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OVERVIEW
DEVELOPMENTAL EDUCATION AT BAKERSFIELD COLLEGE

Developmental Education at Bakersfield College has one major purpose: To proactively engage students who are not yet ready for college-level work so that they may achieve and succeed in their dream of a higher education or new vocational opportunities.

As part of the Kern Community College District, Developmental Education at Bakersfield College is committed to the district’s mission of “providing basic skills education and student services programs to help students become successful learners” and also by “improving the quality of life of our students and communities.”

The district’s values are also an integral part of Developmental Education at Bakersfield College where “student learning is our primary mission” and the belief that “when students attain their educational goals, both their communities and society as a whole are the beneficiaries.”

Developmental Education at Bakersfield College also reflects the KCCD Strategic Plan to “respond more effectively to the needs of under prepared students,” part of which involves evaluating programs, curriculums and pedagogies, taking “appropriate actions to improve their effectiveness” and to “institute curricular, programmatic, procedural, and/or pedagogic changes.”

You are invited to consider the following overview of Developmental Education at Bakersfield College – DE @ BC: “Where Are We Going? Where Have We Been?” – in the spirit of embracing the purpose, mission, values, plans and goals that will fulfill the objective of supporting success for our students.

Rebecca Flores, Ph.D
Dean of Instruction
Bakersfield College

November, 2010
1. LIST OF COURSES

ACADEMIC DEVELOPMENT 21
ENGLISH 4
ENGLISH AS A SECOND LANGUAGE 21
MATHEMATICS 3

ACADEMIC DEVELOPMENT (ACDV)
ACDV B5 Tutor Training and Practicum: 2
ACDV B5a Tutor Training and Practicum: 1
ACDV B50 Reading for Academic Success: 3
ACDV B55 First Year Student Success: 0.5
ACDV B62 Developing Basic Reading Skills: 3
ACDV B66 Student Success: 1-3
ACDV B68 Basic Writing Development: 4
ACDV B70 A,B,C,D,E,F: Study Skills: 0.5 each; limit 3
ACDV B78 Understanding Basic Math: 3
ACDV B91 Communication Skills: 3
ACDV B190 Assistive Technology for Students with Disabilities: 0.5
ACDV B195 Word Processing for Students with Disabilities: 3
ACDV B201AB Communication Skills: 0.5 to 1; limit 8
ACDV B201A Reading
ACDV B201B Writing
ACDV B280 Supervised Tutoring: 0
ACDV B281ABC Supervised Tutoring: Computer: 0
ACDV B281A Reading
ACDV B281B Writing
ACDV B281C Mathematics
ACDV B292 Spelling

ENGLISH (ENGL)
ENGL B34 Introduction to Library Research: 1 (instructed by Library faculty)
ENGL B50 Introduction to College Composition: 4
ENGL B60 Basic Writing Skills: 4
ENGL B255 Supplemental Writing Lab: 0.5

ENGLISH AS A SECOND LANGUAGE (ENSL)
ENSL B11 Tools for College Survival: 2
ENSL B21 Intermediate Pronunciation and Listening: 3
ENSL B22 Advanced Academic Communication: 3
ENSL B31 Advanced Reading and Literature: 3
ENSL B50 Introduction to College Composition: 4
ENSL B51 High-Intermediate Reading and Vocabulary: 4
ENSL B60 Basic Writing Skills: 4
ENSL B61 Basic Reading and Vocabulary: 4
ENSL B61N Basic Reading and Vocabulary: 0
ENSL B70 Grammar and Composition: 4
ENSL B71AB Basic Listening and Speaking I: 4
2. STATISTICS IN SELECTED COURSES

Statistical data of pass and retention rates from selected courses between 2005 and 2009.

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<td></td>
<td>Pass</td>
<td>Retention</td>
<td>Pass</td>
<td>Retention</td>
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<tr>
<td>ACDV B50</td>
<td>70.3%</td>
<td>89.8%</td>
<td>71.4%</td>
<td>88.8%</td>
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<td>ACDV B62</td>
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<td>92.5%</td>
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<td>84.9%</td>
<td>65.1%</td>
<td>82.1%</td>
</tr>
<tr>
<td>ACDV B78</td>
<td>66.2%</td>
<td>87.7%</td>
<td>65.1%</td>
<td>88.5%</td>
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<td>ENGL B60</td>
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<tr>
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<tr>
<td>MATH BA</td>
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<td>83.7%</td>
<td>43.1%</td>
<td>80.5%</td>
</tr>
<tr>
<td>MATH BD</td>
<td>45.3%</td>
<td>82.0%</td>
<td>45.6%</td>
<td>80.6%</td>
</tr>
</tbody>
</table>

