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ABSTRACT

Drawing upon selected findings from student and faculty surveys, this report describes the remedial mathematics component of the University of Georgia's Special Studies Program. After examining the need for basic skills programs in an era of declining test scores and open admissions policies, the report describes the Special Studies Program's placement procedures, which require students with standardized test scores below a specified level to take basic skills courses and to meet established exit criteria before undertaking regular courses in areas for which remediation is needed. Brief profiles are then presented of three types of remedial students that were identified in a student survey at Augusta College: adults returning to school after many years; recent high school graduates with a long history of failure in mathematics; and senior citizens returning to school for enjoyment. Finally, the report presents selected findings of a survey of remedial mathematics faculty in the university system, identifying instructional methods used, course content, problems encountered in using individualized self-paced instruction, and perceived obstacles to learning mathematics. The survey questionnaires are appended. The 30-item student questionnaire focuses on personal and academic characteristics, educational goals, and satisfaction with the program. The 70-item faculty questionnaire asks about current and ideal conditions with respect to numerous aspects of special studies programs. (JP)

SPECIAL STUDIES

A STATEWIDE REMEDIAL MATHEMATICS PROGRAM

OF THE

UNIVERSITY SYSTEM OF GEORGIA

PING-TUNG CHANG

AUGUSTA COLLEGE,
AUGUSTA, GEORGIA

1980

Special Studies
-A Statewide Remedial Mathematics Program of the University System of Georgia-

Ping-Tung Chang
Augusta College

The average SAT scores on both the verbal and mathematical section have been dropping steadily for the past sixteen years.[1] The mathematics score was 502 in 1963, and in 1979 it was 467; the verbal score was 478 in 1963, and in 1979 it was 427. The alarming decline in SAT's underscores the deficiency of basic skills in all levels of educational systems. The failing of the three "R's" shows up in all types of school systems nationwide. In addition, the open-admission policies of many community colleges and universities have caused an influx of students with a wide range of deficiencies. They are unprepared for college-level courses, and, in some community colleges, this group of students may be as large as one-third of the entering freshman class.[2] One area in which such students lack requisite skills is mathematics.

As early as the fall of 1974, a systemwide program was initiated for all units of the University System of Georgia by the Board of Regents of the University System.[3] The Special

Studies Program (Remediation in English, Math, and Reading) was developed in order to prepare students to meet the academic demands of college-level courses. Entering students whose combined SAT score was 650 or less were required to take the Comparative Guidance and Placement Test (CGP)[4] for the purpose of placement either in remedial level courses within the Program of Special Studies or in regular college-level work. In 1978, the CGP was replaced by a new placement instrument, the "Basic Skills Examination" developed by the Regents of the University System. A student admitted to the program would not be permitted to take college credit courses which required the content of Special Studies courses until he or she exhibited a level of satisfactory performance. Students who had less than fifteen hours of Special Studies requirements which could be scheduled in one quarter could concurrently enroll in remedial classes and freshman level courses outside the area of their remediation. No college credit would be earned for the remedial courses; however, institutional credit would be awarded. A student could exit the program at the end of any quarter in which he or she completed all the requirements.[5] Two more exit criteria, classwork and departmental final examination, were also implemented for the remedial math student in addition to the Regent's mandatorial minimum BSE math score.[6]

In a recent survey (See Appendix A) of our remedial mathematics students, three kinds of students in our program

have been identified. The first kind consists of students who are returning to school after many years of absence. These students are frequently older, highly motivated, employed and have family responsibilities. The second kind consists of students who are recent graduates and in many cases have a long history of failure in mathematics throughout their high school years; most of them took non-college bound mathematics. Their study skills usually are poor and they often need remediation in reading and English. This group of students constitutes the majority of the enrollment in our remedial mathematics classes. The third kind consists of students who are primarily senior citizens, and they return to school merely for the enjoyment.

