The Developmental Education Questionnaire was mailed nationwide, in November 1974, to members of the Special Interest Group for Two Year Colleges of the International Reading Association. Responses were made by 109 of the 252 members. The purpose of the questionnaire was to develop a profile of the organization of developmental education programs and how they fit into college programs throughout the country. The data from the questionnaire are analyzed, and tables and discussions are presented on the following topics: types of colleges represented, day and night enrollments, kinds of labs, course titles, tutoring, financial breakdown of tutoring programs, auspices under which programs operate, instructional formats, staffing, lab facilities, reporting patterns of instructors and respondents, program funding, and selection of advisory committees. Three major themes recurred in exploring the unique features of developmental education: (1) the individualization of materials for the learner, (2) the dedication of personnel, and (3) the tie-in of skills to the content areas.
DEVELOPMENTAL EDUCATION THROUGH THE EYES OF THE
SPECIAL INTEREST GROUP FOR TWO YEAR COLLEGES OF THE INTERNATIONAL READING ASSOCIATION

Developed by: Mrs. Faye Curran
Miami University-Middletown
4200 E. University Boulevard
Middletown, OH
FOREWORD

Until my work on this questionnaire my knowledge of the brain power and time involved in such an endeavor was quite limited. Many fine people helped in the completion of this study.

Without the valued assistance of Dr. Bernard W. Fuhr from the Guidance Department of Miami University, who walked with me through the steps in the study’s compilation, it would have been impossible to have the organized by-product that resulted.

The last questionnaire didn’t reach me until March 14, and this study had to be ready for the International Reading Association Convention before May 9. Dr. Fuhr understood the concentrated work involved, because of this limited time frame, and offered encouragement when my spirits were sagging. I cannot thank him enough.

Also, in the questionnaire’s inception Dr. Richard Bryson, President of Marion Technical College, gave his knowledge of organizing a questionnaire. He helped insure a good format. For this I owe him much gratitude.

Additionally, Mr. Louis E. Welshofer of Armco Corporation deserves a real vote of thanks for the distribution of the questionnaires to the members of the Special Interst Group for Two Year Colleges of the International Reading Association.

Also, my boss, Mr. Joe Ayer deserves my gratitude for bringing to my attention Mr. Welshofer’s search for a topic in his research course. This circumstance led to the mailing of the questionnaires.

Lorraine Beitler, President of the Special Interest Group for Two Year Colleges of the International Reading Association deserves praise for her suggestion that the questionnaire and simulated visits to Developmental Education programs might be useful to members of the Special Interst Group.

Lastly, Dr. Eugene Bennett, Director of Miami University-Middletown, has my appreciation for his supportive attitude toward the questionnaire and all that it involved.
The Developmental Education Questionnaire being reported upon in this paper was first composed for distribution within Ohio. Shortly after its dissemination a request was made that its coverage be enlarged, and, in November of 1974, the questionnaire was mailed nationwide to the 252 members of the Special Interest Group for Two Year Colleges of the International Reading Association. Twenty-five of the questionnaires were returned unopened. Of the possible ones remaining 118 were returned giving a 51.9 percent response.

**TABLE I**

RESPONSE TO THE QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Sent to members of the association</th>
<th>252</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of questionnaires returned</td>
<td>118</td>
</tr>
<tr>
<td>Number of questionnaires returned by postman</td>
<td>25</td>
</tr>
<tr>
<td>Number of questionnaires responded to</td>
<td>109</td>
</tr>
</tbody>
</table>