3. NCDE: THE BOYLAN REPORT EXCERPTS and RECOMMENDATIONS

- “The College is confronted with large numbers of ... students who thirty years ago would not been considered ‘college material.’ They are single parents, displaced workers, and ethnic minorities. They are students with disabilities, students with poor records in previous schooling, or only marginal previous schooling. They are students who often lack fluency in either English or their native language, who come from backgrounds of hard core poverty, and students who have been out of school for a decade or more” (88)
- “The institution [Bakersfield College] has made sporadic efforts to accommodate the fact that its student body has become more diverse and, at the same time, often less qualified. But these efforts have been neither systematic nor comprehensive” (89)
- “Attitudes and the actions resulting from them must be changed if BC is to be successful with its current students” (89, emphasis added)
• “Change must take place if the college is to be successful in serving its new majority of students. But whatever change takes place must be systematic rather than random, coordinated rather than isolated, and planned rather than accidental” (90)

WRITING (ENGLISH/ESL) COMMENTARY
• “Essay tests that ask students to form and articulate opinions ... without time to reflect, talk to others, read on the subject, revise, and have a human audience promote distorted notions of what writing is. They also encourage poor teaching and little learning” (CCCC\(^1\) Position Statement, 2006, qtd. in Carroll 9).
• “Support for faculty development is essential – yet non-existent at BC for teachers to understand current theories and use the best practices in their teaching” (Carroll 11)
• “In 2005-2006, 49.4% of the students enrolled in English B60 passed the course. This is well below the national average of 73% for developmental writing courses” (Gerlaugh, Thompson, Boylan, and Davis, 2007, qtd. in Carroll 12)
• “The SSL [Student Success Lab] offers ‘proofreading,’ an editorial service that students can use to correct mistakes before they hand in papers. A flyer advertising the SSL explicitly states that they will not read for ‘content,’ meaning that the TC [Tutoring Center] is the only place on campus where students can get individualized feedback on their writing. While this service does an admirable job with limited resources and space, the tutors are trained generalists – that is, they are not educated in writing pedagogy, in ways to respond to (and not simply proofread) a student’s paper. BC used to operate a writing center ... but it was closed a few years ago” (Carroll 14-15)
• “Without a writing center, BC lacks one of the most important academic support services for developmental writers” (Carroll 15)
• “According to the CCCC (1989, 6), ‘the effectiveness of classroom writing instruction is significantly improved by the assistance students receive in writing centers. Centers provide students with individual attention to their writing and often provide faculty ... with opportunities to learn more about effective writing instruction. Because these centers enhance the conditions of teaching and learning, their development and support should be an important developmental and institutional priority’” (qtd. in Carroll 15, emphasis added)
• “BC also lacks a writing across the curriculum (WAC) program ... that would assist in urgently needed faculty development in the teaching of writing. While writing centers assist students in their writing projects, WAC programs support faculty in the design of effective writing curricula, assignments and evaluation methods” (Carroll 15-16)
• “For the same reason that the Tutoring Center is inadequate for supporting native English speakers in their writing development, ESL tutoring in the Tutoring Center is not the best place for ESL developmental writing students to find writing assistance ... [and] the generalist tutoring model is inadequate for supporting ESL and non-ESL students’ writing processes” (Carroll 17, emphasis added)
• “BC has very little support for developmental writing outside the classroom. ... A well-supported writing center with tutors educated in writing pedagogy could provide a critical support structure for students in developmental writing” (Carroll 17)
• “BC first needs a writing center and a WAC program ... and to hold faculty development workshops for writing teachers as well as other teachers at BC” (Carroll 17)

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\(^1\) CCCC: Conference on College Composition and Communication – “world’s largest professional organization for researching and teaching composition, from writing to new media.”
“BC will need someone with expertise and scholarship in composition pedagogy to assist with this effort. In collaboration with faculty … this composition specialist should lead a serious curriculum revision effort at BC, and the specialist should also be enlisted to conduct professional development activities to prepare faculty for an updated, effective writing curriculum that supports students’ movement through the developmental sequence and toward writing at the college level” (Carroll 22)

“Under a revised curriculum, students could learn strategies for mastering all parts of the writing process: how ideas for writing are created and formed (invention); how writers revise texts with audience, context, and purpose for writing in mind (revision and rhetorical fluency); how to become effective editors of their own work by learning their own patterns of error and how to spot them (editing)” (Carroll 24-25)