In a 1976 survey (See Appendix B) among the colleges within the University System of Georgia, most faculty felt that the majority of the students still prefer to have traditional lecture type classes and scheduled examinations. The students like face-to-face competition with each other and enjoy the satisfaction of receiving well-earned high grades, though some also requested more individual attention from the teachers. About 49 percent of the faculty reported that they still used traditional lecture-demonstration methods to teach remedial mathematics, about 25 percent used a combination of lecture and individualized type, and about 15 percent tried a self-paced type method and used programmed materials. A few of the faculty developed audio-tutorial instruction, small group method and mini-courses, or other self-contained instructional

methods that provided even greater individualization. Overwhelmingly, the faculty recognized that teaching remedial mathematics is a challenging task. It was the concensus of the faculty that the obstacles to learning mathematics for the remedial students were: 1) a long history of dislike for studying mathematics, 2) lack of self-confidence in learning mathematics, 3) emotional disturbances associated with anxiety regarding testing. Many faculty members also indicated that they would like to try new methods other than conventional instruction if such methods benefit their students. A number of them revealed that many problems face them when they have a laboratory-programmed type or self-paced type of mathematics course, such as a lack of suitable self-instructional text books, conflicts between school calendars and the actual time needed by the student to complete courses, a lack of communication between teachers and students, a lack of competition between students, a high failure rate, a lack of teachers' guidance in teaching the best possible ways to work the problems.

Most colleges offer at least two levels of remedial mathematics. The contents of the first level are arithmetic and elementary algebra, and the second level of remedial work emphasizes the usual topics associated with intermediate algebra.

To teach students with a history of low achievement in mathematics to learn mathematics is not an easy and routine task. The majority of the faculty see that it is their responsibility to create new

concepts for the subjects and make an abstract course more vivid, and more interesting. It is no doubt that most teachers have to become more expert, more professional. It is also no longer true as some still believe, that "anyone can teach" remedial mathematics!

Of course, it is crucial that mathematics teachers should not only appear enthusiastic in their teaching, but also should show patience, understanding and sympathy in working with their students. They believe that to teach mathematics is to teach students how to think clearly, how to use mathematics to survive in today's world, how to solve problems more quickly and accurately, and how to train the students to have a basic foundation to meet the challenge of tomorrow's competition.

References

1. The College Board News, September 1979

2. Charles R. Monroe. Profile of the Community College: A Handbook. San Francisco: Jossey-Bass, Inc., Publishers, (1972) 103-110. During the Fall Quarter of 1979, 60% of the entering freshman needed remediation at Augusta College.

3. University System of Georgia, Staff Report, September 1973

4. College Entrance Examination Board, Comparative Guidance and Placement Program: Interpretive Manual. Princeton, New Jersey: College Entrance Examination Board, 1969.

5. Students must satisfy all special studies program requirements by the time they have attempted forty-five hours (excluding Physical Education) or be dropped from the program.

6. Students must satisfy the following "Exit" criteria in mathematics: 1) Departmental examination; achieve at least 70% on the final exam score. 2) Course work; maintain a final course average of at least 70. 3) MAT BSE (Basic Skills Esam). It is required for all Special Studies Program Students. (Optional for Volunteers) a) for MAT 98, have a score of at least 53, b) for MAT 99, have a score of at least 60.

7. An audio-tutorial type of mini-courses developed by biologist Sam Postlethwait of Purdue University.

Address:

Dr. Ping-Tung Chang
Math Coordinator
Special Studies/Math
Augusta College
Augusta, GA 30910

SPECIAL STUDIES PROGRAM -- Mathematics
University System of Georgia

QUESTIONNAIRE

Date: _____

Name of the College: _____

I. Background Information:

(1) Sex _____ (2) Race _____ (3) age _____

(4) Marital status _____ (5) any children: yes _____ no _____

(6) any sisters and brothers: yes _____ no _____ If yes, please answer (7).

(7) How many: brothers _____ (give number) sisters _____ (give number)

(8) Do you live with your parents while attending school?
(a) yes _____ (b) no _____

(9) You are a: (a) commuting student (day) _____
(b) Evening student _____
(c) Campus (Dorm) student _____

(10) You are a: (a) Special studies Program Student _____
(b) regular college student _____
If answer (b), please respond to (11).