**STATE DISTRIBUTIONS**

<table>
<thead>
<tr>
<th>State</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio</td>
<td>12</td>
</tr>
<tr>
<td>Illinois</td>
<td>12</td>
</tr>
<tr>
<td>New York</td>
<td>10</td>
</tr>
<tr>
<td>Michigan</td>
<td>9</td>
</tr>
<tr>
<td>Missouri</td>
<td>9</td>
</tr>
<tr>
<td>New Jersey</td>
<td>6</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>6</td>
</tr>
<tr>
<td>Florida</td>
<td>5</td>
</tr>
<tr>
<td>Oregon</td>
<td>4</td>
</tr>
<tr>
<td>Kansas</td>
<td>4</td>
</tr>
<tr>
<td>Maryland</td>
<td>4</td>
</tr>
<tr>
<td>Nebraska</td>
<td>3</td>
</tr>
<tr>
<td>Iowa</td>
<td>3</td>
</tr>
<tr>
<td>Texas</td>
<td>3</td>
</tr>
<tr>
<td>Virginia</td>
<td>3</td>
</tr>
<tr>
<td>California</td>
<td>2</td>
</tr>
<tr>
<td>Georgia</td>
<td>2</td>
</tr>
<tr>
<td>Alabama</td>
<td>2</td>
</tr>
<tr>
<td>Minnesota</td>
<td>2</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>2</td>
</tr>
<tr>
<td>Colorado</td>
<td>2</td>
</tr>
<tr>
<td>Washington</td>
<td>1</td>
</tr>
<tr>
<td>Hawaii</td>
<td>1</td>
</tr>
<tr>
<td>Connecticut</td>
<td>1</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>1</td>
</tr>
<tr>
<td>Idaho</td>
<td>1</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>1</td>
</tr>
<tr>
<td>Arizona</td>
<td>1</td>
</tr>
<tr>
<td>Louisiana</td>
<td>1</td>
</tr>
<tr>
<td>Maine</td>
<td>1</td>
</tr>
<tr>
<td>New Mexico</td>
<td>1</td>
</tr>
<tr>
<td>Mississippi</td>
<td>1</td>
</tr>
<tr>
<td>Indiana</td>
<td>1</td>
</tr>
<tr>
<td>Vancouver, B. C.</td>
<td>1</td>
</tr>
</tbody>
</table>
The purpose of this questionnaire was to develop a profile of the organization of Developmental Education programs and how they fit into college programs throughout the country. It has been the writer's experience that Developmental Education programs are diverse. The writer has attempted to visit as many of them as possible in order to see them in operation, but in-person visits are necessarily limited; wishing to know more about the organization of Developmental Education Programs on a broader scale, the author developed the questionnaire as an attempt to learn more about Developmental Education across the country.

As an outgrowth of the Developmental Education Questionnaire there developed the idea of having a program of "Simulated Visits" to Developmental Education programs as a display at the 1975 International Reading Association Convention in New York City. Through these "Simulated Visits," using posters, brochures, pictures, graphs, charts, films, filmstrips, and samples of original materials in actual use, IRA conferees will be given an opportunity to make a proxy visit to many Developmental Education programs which they would normally never see.

The combination of the "Simulated Visits" and the materials from the questionnaire will serve to give a personal supermarket shopping tour of Developmental Education programs across the country.

TABLE II

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private 2 year college</td>
<td>6</td>
<td>5.1</td>
</tr>
<tr>
<td>Private 4 year college</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>Community college</td>
<td>76</td>
<td>64.4</td>
</tr>
<tr>
<td>Technical college</td>
<td>6</td>
<td>5.1</td>
</tr>
<tr>
<td>Municipal college</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>2 year state institution</td>
<td>8</td>
<td>6.8</td>
</tr>
<tr>
<td>4 year state institution</td>
<td>16</td>
<td>13.6</td>
</tr>
<tr>
<td>Not identified</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>118</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

It is clear from Table II that most of the respondents represented community colleges. Four of the respondents qualified their answers by saying that they
were "from two year community colleges," and one specified a "two year private community college."

The second set of information called for in the questionnaire concerned day and night college enrollments. This information was requested for both 1974 and 1975. It is clear from the data received that the Developmental Education programs are more plentiful in schools of small to medium size. Over fifty percent of those responding placed themselves in the 5,000 and under enrollment categories. Some schools said that they could not distinguish between day and night enrollments since some students took courses during both time frames.

