Furthermore, the use of information in this study is consistent with human subject research guidelines.

Thank you for your assistance. If you have any questions, please feel free to call.

Sincerely,

Hunter R. Boylan, Ph.D.
Professor and Director, NCDE

APPENDIX D: PROTOCOLS FOR INTERVIEWING FACULTY & ADMINISTRATORS

PROTOCOL FOR ADMINISTRATORS & STAFF

Exploring “Best Practices” in Adult/Developmental Programs

Name of Exemplar
Institution _____

Part I. Overall Philosophy, Values and Beliefs

- ✓ I would like to begin by having you tell me a bit about your role as an administrator/staff member, particularly as it relates to the administration of the integrated adult/developmental education program at _____ Community College.
- ✓ What is your college’s overall philosophy for taking this integrated approach?

Probe: Could you describe the values and beliefs that you feel are associated with developing and implementing this linkage?

- ✓ What elements of the community context influence these values and beliefs?

Part II. Structures and Systems

The next several questions focus on the range of structures and systems in place to support adult/developmental education linkages within your organization.

Structures

- ✓ Beginning with structures, could you describe the history of the link between adult and developmental education programs?
- ✓ How would you describe the nature of this link?

Probe: What aspects of the link are formal? Informal?

- ✓ What is the administrative placement of your adult/developmental education programs?

- ✓ Can you describe any professional development needs that have been identified, specifically related to designing and implementing your linked adult/developmental education services?
- ✓ Who is involved in designing professional development opportunities at your community college? And how are these opportunities typically provided (e.g., workshop format, in-service, ongoing informal sharing of resources, etc.)?

Systems

I would like to shift gears slightly and ask you some questions that will help provide insight into your system for providing adult/developmental educational services.

- ✓ Please give an overview of the model for how adult/developmental educational services are delivered, including a description of:
 - How educational services are accessed.

Probe: What, if any, links exist between assessments for student placement in both adult basic education and developmental education?

Probe: Please describe recommendations that you make for students scoring below the cut range for the lowest developmental course?
 - How educational services are provided.
 - Who provides educational services.
- ✓ In what ways has the model you've described changed over the past few years?
- ✓ What has influenced these changes?
- ✓ What is the degree to which curricula associated with these educational services are integrated with other general college education curricula?

Part III. General Strengths and Challenges

The final set of questions focus on your assessment of the strengths and challenges associated with linkages between adult and developmental education services and the resulting program(s).

- ✓ If we had the opportunity to ask key stakeholders (students, employers) about what they feel defines “successful” adult educational services, what would they say?

- ✓ If we had the opportunity to ask key stakeholders (students, employers) about what they feel defines “successful” developmental educational services, what would they say?
- ✓ What are the greatest strengths of your community college with respect to its adult/developmental education program?
- ✓ What are its greatest challenges in this regard?
- ✓ What two or three things would you like to see occurring in order to further improve your program?

Closing Comments

Is there anything else you feel is important to add to our conversation today?

Do you have copies of any documents, brochures, reports, etc. relevant to your adult/developmental education programs that you would be willing to share?

PROTOCOL FOR FACULTY

Exploring “Best Practices” in Adult/Developmental Programs

Name of Exemplar
Institution

Part I. Overall Philosophy, Values and Beliefs

- ✓ I would like to begin by having you tell me a bit about your role as a teacher/faculty member, particularly as it relates to the integrated adult/developmental education program at _____ Community College.

Probe: How long and in what ways have you been involved with the program?

- ✓ What is your college’s overall philosophy with regard to taking this integrated approach?

Probe: Could you describe the values and beliefs that you believe are associated with developing and implementing this linkage?

- ✓ What elements of the community context influence these values and beliefs?

Part II. Structures and Systems

The next several questions focus on the range of structures and systems in place to support adult/developmental education linkages within your organization.

Structures

- ✓ Beginning with structures, could you describe what you understand to be the history of the link between adult and developmental education programs?
- ✓ What aspects of the link are formal? Informal?
- ✓ Can you describe any professional development needs that have been identified for faculty teaching in the adult/developmental education program?

- ✓ Who is involved in designing professional development opportunities at your community college? And how are these opportunities typically provided (e.g., workshop format, in-service, ongoing informal sharing of resources, etc.)?

Systems

I would like to shift gears slightly and ask you some questions that will help provide insight into your specific system for providing adult/developmental educational services.

- ✓ Please provide us with your perspective of the model for how adult/developmental educational services are delivered at _____ Community College, including a description of:

- How educational services are accessed.

Probe: Are there data that faculty/staff use to determine eligibility for adult/developmental education services? Are there ways in which these data help guide decisions about curriculum and instruction?

- What specific educational services are provided (curricula examples?).

- Who provides the range of educational services.

- ✓ In what ways has the model you've described changed over the past few years?

- ✓ What has influenced these changes?

Probe: Has the population of students accessing the linked adult/developmental program changed in significant ways?

- ✓ What is the degree to which curricula associated with these educational services are integrated with other general college education curricula at the college?

- ✓ What systems of communication are in place between faculty and administrators directly involved with adult/developmental education services?

Probe: How would you characterize the nature of the relationship between faculty, staff and administrators, specifically with regard to the linked adult/developmental education program?

Part III. General Strengths and Challenges

The final set of questions focus on your assessment of the strengths and challenges associated with linkages between adult and developmental education services and the resulting program(s).

- ✓ If we had the opportunity to ask your students about what they feel defines “successful” adult educational services, what would they say?
- ✓ If we had the opportunity to ask students about what they feel defines “successful” developmental educational services, what would they say?
- ✓ Overall, how has movement toward integrating the adult and developmental programs at _____ Community College influenced the ways in which you teach and assess adult students?
- ✓ What are the greatest strengths of your community college with respect to its linked adult/developmental education program?
- ✓ What are its greatest challenges in this regard?
- ✓ What two or three things would you like to see occurring in order to further improve integrated educational opportunities for adult students?

Closing Comments

Is there anything else you feel is important to add to our conversation today?

Do you have copies of any documents, brochures, reports, etc. relevant to your adult/developmental education programs that you would be willing to share?

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