

**MEMORANDUM**

**TO:** Fort Wayne Senate

**FROM:** Educational Policy Committee  
Jack Dahl (ex officio)  
Barbara Bulmahn, Chair  
M. Ann Dirkes  
Arthur Finco  
Steven Hollander  
Frederick Kirchhoff  
David McCants (ex officio)  
Steven Sarratore

**DATE:** September 28, 1992

**SUBJ:** Developmental Education Task Force Vision Statement and Goals - for information only

The Educational Policy Committee submits for your information the attached memorandum, prepared after consideration of the report of the Developmental Education Task Force.

EDUCATIONAL POLICY COMMITTEE  
MEMORANDUM

TO: Joanne B Lantz, Chancellor

FROM: Barbara Bulmahn, Chair

SUBJ: Developmental Education Task Force  
Vision Statement and Goals

DATE: 28 September 1992

The Educational Policy Committee has reviewed the Vision Statement and Goals submitted to you by the Developmental Education Task Force and, without endorsing all provisions of the document, makes the following recommendations:

1. You should appoint a Developmental Education Coordinating Team and give it appropriate administrative support.
2. The Team should not be regarded as a group of "representatives" acting in behalf of various campus constituencies; rather, it should be composed of faculty, staff, and administrators with experience in and commitment to developmental education. It should include at least one senior-level academic administrator.
3. The Team should regularly report its actions to the Developmental Subcommittee. Any recommendations requiring Faculty approval should be forwarded from the Subcommittee, through the Educational Policy Committee, to the Senate.

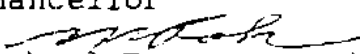
c: The Fort Wayne Senate

INDIANA UNIVERSITY  
PURDUE UNIVERSITY  
AT FORT WAYNE

Transitional Studies  
School of Arts and Sciences  
(219) 481-6817

MEMO

To: Joanne B. Lantz  
Chancellor

From:   
Michael F. O'Hear, Chair  
Developmental Education Task Force

Subject: Vision Statement and Goals

Date: August 21, 1992

The task force recommends adoption of the enclosed vision statement and goals for developmental education at IPFW. We see the team concept as most important in improving the level of service given to our students.

VISION STATEMENT AND GOALS FOR DEVELOPMENTAL PROGRAMS AT IPFW

Mission

As the only comprehensive university in Northeastern Indiana, IPFW serves a diversity of functions for a variety of constituents (Senate Document SD 91-6). A large portion of its student body is determined by means of placement tests, SAT scores, and/or high school records to be academically underprepared and unable to demonstrate the reading, writing, and computational skills needed for doing college-level coursework (as defined in Senate Document SD 90-20). Many of these students show only a marginal deficiency and are well served by a review of the skills needed for college-level classes. Others demonstrate more severe levels of deficiency and may also exhibit other behaviors indicating need for a more rigorous intervention. It is the mission of IPFW to identify those who are in need of intervention as a result of underpreparedness and to find appropriate solutions for these individuals. Intervention programs must be targeted toward bringing underprepared students into the mainstream of the academic community. If mainstreaming appears unattainable for some, these students will be told about their academic deficiencies so they can make rational distinction among alternatives, including the possible use of off-campus resources for skill improvement. If such students make informed decisions to come to IPFW, we will do our best, within resource limitations, to help them succeed. However, although we recognize the need to keep doors open for such students, the university is aware that the prognosis for success is not good. The end goal for the university's developmental education\* programs is enhanced retention and better response to the needs of the Fort Wayne community.

The Team Vision

The cornerstone for fulfilling this mission is a coordinating team composed of representatives of units offering developmental programs, which will bring together the diverse elements making up this university's response to underprepared students. This team will assure against duplication of efforts and make recommendations regarding developmental programs to appropriate units, administrators, and the Fort Wayne Senate. Admissions, advising, skill-building work, and other programs relating to developmental students\*\* will be geared directly toward improving student academic achievement and will support one another in doing so.

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\* **Developmental education:** a sub-division of the field of education concerned with improving the performance of students assessed as having the potential for success if appropriate educational opportunities are provided.

\*\* **Developmental students:** students who, while meeting college admissions requirements, are not yet fully prepared to succeed in one or more introductory courses; students assessed as having potential for success if appropriate educational opportunities are provided (CRLA Task Force on Professional Language).

The team will treat the developmental education situation on campus as a problem to be solved. It will identify each element of developmental education at IPFW, resolve areas of ambiguous relationships, help each area determine appropriate evaluation means, aid in data review, help formulate goals, provide support for changes needed, and develop a plan for a coordinated approach to improve the quality of developmental education on campus.

### Membership

Membership on the core team should include representatives from English, Mathematics, the Freshman Success program, Multicultural Services, SACS, and Transitional Studies. Representatives of other areas will be invited to participate with the team when activities affecting developmental students that occur in such areas are discussed.

### Support

The team needs an administrative commitment to its goals and a willingness to permit internal decision-making and change within funding limits and without impinging on duties of other areas. Top administrators must agree to consider thoroughly recommendations made by the group, to provide timely response, and to meet with the group to discuss any problem areas. In short, it is imperative that administrators agree to the importance of the developmental education mission and to support it as far as existing resources permit. They need also recognize that no new programs for developmental students should be approved without prior task group recommendation. While this procedure involves a certain relinquishment of control, it seems that such a commitment is essential to cut the developmental knot. Indeed, without this support there exists real doubt that any effort to change the present situation will succeed.

It should be recognized that the team needs certain tangible support in its efforts to improve university response to developmental students. Among these are consideration of a budget for supply needs, access to clerical support, and the possible need for release time for the team leader. The team would profit from the availability of a person with knowledge of computing and data collection/analysis.

### Goals

The following list of goals has been developed for developmental education at IPFW:

1. To endorse developmental education as an essential component of the institution's mission.
2. To establish and maintain effective developmental programs that support institutional integrity and standards of excellence consistent with available funding.

3. To provide students with a clear understanding of skills needed to pursue college-level coursework by identifying and publishing the entry-level basic skills necessary to begin such coursework.
  4. To maintain a reading, writing, and math skills testing program that will assess student problems in these areas and will inform students of the existence of skill deficiencies and prognosis for college success based on these test results. Students will take these tests well in advance of their first semester of enrollment. Placement test completion will be a condition of registration.
  5. To provide coursework and other alternatives for developing skills in needed areas. In cases where problems seem particularly severe, to recommend that students make use of community resources to improve skills. To institute assessment methods that, as far as possible, document the acquisition of skills needed at the next higher instructional level.
  6. To establish and maintain relationships with other area education providers from high schools to agencies with postsecondary basic skill programs so that efforts to help students develop skills may be well coordinated.
  7. To provide orientation and introduction to college life courses directed toward helping students better adjust to college.
  8. To provide special advising programs with clearly stated and well enforced parameters for students identified as needing such help.
  9. To provide short-term academic help through a tutoring program covering a wide selection of introductory courses.
  10. To provide special programs to aid in the success of special student populations, recognizing that diverse student populations have unique needs.
  11. To appoint a team composed of individuals who have direct knowledge of developmental student populations and a vision for mainstreaming developmental students into regular academic programs.
  12. To implement and enforce student admission and special program entrance deadlines, to observe conditions of programs established for developmental students, and to assure more effective response to better serve student needs.
  13. To maintain an active, ongoing evaluation of all elements of developmental programs, to revise developmental programs as evaluation dictates to serve student needs more effectively, and to widely disseminate information on program effectiveness.
  14. To ensure the quality of all development programs by directing that programs for developmental students be coordinated through the team on developmental programs.
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