The next area canvassed was designed to reflect the different kinds of labs maintained in the Developmental Education programs.

TABLE III

LABS INCORPORATED WITH DEVELOPMENTAL EDUCATION PROGRAMS

A. Reading Lab

| Yes | 109 | 92.4 |
| No  | 1   | 0.8  |
| No answer | 8  | 6.8  |

B. Writing Lab

| Yes | 80  | 67.8 |
| No  | 7   | 5.9  |
| No answer | 31 | 26.3 |

C. Math Lab

| Yes | 61  | 51.7 |
| No  | 10  | 8.5  |
| No answer | 47 | 39.8 |

D. Study Skills Lab

| Yes | 91  | 77.1 |
| No  | 6   | 5.1  |
| No answer | 31 | 17.8 |

E. Other Types of Programs

| Yes | 47  | 39.8 |
| No  | 2   | 1.7  |
| No answer | 69 | 58.5 |
Under the category of "other" in Table III it was found that whereas the majority of schools have all their labs under a central program heading, math or English labs are frequently under respective departments.

Courses on "How to Take Tests" were found to exist on a small scale mainly in the areas of GED (high school equivalency) and LSAT (the exam used for law school entrance).

Various names were used to label central programs, ranging from acronyms like Eel and Palab to more traditional appellations such as Media Center and Adult Learning Center.

Individualization seemed to be the keynote of most of these labs as evidenced by:

1. Individual testing for departments
2. Multi-modal/multi-media materials that supplement classroom instruction
3. Walk-in programs
4. Topical seminars in areas in which students express a need
5. Individualized electronic and chemistry courses
6. Special learning materials developed in cooperation with other departments
7. Courses by requests of departments as in the case of a mini course in "research methods" for the social sciences

Several schools made provisions for an on-going program of working with the faculty through new faculty seminars and in-service teacher training.

Programs mentioned once included a program taken to an Indian reservation, a Title I program, a Project II remedial program, a counseling lab, and a library orientation lab.

Speech therapy and ESL (English as a second language) were programs mentioned in several schools.

The next area of inquiry concerned itself with tutoring as a facet of Developmental Education programs.
### TABLE V

**TUTORING IN DEVELOPMENTAL EDUCATION PROGRAMS**

<table>
<thead>
<tr>
<th>Tutoring</th>
<th>YES</th>
<th>Percent</th>
<th>NO</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had individual</td>
<td>97</td>
<td>82.2</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Had group</td>
<td>49</td>
<td>41.5</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Had auto-tutorial</td>
<td>48</td>
<td>40.7</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Had all school</td>
<td>14</td>
<td>11.9</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>Had limited to students on probation</td>
<td>3</td>
<td>2.5</td>
<td>114</td>
<td></td>
</tr>
<tr>
<td>Had limited to student who failed</td>
<td>1</td>
<td>0.8</td>
<td>116</td>
<td></td>
</tr>
<tr>
<td>Available by student request</td>
<td>94</td>
<td>79.7</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Available by instructor referral</td>
<td>89</td>
<td>75.4</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Available by adviser referral</td>
<td>71</td>
<td>60.2</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Performed by students</td>
<td>70</td>
<td>59.3</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Performed by Developmental Education personnel</td>
<td>30</td>
<td>25.4</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Performed by subject instructors</td>
<td>35</td>
<td>29.7</td>
<td>83</td>
<td></td>
</tr>
</tbody>
</table>

Most schools showed individual tutoring to be available whereas less than half showed group or auto-tutorial provisions.

Tutoring was not found to be limited to those who failed or were on probation; however only a few schools offered it to the whole student body.

Comments from the questionnaire indicated that much tutoring was usually available in the isolated departments or in particular segments of the schools reporting.
Funding for tutoring programs was also a vital concern.