(11) If you are a regular college student, what year?
(a) freshman _____ (b) sophomore _____ (c) junior _____ (d) senior _____

(12) Date you graduated from high school _____
month, year

(13) Date you first enrolled in this college _____
quarter, year

(14) Military service: yes _____ no _____

(15) Date of discharge from military service: _____
month, year

II. Educational goals

(16) How do you choose to take this developmental mathematics?
(a) Requirement _____
(b) Failure of G.C.P. _____
(c) Volunteer _____
(d) Teacher's advice _____
(e) Other (explain please) _____
Comments:
_____
_____

(17) Prior to taking this mathematics course, how do you evaluate your mathematical ability?
(a) excellent _____
(b) good _____
(c) fair _____
(d) poor _____
(e) very poor _____
(f) others (please explain) _____
_____
_____

(18) Do you think you should take this mathematics course?
(a) Yes _____
(b) No _____(If no, please give reasons)

(19) Do you plan to take any more mathematics after you have successfully completed this course?
(a) Yes _____ (If yes, please answer 20)
(b) No _____

(20) What kind of mathematics course do you plan to take?
(a) another developmental mathematics course _____
(b) college-level mathematics _____
(c) Others (please explain _____

(21) After you have enrolled in this course for several weeks, how do you reevaluate your mathematical ability now?
(a) excellent _____
(b) good _____
(c) fair _____
(d) still poor _____
(e) still very poor _____
(f) others (please explain) _____
Comments:
_____
_____

(22) Do you agree that Mathematics will make a significant contribution to your overall personal educational objectives?
(a) strongly agree _____
(b) agree _____
(c) disagree _____
(d) strongly disagree _____
(e) others (please explain) _____
Comments:
_____
_____

(23) What is your major field?
(a) English _____
(b) Mathematics _____
(c) Science _____
(d) Others (please explain) _____

(24) Do you plan to do some more advanced study after you get your degree in this college?
(a) yes _____
(b) no _____
Comments:
_____
_____
_____

(25) Do you think you changed anything about your study habits as a result of taking this course?
(a) Yes _____
(b) No _____
Comments: _____

(26) What do you think about the check-point evaluation tests? (You could check more than one answer).
(a) shows your arithmetic deficiency _____
(b) encourages you to do better work _____
(c) wastes time _____
(d) others (please explain) _____
Additional comments:

(27) What percentage of the course material covered do you feel you learned?
(a) 90% _____
(b) 80% _____
(c) 70% _____
(d) 60% _____
(e) others (please give percent) _____
Additional comments:

(28) Do you feel that this course challenged you intellectually?
(a) yes _____
(b) no _____
(c) others (please explain) _____

(29) How do you describe your instructor or his teaching method? (You could check more than one answer).
(a) He was enthusiastic _____
(b) He seems to be interested in teaching _____
(c) He attempts to cover too much material _____
(d) He generally stimulated class discussions _____
(e) He was available for conferences outside of class _____
(f) He assigns too much homework _____
(g) Others (please explain) _____
Comments:

(30) Any additional comments:

A Study of the Developmental Mathematics in the University System of Georgia --- a Questionnaire Dealing with the Remedial Mathematics in College.

Ping-Tung Chang

Augusta College

Augusta, GA

There are no restrictions on this paper.

The document will be available to the public from Eric System.

Current Address:

Dr. Ping-Tung Chang
Special Studies/Math
Augusta College
Augusta, GA 30910

A STUDY OF THE DEVELOPMENTAL MATHEMATICS IN THE UNIVERSITY SYSTEM OF GEORGIA

Instructions

1. Please answer all the questions with appropriate methods described in each problem.

2. Some problems are provided space for your additional comments. Your responses will be most welcome.

3. All the problems are dealing with actual situations in your college, and some of the problems bearing the number followed by "A" are dealing with ideal circumstances.

4. Please return the completed questionnaire promptly to:

Ping-Tung Chang
Division of Mathematics & Science
Gordon Junior College
Barnesville, GA 30204

(1) How do you choose your students for the developmental mathematics? (You could check more than one answer).
(a) G.C.P. _____
(b) High school average _____
(c) SAT scores _____
(d) student volunteer _____
(e) Teacher referral _____
(f) Other (explain, please!) _____

_____

_____

Comments: _____

_____

(1A) Ideally, how would you choose your students for the developmental mathematics? (You could check more than one answer).
(a) G.C.P. _____
(b) High school average _____
(c) SAT scores _____
(d) Student volunteer _____
(e) Teache referral _____
(f) Other (explain, please!) _____

_____

(1A) cont. Comments: _____

_____

(2) If a student does not volunteer to enroll in developmental mathematics, do you require him to do it?

Yes _____

No _____

Comments: _____

_____

_____

(2A) Ideally, if a student does not volunteer to enroll in developmental mathematics, do you require him to do it?

