

Background

The Developmental Education Program Survey (DEPS) is an annual survey administered through the THECB in accordance with TAC §4.60. DEPS 2016 contained items related to minimum qualifications and professional development for developmental education (DE) instructors (see Appendix A).

DEPS 2016 was administered in the spring semester (March through April) and had 100 participating individual IHEs or college systems participating¹ with a 100% completion rate. Data was summarized into one response for college districts whose sites provided separate surveys. A total of 89 universities, colleges, and college districts are represented in the survey. This brief summarizes the results from those questions related to DE instructor qualification and professional development.

Minimum Qualifications for DE Instructors

The DEPS included three questions on instructors' minimum qualifications to teach DE courses (see Appendix A, Items D2-D4). Most institutions reported similar qualifications for part-time and full-time DE instructors (see Table 1). When institutions reported different requirements in qualifications, it was mostly reported for education level. Specifically, 24 percent of institutions reported requiring higher education levels for full-time DE instructors than for part-time DE instructors.

Table 1. Reported Difference in Minimum Qualifications, by Full-time and Part-time Developmental Education Instructors (*N* = 98)

Area	Similar Requirements	Higher Requirements for Full-time Instructors
Education level	74 (76%)	24 (24%)
Years of experience	91 (93%)	7 (7%)
Knowledge of teaching under-prepared learners	95 (97%)	3 (3%)
Knowledge of adult-learning theory (andragogy)	90 (92%)	8 (8%)

Institutions minimally required DE instructors to have a bachelor's degree. A little over half of reporting institutions required full-time DE instructors to have a master's degree or higher, whereas only 30 percent of institutions required a master's or higher for part-time DE instructors (Figure 1). Years of experience was not a requirement for teaching DE at most institutions (Figure 2). Approximately half of institutions required full-time (51%) and part-time (48%) DE instructors to have knowledge of teaching under-prepared learners. Fewer institutions required full-time (30%) or part-time (21%) instructors to have knowledge of adult-learning theory.

¹ Each of the IHEs within Alamo Community College District, Dallas County Community College District, and Howard County Junior College District completed the DEPS. Houston Community College System, Lone Star College System, San Jacinto College District and Tarrant County College District responded as a system, i.e., one response for each system.

Figure 1. Minimum Education Level Required of Full-Time and Part-Time DE Instructors

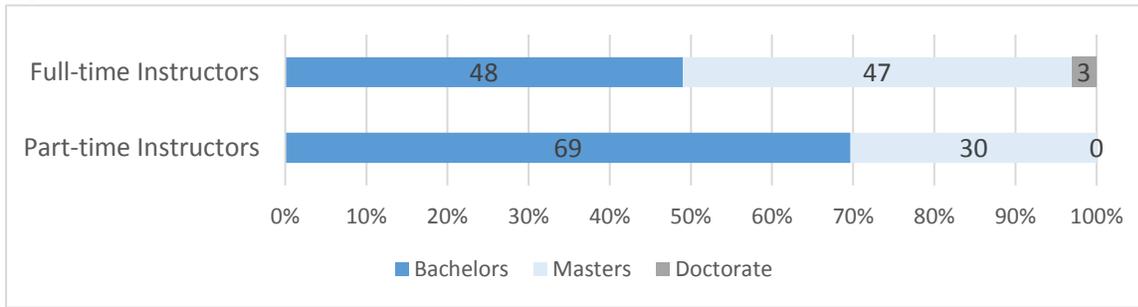
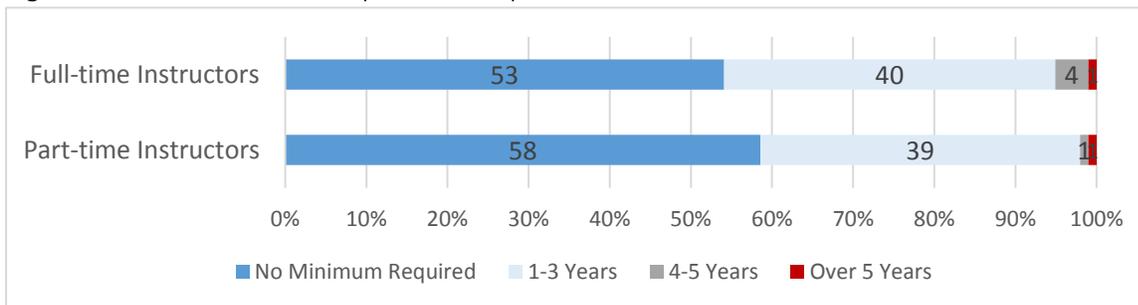


Figure 2. Minimum Years of Experience Required of Full-Time and Part-Time DE Instructors



Professional Development Opportunities for Developmental Education

Many institutions did not require full-time (49%) or part-time (63%) instructors to take professional development (PD) each year. Among the institutions that required PD, the median hours required for full-time DE instructors was 11 hours ($n = 50$) and for part-time instructors was 5 hours ($n = 36$), possibly indicating a lower priority for part-time DE instructor training.