**TABLE VI**

FINANCIAL BREAKDOWNS FOR TUTORING COSTS

<table>
<thead>
<tr>
<th>Tutoring Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid by institution</td>
<td></td>
</tr>
<tr>
<td>80-100%</td>
<td>44</td>
</tr>
<tr>
<td>40-50%</td>
<td>11</td>
</tr>
<tr>
<td>20-30%</td>
<td>4</td>
</tr>
<tr>
<td>0-19%</td>
<td>4</td>
</tr>
<tr>
<td>Zero</td>
<td>1</td>
</tr>
<tr>
<td>No answer</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>118</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cost Underwritten by Subsidy</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100%</td>
<td>10</td>
<td>8.5</td>
</tr>
<tr>
<td>60-79%</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>40-59%</td>
<td>10</td>
<td>8.5</td>
</tr>
<tr>
<td>20-39%</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>0-19%</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Zero</td>
<td>33</td>
<td>28.0</td>
</tr>
<tr>
<td>No answer</td>
<td>60</td>
<td>50.8</td>
</tr>
<tr>
<td></td>
<td>118</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As can be seen from Table VI, slightly less than half of the institutions represented paid as much as 80-100 percent of the tutoring costs.

Only twenty-one percent of the 118 responding schools stated that subsidy funds comprised any part of their tutoring costs.

Fifty-three percent of the Developmental Education programs canvassed were supported to some extent by their institutions.

These data seem to indicate a higher proportion of institutions bearing the cost for their own Developmental Education Programs rather than using state subsidy funds for funding them.

The large sector of "no answers" may well indicate a lack of information on this subject.

Most frequently tutoring services were offered in English, math, the sciences, writing, reading, and study skills. These fields were cited as "major need" areas. Frequently it was noted that upon request, tutoring was available in any subject.
Grade levels were of negligible importance in the tutoring within the sampled schools. Occasionally a level limitation of the thirteenth or fourteenth grade was mentioned; however, in general all grade levels within the college were included.

In exploring the special or unique features of the Developmental Education programs three major themes were recurrent. These were:

1. The individualization of materials for the learner
2. The dedication of Developmental Education personnel
3. The tie-in of skills to the content areas

Under "individualization of materials" mention was made of modular formats based on behavioral objectives, mastery units, alternatives to classes, individualized prescription developed with the student, and open registration wherein a student can enter and finish at anytime.

In the category of "teacher dedication" comments made said "we care," the lab is always open, we have morning and afternoon and evening classes, we offer faculty development, we follow up, and, we have accountability and performance contracts.

"Skills" were tied into the content areas through course pairing of reading or writing with an academic discipline, by taking the skills courses to the academic classroom, by teaching a course alongside a study program, and by an interdisciplinary approach.
The next consideration of our study was the auspice under which a Developmental Education program operated.

**TABLE VII**

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate department</td>
<td>25</td>
<td>21.2</td>
</tr>
<tr>
<td>English</td>
<td>17</td>
<td>14.4</td>
</tr>
<tr>
<td>Counseling</td>
<td>11</td>
<td>9.3</td>
</tr>
<tr>
<td>Special services</td>
<td>10</td>
<td>8.5</td>
</tr>
<tr>
<td>Student services</td>
<td>9</td>
<td>7.6</td>
</tr>
<tr>
<td>Humanities</td>
<td>5</td>
<td>4.2</td>
</tr>
<tr>
<td>Minority affairs</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Other</td>
<td>33</td>
<td>28.0</td>
</tr>
<tr>
<td>No answer</td>
<td>7</td>
<td>5.9</td>
</tr>
</tbody>
</table>

Some schools indicated a hierarchy of control.

As a Developmental Education program is often housed in a subject department it was only natural that since this subject department would fall under a division of the school the Developmental Education program would likewise fall under that umbrella. Hence the Developmental Education program would have been under several layers of authority.

In other schools Developmental Education was viewed as a separate undertaking and was relegated to a separate academic department or center again responsible to a division.

In some cases Developmental Education is considered a plum due to state monies and federal funding that support the programs. This situation may also contribute to such programs falling under multiple auspices.