Yes _____
No _____

Comments: _____

_____

_____

(3) Before entering in the college-level mathematics courses, must the developmental mathematics be completed successfully by those students who are in the class?

Yes _____
No _____

(3A) Ideally, before entering in the college-level mathematics courses, must the developmental mathematics be completed successfully by those students who are in the class?

Yes _____
No _____

(4) What kind of developmental mathematics courses do you offer? (You could check more than one answer).

(a) arithmetic _____
(b) elementary algebra _____
(c) combination of arithmetic and elementary algebra _____
(d) Geometry (plane) _____ (analytic) _____
(e) Other (explain, please)

_____

_____

(4) Comments: _____

_____

_____

(4A) Ideally, what kind of developmental mathematics courses do you like to offer? (You could check more than one answer).

(a) arithmetic _____
(b) Elementary algebra _____
(c) Combination of arithmetic and elementary algebra _____
(d) Geometry (plane) _____ (analytic) _____
(e) Other (explain, please)

_____

_____

_____

Comments: _____

_____

_____

(5) What is the average length for most of the students to finish developmental mathematics successfully?

(a) Less than 8 weeks _____
(b) 8 - 10 weeks (one quarter) _____
(c) 11 - 15 weeks (1½ quarters) _____
(d) 16 - 20 weeks (2 quarters) _____
(e) More than 2 quarters _____

(5A) Ideally, what would you think the average length for most of the students to finish developmental mathematics successfully?

(a) Less than 8 weeks _____
(b) 8 - 10 weeks (one quarter) _____
(c) 11 - 15 weeks (1½ quarters) _____
(d) 16 - 20 weeks (2 quarters) _____
(e) More than 2 quarters _____

(6) What percent of students who pass developmental mathematics successfully do so in the following periods of time? (Your estimate will be sufficient).

(a) Less than 8 weeks _____ (Give percentage)
(b) 8 - 10 weeks (one quarter) _____ (Give percentage)
(c) 11 - 15 weeks (1½quarters) _____ (Give percentage)
(d) 16 - 20 weeks (2 quarters) _____ (Give percentage)
(e) More than 2 quarters _____ (Give percentage)
(f) No such information _____

(6) cont. Comments: _____

_____

_____

(7) What is the average size of your developmental mathematics class?
(a) less than 15 _____
(b) 16 - 20 _____
(c) 21 - 25 _____
(d) 26 - 30 _____
(e) 31 - 35 _____
(f) More than 35 _____ (please specify)

(7A) Ideally, what would be the average size of your developmental mathematics class?
(a) less than 15 _____
(b) 16 - 20 _____
(c) 21 - 25 _____
(d) 26 - 30 _____
(e) 31 - 35 _____
(f) More than 35 (please specify) _____

(8) How do your instructors conduct their developmental mathematics classes? (You could check more than one answer).
(a) Traditional lecture-demonstration _____
(b) Self-paced type (Informal class meeting) _____
(c) Lecture-demonstration-Self-paced type (formal class meeting) _____
(d) Laboratory type (Teacher will serve as a tutor in the math lab, in an informal class) _____
(e) Other (please specify) _____

_____

_____

Comments: _____

_____

_____

(8A) Ideally, how would you like your instructors to conduct their developmental mathematics classes? (You could check more than one answer).
(a) Traditional lecture-demonstration _____
(b) Self-paced type (informal class meeting) _____
(c) Lecture-demonstration-self-paced type (formal class meeting) _____
(d) Laboratory type (Teacher will serve as a tutor in the math lab, in an informal class)
(e) Other (please specify) _____

_____

_____

Comments: _____

_____

_____

(9) Do your instructors have tutorial services for their developmental mathematics students besides their regular classes?
(a) Yes _____
(b) No _____

If yes, please answer (10), (10A), (11), (11A)
If no, please answer (10A), (11A)

(9A) Ideally, do you like your instructors to have tutorial services for their developmental mathematics students besides their regular classes?
(a) Yes _____
(b) No _____

(If yes, please answer (10A) - (11A)

(10) How are these tutorial services conducted?
(a) a scheduled help session _____
(b) an unscheduled tutorial _____
(c) Other (please explain)

_____

_____

_____

(10A) Ideally, how would you like your tutorial session to be conducted?
(a) A scheduled help session _____
(b) An unscheduled tutorial _____
(c) Other (Please explain) _____