DEPS asked respondents to rate items related to DE professional development and collaboration at their institution on a Likert-scale, ranging from 1 (*Strongly Disagree*) to 4 (*Strongly Agree*). Results are presented in Table 2. Average ratings above 3 can be interpreted as mostly positive, between 2.5 and 3 as average, and below 2.5 as low. In general, ratings from institutions on DE PD were “average;” however, many respondents (27-45%) chose not to answer particular items. The items that had the most respondents disagreeing with a statement were related to collaboration among faculty, advisors and support personnel on relevant student success strategies (41% disagreed) and staff development opportunities are responsive to the needs of DE staff (35% disagreed). As the state pushes for the use of holistic advising by institutions and the expansion of accelerated DE models, improvement in these two areas will be crucial.

Table 2. Professional Development and Collaboration

Item	N	Agree	Disagree	Average Rating
There is an institutional budget for professional development for full-time developmental education faculty.	55	89%	11%	2.9
Adjunct developmental education faculty at the college receive financial support for participation in relevant professional development.	65	82%	18%	2.8
Staff development opportunities are responsive to the needs of individual developmental education faculty.	55	65%	35%	2.7
Faculty who teach college-level courses collaborate with developmental education faculty toward desired learning outcomes.	73	78%	22%	2.8
There are structured opportunities for collaboration and faculty sharing of pedagogy, conference and seminar findings, coordination and alignment of other courses, syllabi, and/or effective teaching strategies.	64	84%	16%	2.8
There are meetings between faculty, advisors, and other support personnel to coordinate or collaborate on relevant strategies, interventions, and/or joint student success ventures.	71	59%	41%	2.6

Finally, institutions were asked about the resources available to new and current DE faculty (Table 3). In general, 95 percent of IHEs reported the availability at least one of the resources listed in the survey. If a resource was available at the IHE, it was usually available to new and current faculty alike, with new faculty more likely exposed to those resources. Although resource materials were likely to be available at an institution, workshops related to success strategies for underprepared students were not as widely available (with only 9% of institutions providing this resource).

Table 3. Resources Available to New and Current DE Faculty

Resources	Available to New Faculty	Available to Current Faculty
A description of the characteristics of successful developmental education programs/courses	65%	61%
A handbook or other tool describing effective strategies for teaching developmental education students	40%	37%
An orientation or handbook that includes goals, expectations, philosophy or values relating to developmental education	53%	44%
Faculty peer mentoring supports	62%	61%
Workshop(s) focusing on student success strategies for academically-underprepared students	9%	9%

Appendix A Developmental Education Program Survey, Section D

SECTION D. Faculty and Professional Development

D1. Within the Academic Year, how many hours of professional development (PD) is required per DE faculty? If no hours are required, then enter “0.”

	# of Required PD Hours
Full-Time Faculty	
Adjunct Faculty	

The next 3 questions (D2-D4) asks about your institution’s hiring requirements for faculty who teach DE courses. The items request the minimum requirements. Do not use average educational background and experience of current faculty. If any of the following is not used as a requirement for hiring, select “No Minimum Requirement” or “Not Required.”

D2. What is the minimum education level requirement for faculty who teach DE courses at your institution? (Drop-down)

	Full-Time Faculty	Adjunct Faculty
Education Level	Doctorate Master’s Bachelor’s Associate’s Certificate No Minimum Requirement	Doctorate Master’s Bachelor’s Associate’s Certificate No Minimum Requirement

D3. What is the minimum number of years prior teaching experience must faculty who teach DE math courses have at your institution? (Drop-down)

	Full-Time Faculty	Adjunct Faculty
Number of Years Prior Teaching Experience	1-3 years 4-5 years Over 5 years No Minimum Requirement	1-3 years 4-5 years Over 5 years No Minimum Requirement

D4. When hiring faculty to instruct developmental education, are the following required? (Drop-down)

	Full-Time Faculty	Adjunct Faculty
Knowledge of teaching under-prepared learners	Required Not Required	Required Not Required
Knowledge of adult-learning theory (andragogy)	Required Not Required	Required Not Required

D5. Please indicate the extent to which you agree with each of the following statements regarding developmental education professional development and collaboration as it relates to your institution:

	Strongly Disagree	Disagree	Agree	Strongly Agree
There is an institutional budget for professional development for full-time developmental education faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjunct developmental education faculty at the college receive financial support for participation in relevant professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty who teach college-level courses collaborate with developmental education faculty toward desired learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are structured opportunities for collaboration and faculty sharing of pedagogy, conference and seminar findings, coordination and alignment of other courses, syllabi, and/or effective teaching strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff development opportunities are responsive to the needs of individual developmental education faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are meetings between faculty, advisors, and other support personnel to coordinate or collaborate on relevant strategies, interventions, and/or joint student success ventures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D6. Please indicate which of the following resources are provided to support new and/or current developmental education faculty in your developmental subject area (Check all that apply.)

	New Faculty	Current Faculty
A description of the characteristics of successful developmental education programs/courses	<input type="checkbox"/>	<input type="checkbox"/>
A handbook or other tool describing effective strategies for teaching developmental education students	<input type="checkbox"/>	<input type="checkbox"/>
An orientation or handbook that includes goals, expectations, philosophy or values relating to developmental education	<input type="checkbox"/>	<input type="checkbox"/>
Faculty peer mentoring supports	<input type="checkbox"/>	<input type="checkbox"/>
Workshop(s) focusing on student success strategies for academically-underprepared students	<input type="checkbox"/>	<input type="checkbox"/>
Other, Describe _____	<input type="checkbox"/>	<input type="checkbox"/>