A fourth possible cause for multiple auspices may have been the relative newness of many such programs, which are seeking their proper place in the college picture. For them it is possible that the answers on our questionnaires indicated an evolutionary process.

Under the "other" category thirty-five different responses were given showing the diversity of possible auspices for Developmental Education Programs. Some
of these categories included Continuing Education, Special Projects for the Handicapped, Division of Allied Health, Communication Division, Experimental Studies, Evening Division Program, and Student Life.

The next concern of the questionnaires focused on the instructional formats of Developmental Education programs.

**TABLE VIII**

**INSTRUCTIONAL FORMATS OF DEVELOPMENTAL EDUCATION PROGRAMS**

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
<th>None</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have formal credit courses</td>
<td>94</td>
<td>79.7</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Have formal non-credit courses</td>
<td>60</td>
<td>50.8</td>
<td>1</td>
<td>57</td>
</tr>
<tr>
<td>Have tutoring</td>
<td>86</td>
<td>72.9</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Have mini-courses</td>
<td>7</td>
<td>48.3</td>
<td>1</td>
<td>60</td>
</tr>
<tr>
<td>Other</td>
<td>45</td>
<td>38.1</td>
<td>1</td>
<td>72</td>
</tr>
</tbody>
</table>

Table VIII clearly shows a preponderance of schools offering credit courses and tutoring services. Their frequency, in a study that showed diversity as a hallmark of Developmental Education programs, would seem to validate them as two essential approaches for a Developmental Education program to reach its intended objectives.

A few schools offered both credit and non-credit courses. The frequency of mini-course offerings was also noteworthy.

Other areas mentioned incorporated confluent reading incorporating psychosynthesis, specialty for health services and others, AV instruction in vocational technical education, running readability formulas for faculty, group presentations for residence hall groups, a second semester remedial course, recertification courses for public school teachers in reading, peer counselors, video tapes, TBA (to be arranged) courses, cognitive mapping programs, exploratory college, and high school workshops.
Staffing of Developmental Education programs was another important concern of our study.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had instructors</td>
<td>64</td>
<td>54.2</td>
</tr>
<tr>
<td>Had peer tutors</td>
<td>37</td>
<td>31.4</td>
</tr>
<tr>
<td>Had graduate student tutors</td>
<td>19</td>
<td>16.1</td>
</tr>
<tr>
<td>Had paraprofessionals</td>
<td>15</td>
<td>12.7</td>
</tr>
<tr>
<td>Had counselors</td>
<td>9</td>
<td>7.6</td>
</tr>
<tr>
<td>Had programmers</td>
<td>6</td>
<td>5.1</td>
</tr>
<tr>
<td>Had faculty tutors</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Had assistant instructors</td>
<td>2</td>
<td>1.7</td>
</tr>
</tbody>
</table>

As was expected, many programs had both instructors and peer tutors. A new element revealed by the survey was the presence of graduate students as tutors. Because there were three private and sixteen public four-year institutions represented in the study, it's possible that these same institutions had their own graduate programs from which graduate students were drawn to work as tutors.

An almost unanimous basic objective for Developmental Education as cited by the respondents to this study was to upgrade skills in reading, writing, and math and to provide other supportive services to insure a student's academic success.

Lab facilities were the next consideration of the survey.

A number of programs were found to be in libraries. Chairs, tables, and carrels were the usual furnishings.

Frequent mention was made of limited space (1-2 rooms) and few materials.

Some programs enjoyed carpeting, lounge areas for students, offices, small rooms, and meeting areas with a good view of the campus. Paperbacks, boxed materials, filmstrips, workbooks, published and unpublished materials were in use in a number of programs.
No novel equipment was mentioned. One respondent said the most important piece of equipment is the blackboard. A number of respondents commented that they use little equipment. About an equal number from the equipment users enumerated several types of equipment that are traditionally found in Developmental Education programs.

Next the questionnaire sought to learn "who is the person to whom the respondent reports?" Interestingly there were a number of answers revealing that more than one person was reported to. This condition would seem in keeping with Table VII in which it was discovered that many programs operate under multiple auspices.