**READING COMMENTARY**

- Reading faculty “have done a good job of selecting content appropriate for the students they serve” (Boylan 32)
- “Generally, mastery learning is characterized by small units of instruction that students must master in a sequential fashion by taking tests over each unit” (Boylan 34, emphasis added)
- “[R]eading instructors have been advocating for a designated laboratory for reading. This is a good idea and one which college officials are encouraged to pursue” (Boylan 36)
- “The learning communities offered to developmental students at BC show considerable promise. However, these communities have not grown nor have they been fully mainstreamed because of lack of resources” (Boylan 39)
- “The class sizes of developmental reading courses at BC are well above the national average. It should be noted, however, that some class maximums and overall faculty loads are negotiated as part of the district contract. Therefore, moves to reduce class size will require careful review and discussion” (Boylan 41-42)

**MATHEMATICS COMMENTARY**

- [Commenting on pass rates for Developmental Math courses 2004-2006]: “At BC the pass rates for the lowest level mathematics course, ACDV 78 … was close to the national averages in the last two terms (Fall, 2005 and Spring, 2006) but … Math 50 … has success rates in the high 50s. Math A … and Math D … success rates seem to be consistently around the low to mid-40s which is greater than 20% below the national baseline data on the NCES study as well as the National Study of Developmental Education II” (Bonham 58-59)
- [Noting that ACDV 78 and MATH B50, BA, and BD are offered from two departments]: “ACDV … is a centralized program offering only one basic skills math course and several reading and English basic skills/developmental courses” (Bonham 61)
- “In best practice institutions, substantial time and efforts were taken to teach not only the subject content but also the necessary study strategies, thinking skills, etc, for continued success in subsequent courses. … These can be integrated in the courses or offered in paired courses [or] integrated labs” (Bonham 63, emphasis added)
- “There is no systematic approach to integrating the lab and classroom activities into ACDV 78 for all sections” (Bonham 67)
- “[I]t was found that [Math] learning communities were developed, e.g. Achieving Success and The Power of One. Although few sections are offered, these learning communities are not being expanded due to several reasons. These include financial support and counseling issues in getting students to participate” (Bonham 75)
RECOMMENDATIONS: WRITING (ENGLISH/ESL)
- Create a Writing Center and Writing Across the Curriculum (WAC) Program
- Lower class size to 15
- Hire a specialist in rhetoric and composition with expertise in Writing Center administration and WAC programs
- Adequately fund and support professional development for faculty
- Research and implement best practices in a revised curriculum
- Review the use of the POW and FEE

RECOMMENDATIONS: READING
- Make more systematic use of computer-based mastery learning
- Invest more resources in training faculty
- Engage with labs in a more systematic manner
- Make systematic efforts to ensure consistency of standards
- Build learning communities
- Agree on essential skills and plan to integrate them throughout the developmental curriculum
- Utilize a greater variety of study strategies techniques
- Work to reduce class size to 18-20
- Restore teaching assistants
- Utilize the CRLA position paper on the rights of adult readers and learners as a guide for personal and program development

RECOMMENDATIONS: MATHEMATICS
- Collect more non-cognitive information on math students
- Continue to analyze data on student performance in math classes
- Review student learning outcomes
- Teach math study skills
- Enhance professional development for math faculty
- Use more diverse teaching strategies

4. NCDE: POSSIBLE WORKSHOP TOPICS
- The place and role of Writing Centers, professional tutors, and Writing Across the Curriculum programs in developmental education
- Crafting effective student learning outcomes and associated means of measurement for developmental education
- Aligning laboratories with classes for effective, complementary integration of course curricula
- A broad-based workshop for all faculty outlining effective means of classroom engagement and instruction for underprepared students
- The role of modularized learning in developmental education
- The place and role of Writing Across the Curriculum in developmental education
- Alternative assessment practices for developmental education
- Millennial students and developmental education
5. DE@BC: REPORT RECOMMENDATIONS

Where are we going? Ten recommendations for re-visioning Developmental Education at Bakersfield College.