_____

_____

Comments: _____

_____

_____

(11) The tutorial service is conducted by: (You could check more than one answer).
(a) Instructor himself _____
(b) Student tutor _____
(c) Mathematics laboratory staff _____
(d) Graduate assistant _____
(e) Other (please explain) _____

_____

(11A) Ideally, the tutorial service should be conducted by: (You could check more than one answer).
(a) Instructor himself _____
(b) Student tutor _____
(c) Mathematics Laboratory staff _____
(d) Graduate assistant _____
(e) Other (please explain) _____

Comments: _____

(12) What kind of textbook do you use for your developmental mathematics classes?
(a) Programmed type text _____
(b) Conventional text _____
(c) Your own written notes _____
(d) Other (please explain) _____

Comments: _____

(12A) Ideally, what kind of textbook do you like to use for your developmental mathematics classes?
(a) programmed type text _____
(b) conventional text _____
(c) Your own written notes _____
(d) Other (please explain) _____

Comments: _____

(13) What kind of teaching aids do you use for your developmental mathematics classes? (You could check more than one answer).
(a) Tapes _____
(b) Slides _____
(c) Movies _____
(d) Programmed books _____
(e) Computer _____
(f) Electronic calculators _____
(g) Other (please explain) _____

_____

Comments: _____

_____

(13A) Ideally, what kind of teaching aids would you like to use for your developmental mathematics classes? (You could check more than one answer).
(a) Tapes _____
(b) Slides _____
(c) Movies _____
(d) Programmed books _____
(e) Computer _____
(f) Electronic calculators _____
(g) Other (please explain) _____

_____

Comments: _____

_____

(14) Do you have a mathematics laboratory?
(a) Yes _____
(b) No _____

If yes, please answer (15), (15A), (16), (16A), (17), (17A)
If no, please answer (15A), (16A), (17A)

(15) What kind of mathematics laboratory do you have?
(a) Study laboratory (with tutors but no lab equipment) _____
(b) Learning Laboratory (with staff and lab equipment) _____
(c) Learning resource laboratory (library type) _____
(d) Learning center (joint lab with English, reading, etc.) _____
(e) Other (please explain) _____

_____

_____

(15A) Ideally, what kind of mathematics laboratory do you like to have?
(a) Study laboratory (with tutors but no lab equipment) _____
(b) Learning Laboratory (with staff and lab equipment) _____
(c) Learning resource laboratory (Library type) _____
(d) Learning center (joint lab with English, Reading, etc.)
(e) Other (please explain) _____

_____

_____

(16) Which department administers the mathematics laboratory?
(a) Mathematics department _____
(b) Division of special study _____
(c) Mathematics & Science Division _____
(d) Library _____
(e) Other (please specify) _____

_____

(16A) Ideally, which department should administer the mathematics laboratory?
(a) Mathematics Department _____
(b) Division of special study _____
(c) Math & Science Division _____
(d) Library _____
(e) Other (please specify) _____

_____

(17) How do you staff your mathematics laboratory?
(a) permanent full-time regular mathematics staff _____
(b) part-time student assistants _____
(c) regular teaching faculty members _____
(d) Library personnel _____
(e) Other (please explain) _____

_____

_____

(17A) Ideally, how would you like to staff your mathematics laboratory?
(a) permanent full-time regular mathematics staff _____
(b) part-time student assistants _____
(c) regular teaching faculty members _____
(d) Library personnel _____
(e) Other (please explain) _____

_____

_____

(18) Do you hire faculty members who are mainly responsible for teaching your developmental mathematics?
(a) Yes _____
(b) No _____

Comments: _____

_____

_____

(19) What is the educational background of the instructor who is mainly responsible for teaching your developmental mathematics?
(a) Master's Degree in Math _____
(b) Master's Degree in Mathematics Education _____
(c) Ph.D. in Math or Math Education _____
(d) Other (please explain) _____

_____

Comments: _____

_____

_____

(19A) Ideally, what would be the educational background of the instructor who is mainly responsible for teaching your developmental mathematics?
(a) Master's Degree in Math _____
(b) Master's Degree in Math Education _____
(c) Ph.D. in Math or Math Education _____
(d) Other (please explain) _____

_____

Comments: _____

_____

_____

(20) Do you identify your special study program students as well as regular mathematically deficient students who enrolled in your developmental mathematics class?
(a) Yes _____
(b) No _____

If yes, please answer (21) - (24).