**TABLE X**

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>TO: Director of academic interest/provost</td>
<td>38</td>
<td>32.2</td>
</tr>
<tr>
<td>Director of program or department</td>
<td>25</td>
<td>21.2</td>
</tr>
<tr>
<td>Division chairman</td>
<td>17</td>
<td>14.4</td>
</tr>
<tr>
<td>Head of English or Communication Dept.</td>
<td>13</td>
<td>11.0</td>
</tr>
<tr>
<td>Dean of Student Services or Director of Counseling</td>
<td>7</td>
<td>5.9</td>
</tr>
<tr>
<td>Chairman of Humanities</td>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td>Director of President of College</td>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td>Assistant Director of Department</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Director of Continuing Education</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>No answer</td>
<td>7</td>
<td>5.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>118</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The majority of respondents were heads of Developmental Education programs and this situation is reflected in the fact that the majority report to the academic dean, to a division chairman, or chairman of some department over Developmental Education. In four smaller institutions the instructors reported that they were directly responsible to the president or director of the school.
Table XI shows that the instructors usually report to the head of a Developmental Education program. Some report to this person and also to another source. Again this dual status calls our attention to the multiple auspices under which many Developmental programs operate.

The questionnaire also explored the ways in which programs were funded.

Table XIII

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental funds/college budget/general funds</td>
<td>46</td>
<td>39.0</td>
</tr>
<tr>
<td>State subsidy</td>
<td>30</td>
<td>25.4</td>
</tr>
<tr>
<td>Federal government funds</td>
<td>11</td>
<td>9.3</td>
</tr>
<tr>
<td>Tuition and/or lab fees</td>
<td>7</td>
<td>5.9</td>
</tr>
<tr>
<td>County or city tax</td>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td>University college funds</td>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td>State subsidy and special state funds</td>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td>District funds</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>State subsidy and county tax levy</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>No answer</td>
<td>8</td>
<td>6.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>118</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Departmental or general funds and subsidy funding appear to supply the majority of monies. All of the other sources combined equal less than either of these categories.
After learning the sources of funding the next pursuit was to determine the percentage of funding from state subsidy contributions.

**TABLE XIV**

**PERCENTAGE OF FUNDS FROM STATE SUBSIDY**

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>5</td>
<td>4.2</td>
</tr>
<tr>
<td>86-99%</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>76-85%</td>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td>66-75%</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>51-65%</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>36-50%</td>
<td>13</td>
<td>11.0</td>
</tr>
<tr>
<td>21-35%</td>
<td>7</td>
<td>5.9</td>
</tr>
<tr>
<td>0-20%</td>
<td>17</td>
<td>14.4</td>
</tr>
<tr>
<td>None</td>
<td>14</td>
<td>11.9</td>
</tr>
<tr>
<td>No answer</td>
<td>53</td>
<td>44.9</td>
</tr>
</tbody>
</table>

It is interesting to note that fourteen programs operate totally devoid of state subsidy funding while another seventeen operate on twenty percent or less state subsidy monies.

The large "no answer" category may suggest that other sources of funding support their programs or that the respondents may not know the breakdown on funding.

Our final probe regarding funding was to uncover imposed program requirements on Developmental Education as a result of allocated monies.

No requirements for funding were given in about seventy-five percent of the sampled schools. Occasionally respondents mentioned quarterly progress reports, evaluation team visits, on-going evaluation and results, federal guidelines, credited college programs, state grant money used only for non-credit courses and tutoring, auditable records, programs open to all students, an interdisciplinary approach, and funding which must be used by the end of the year or be forfeited.
Inquiry was made regarding the respondent's panel in the selection of advisory committees.

**TABLE XIV**

**SELECTION OF ADVISORY COMMITTEES**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
</tr>
<tr>
<td>No</td>
<td>84</td>
</tr>
<tr>
<td>No answer</td>
<td>12</td>
</tr>
</tbody>
</table>

Some of the "no" answers were qualified by the fact that programs were new or that plans were being made to select advisory committees.