1. Reorganization of developmental education at Bakersfield College to provide a unified, integrated and systematic approach that supports learning college-wide and extends into/open for our community by the creation of a Student Learning Center (SLC) comprising two main elements: An integrated Writing Center and a Professional Tutoring Component, both supported by a comprehensive Writing Across the Curriculum Program²
2. Appoint a Director of the SLC² with an Academic Development/English and/or rhetoric and composition educational background
3. Appoint two faculty with 80% release time to serve as coordinators of program components:
   a. Faculty coordinator of Developmental Education (inclusive of professional development)
   b. Faculty coordinator of Supplemental Instruction
4. Appoint eight Professional Tutors/Assistant Instructors (AIs) with designated areas of expertise and training/interest in developmental education
   a. Online AI: Online tutoring, coordinate creation of online workshops, podcasting, and multimedia presentations under direction of lead faculty and working in conjunction with IT/Media Services
   b. Writing AIs/Tutors: 3
   c. Math AIs/Tutors: 3
   d. ESL AI/Tutor
5. Hire student assistants to help with SLC administrative tasks
6. SLC administered, faculty designed modularized and semester-long lab curriculum for new, abbreviated developmental education sequences with MATH and ENGL prefixes, incorporating diagnostic testing in Writing (English/ESL), Reading, and Mathematics
7. Create significant online component of existing academic workshops and tutoring, including podcasting and other multimedia
8. Professional development funding for specialized developmental education workshops and conference/seminar attendance; departmental subscriptions to professional journals with developmental education focus or significant content (such as Journal of Basic Writing, Journal of Developmental Education, Teaching English in the Two-Year College, Journal of Adolescent and Adult Literacy, Literacy Research and Instruction, Learning Assistance Review)
9. Research assistant (19 hours/week) to collect, collate, and report data to support developmental education initiatives and data-driven analysis and assessment
10. Site visits from external consultants as required or indicated

² (WAC curriculum inclusive of Mathematics, Sciences, Social Sciences, Humanities, Arts)
### 6. EXISTING MODEL OF DEVELOPMENTAL EDUCATION AT BAKERSFIELD COLLEGE

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<th>ENSL</th>
<th>MATH</th>
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**COURSES BY DEPARTMENT PREFIX:** 49
- Academic Development: 21
- English: 3 (4)
- English as a Second Language: 21
- Library: 1 (-1)
- Mathematics: 3

**SUBJECT AREAS/(COURSES):** 7
- C: Communication (13)
- L: Library Research (1)
- M: Mathematics (5)
- R: Reading (8)
- S: Success/Study Skills (6)
- T: Tutoring (Peer) (4)
- W: Writing (English) (12)

**CENTERS/LABS/WORKSHOPS:** 6
- CAS Workshops
- EOPS/Open Lab
- Math Lab
- Peer Tutor Training
- Peer Tutoring Center
- Student Success Lab
7. PROPOSED MODEL OF DEVELOPMENTAL EDUCATION AT BAKERSFIELD COLLEGE

ENGLISH
- ENGL B50
- ENGL B60
- ENGL B68 (ACDV B78)

ENSL
- ENSL B50
- ENSL B60
- ENSL B70

MATH
- MATH BD
- MATH BA
- MATH B50
- MATH 78 (ACDV B78)

OPEN LAB
- Workshops
- Study Skills
- Research Skills
  (EOPS/OPEN LAB)

ONLINE
- Workshops
- Study Skills
  in conjunction with
  IT/Media Services

STUDENT LEARNING CENTER

DIRECTOR
  (ACDV/ENGL/Rhet Comp)
  Oversees development and
  implementation of:
  - WAC Program
  - Lab Curriculum
  - Professional Tutors
  - Workshops
  - Faculty Coordinators

COMMUNITY ACCESS

LAB, TUTORING, and WORKSHOPS
- Faculty developed curricula
  integrating both academic and
  support components
- Diagnostics and modularization

LABS: Curriculum driven, faculty led
- ENGL, ENSL, MATH
- Reading
- Communication

TUTORING: Professional Tutors/AIs
- English as a Second Language: 1
- Mathematics: 3
- Writing: 4 (one online tutor)

FACULTY COORDINATOR
Developmental Education/WAC
Facilitates WAC program; assists with
curriculum alignment and data collection

FACULTY COORDINATOR
Supplemental Instruction
Coordinates and oversees broad-based
implementation of SI across campus

COURSES BY DEPARTMENT PREFIX: 10
- English: 3
- English as a Second Language: 3
- Mathematics: 4

FACULTY AND STAFF
- Director of Student Learning Center
- Faculty Coordinators: 2 (DE/WAC; SI)
- Faculty Workshop Coordinators: Multiple
- Professional Tutors/Assistant Instructors: 8
- Auxiliary Support Staff: Multiple (IT/Media Services)
- Student Assistants (SLC administration assistance)
8. SELECTED REFERENCES


CONFERENCE and WORKSHOP LINKS


Motivating Today’s College Students: The Millennial Generation. Training and Faculty Workshops http://www.innovativeeducators.org/product_p/825.htm


WRITING CENTER LINKS

Appalachian State University Writing Center http://www.writingcenter.appstate.edu/ Online writing consultation link: http://www.youtube.com/watch?v=8RyaABAJG0U

Purdue University: Online Writing Lab (OWL) http://owl.english.purdue.edu/

Santa Barbara City College Writing Center http://www.sbcc.edu/clrc/writing_center/index.php

Stone Writing Center http://www.delmar.edu/swc Podcasting: http://www.delmar.edu/swc/podcast/index.html