Since some schools maintained advisory committees and others expressed intentions for developing them we also sought the function of existing advisory committees.

**TABLE XV**

**FUNCTIONS OF DEVELOPMENTAL EDUCATION ADVISORY COMMITTEE**

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory</td>
<td>27</td>
<td>22.9</td>
</tr>
<tr>
<td>Information receiving</td>
<td>1</td>
<td>0.85</td>
</tr>
<tr>
<td>Policy making</td>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td>Advisory and information receiving</td>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td>Information-receiving and policy making</td>
<td>1</td>
<td>0.85</td>
</tr>
<tr>
<td>Policy making and regulatory</td>
<td>1</td>
<td>0.85</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0.85</td>
</tr>
<tr>
<td>No answer</td>
<td>79</td>
<td>66.9</td>
</tr>
</tbody>
</table>

In Table XV, we found that only twenty-two selected Developmental Education advisory committees. In Table XIII, we have thirty-nine that represent one of the categories of functions. This disparity is explained by two factors. The first is that some schools have standing committees that are administratively appointed and thus the Developmental Education staff would have no connection with their selection. The second factor is that of new programs which have intentions to select committees.

Some programs for which these are in the planning stages, indicated the function/functions to be served by them.
Under the category of "other" we find that advisory committees sometimes include students, that they can initiate courses, they do consultations, and they help with publicity.

It is apparent that these committees can be as diverse in their functions as are the Developmental programs that they serve and help to shape.

Next was an investigation into the programs that have resulted from advisory committees. The vast majority gave no answer to this inquiry. This is in keeping with the fact that seventy-nine of our 118 samples left unanswered the question, "Do your schools have advisory committees in Developmental Education?"

From those schools which responded the picture ran the gamut from no contributions to the entire program being a result of the advisory committee. Within this continuum respondents reported ESL components, placement testing, consultation on grant programs, materials needs, an adult counseling program, a new course in speech reading, classroom visitations, tutoring, satellite areas, GRE, FYER, ABE, credit programs, and a personal development seminar.

After learning about enrollments, objectives, staffing, content, and funding of the Developmental Education program the next area in our inquiry was evaluation of these programs.
## TABLE XVII

**RATINGS OF DEVELOPMENTAL EDUCATION PROGRAMS**

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Excellent</td>
<td>25</td>
<td>21.2</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>10</td>
<td>8.5</td>
</tr>
<tr>
<td></td>
<td>Fair</td>
<td>8</td>
<td>6.8</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td>No answer</td>
<td>71</td>
<td>60.2</td>
</tr>
<tr>
<td>Students</td>
<td>Excellent</td>
<td>31</td>
<td>26.3</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>10</td>
<td>8.5</td>
</tr>
<tr>
<td></td>
<td>Fair</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>No answer</td>
<td>73</td>
<td>61.9</td>
</tr>
<tr>
<td>Administration</td>
<td>Excellent</td>
<td>29</td>
<td>24.6</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>10</td>
<td>8.5</td>
</tr>
<tr>
<td></td>
<td>Fair</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>No answer</td>
<td>74</td>
<td>62.7</td>
</tr>
</tbody>
</table>

Implicit in the comments made about ratings is the state of faculty reception to Developmental Education programs. Comments indicated that this reception ran the gamut from mild indifference through paranoia to hostility.

This reaction was a paradox when one considers declining college enrollments and the faculty who are out of jobs as a result of this decline. Developmental Education programs reduce attrition and thereby increase enrollment which helps to retain faculty positions. Developmental Education also makes students more efficient in their studies. This fact alone eases the work of the professors. Developmental Education helps students get and retain what professors have dispensed. It is not enough to give out information and say learn it whatever way you can. Developmental Education recognizes this and shows students how to learn this dispensed information and how to retain it. The end result is a higher caliber student.
According to the questionnaire students and administrators seem more receptive to Developmental Education programs. Perhaps this is because students know when they are being helped and administrators want the best to help their students.

The composition of summer faculty in Developmental Education programs was the next area explored.

**TABLE XVIII**

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular full-time faculty</td>
<td>76</td>
<td>64.4</td>
</tr>
<tr>
<td>Regular school year part-time</td>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td>Lab and class faculty</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Summer faculty only</td>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td>Regular faculty and summer faculty</td>
<td>7</td>
<td>5.9</td>
</tr>
<tr>
<td>No faculty</td>
<td>9</td>
<td>7.6</td>
</tr>
<tr>
<td>No answer</td>
<td>17</td>
<td>14.4</td>
</tr>
</tbody>
</table>

As can be seen from Table XVIII most summer programs are run by regular faculty members.

Some schools are on twelve month calendars and their instructors teach year round whereas the majority hire their regular faculty for summer work on an overtime basis.

The general trend was toward a reduced regular faculty. An example given was one instructor to teach the classroom and one to man the Lab. One program offered no classes but did testing for all new fall quarter students (app. 800 students) during a summer orientation session. The point was made that in some programs no continuity exists between winter and summer programs and that this was a definite weakness.

Still other respondents indicated that their programs are new and plans for summer programs haven’t been finalized. Many stated that the summer program is a limited version of the regular year’s program.
The final interest in our inquiry was to determine what objective measures are used in follow-up in the evaluation of Developmental Education programs.

**TABLE XIX**

**FOLLOW-UP MEASURES FOR EVALUATION**

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor/tutee evaluations</td>
<td>6</td>
<td>5.1</td>
</tr>
<tr>
<td>Standardized tests</td>
<td>28</td>
<td>23.7</td>
</tr>
<tr>
<td>Feedback from students in classes</td>
<td>20</td>
<td>16.9</td>
</tr>
<tr>
<td>Faculty evaluation</td>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td>Yearly reports on aims reached or professional evaluation teams or self-evaluation seminars</td>
<td>7</td>
<td>5.9</td>
</tr>
<tr>
<td>Enrollment figures from students in the program</td>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td>Grade point average</td>
<td>7</td>
<td>5.9</td>
</tr>
<tr>
<td>No evaluation or informal ones</td>
<td>21</td>
<td>17.8</td>
</tr>
<tr>
<td>No answer</td>
<td>21</td>
<td>17.8</td>
</tr>
</tbody>
</table>

Standardized tests seem to be the major form of evaluation used. It is noteworthy that twenty-one used no evaluations or only informal ones and an additional twenty-one did not respond to this question.

The second most frequently used evaluation procedure was student feedback.

Earlier we discovered that better than half of our respondents had no ratings of the Developmental Education program by faculty, students, or administration. Here we can see a situation that might partially explain a lack of ratings as there is a dearth of evaluation done as follow-up in these programs.

Under the "other" comments it was revealed that the majority of procedures used were formal in nature. These ranged from accountability studies, evaluation team visits, standardized tests, grade point average and drop out studies, and graduation studies to longitudinal studies of Developmental Education students, sociological follow-up interviews with Developmental Education students, and computer programs to evaluate success.

One respondent said that their computer evaluation attempt produced inconclusive results.
Informal measures used included inventories, teacher-prepared tutor/tutee evaluations, student interviews, and self-evaluation seminars.

One respondent stated that the whole idea of a follow-up was a futuristic notion.

Interestingly one respondent stated that the students tell them and others of the value of Developmental Education. This program operates on a voluntary basis and the respondent indicated that for a voluntary enrollment program to succeed it must produce. "(This particular college has credit courses but enrollment in the program is voluntary.)"

This study revealed diversity as the keynote of Developmental Education programs throughout the country. Credit courses, tutoring, dedication of Developmental Education personnel, innovative tie-in of Developmental Education work to the content of academic subjects, and quick acceptance of Developmental Education programs by students and administrators but a slower reception to them by faculties seem to be the universal characteristics.