Comments: _____

_____

_____

(21) What is the percent of the special study program students who have successfully completed their developmental mathematics course? (Rough estimate will be sufficient).

(a) 30% - 35% _____
(b) 36% - 40% _____
(c) 41% - 45% _____
(d) 46% - 50% _____
(e) Other (if less than 30%, or more than 50%, please indicate your percentage). _____
(f) No such information _____

Comments: _____

_____

_____

(22) What is the percent of the regular mathematically deficient students who have successfully completed developmental mathematics? (Rough estimate will be sufficient).

(a) 30% - 35% _____
(b) 36% - 40% _____
(c) 41% - 45% _____
(d) 46% - 50% _____
(e) Other (if less than 30%, or more than 50%, please indicate your percentage). _____
(f) No such information _____

Comments: _____

_____

_____

(23) What is the percent of the outgoing special study students who have successfully completed at least one college-level mathematics course? (Rough estimate is sufficient).

(a) 30% - 35% _____
(b) 36% - 40% _____
(c) 41% - 45% _____
(d) 46% - 50% _____
(e) If less than 30% or more than 50%, please indicate the exact percentage _____
(f) No such information _____

Comments: _____

_____

_____

(24) What is the percent of the outgoing regular mathematically deficient students who have successfully completed at least one college-level mathematics course? (Rough estimate is sufficient).

(a) 30% - 35% _____
(b) 36% - 40% _____
(c) 41% - 45% _____
(d) 46% - 50% _____
(e) If less than 30% or more than 50%, please indicate the exact percentage _____
(f) No such information _____

Comments: _____

(25) What is your total enrollment in the mathematics developmental program? (Only for the students of special study program).

(a) 51 - 80 _____
(b) 81 - 110 _____
(c) 111 - 140 _____
(d) 141 - 170 _____
(e) 171 - 200 _____
(f) 201 - 250 _____
(g) 251 - 300 _____
(h) 301 - 350 _____
(i) 351 - 400 _____
(j) 401 - 450 _____
(k) 450 - 500 _____
(l) Other (please explain) _____

(26) What is your overall enrollment of developmental mathematics classes?

(a) 51 - 80 _____
(b) 81 - 110 _____
(c) 111 - 140 _____
(d) 141 - 170 _____
(e) 171 - 200 _____
(f) 201 - 250 _____
(g) 251 - 300 _____
(h) 301 - 350 _____
(i) 351 - 400 _____
(j) 401 - 450 _____
(k) 451 - 500 _____
(l) Other (please specify) _____

(27) How do you choose your instructors to teach developmental mathematics? (You could check more than one answer).

(a) Rotating among the mathematics faculty members _____
(b) Any faculty members in the Mathematics & Science Division _____
(c) Best qualified instructors in your department _____
(d) Faculty volunteers _____
(e) Graduate assistants _____
(f) Other (please specify) _____

Comments: _____

(27A) Ideally, how would you like to choose your instructors to teach developmental mathematics? (You could check more than one answer).
(a) Rotating among the mathematics faculty members _____
(b) Any faculty members in the Math & Science Division _____
(c) Best qualified instructors in your department _____
(d) Faculty volunteers _____
(e) Graduate assistants _____
(f) Other (please specify) _____

_____

Comments: _____

_____

_____

(28) Do your instructors share their information concerning methods, techniques, materials in the instruction of the special studies students?
(a) Yes _____
(b) No _____
(c) Other (please explain) _____

_____

Comments: _____

_____

_____

If (a) or (c), please answer (29).

(29) How do you conduct the sharing information concerning mathods, techniques, materials in the instruction of the special studies students? (You may check more than one answer).
(a) Faculty meeting _____
(b) Scheduled seminar _____
(c) Informal exchange ideas _____
(d) News bulletin _____
)e) Other (please specify) _____

_____

Comments: _____

_____

_____

(29A) Ideally, how would you like to conduct the sharing information concerning mathods, technniques, materials in the instruction of the special studies students. (You may check more than one answer).
(a) Faculty meeting _____
(b) Scheduled seminar _____
(c) Informal exchange ideas _____
(d) News bulletin _____
(e) Other (please specify) _____

_____

Comments: _____

_____

_____

(30) Do you know that we have support service personnel indirectly involved in special studies program at the various units of the University System?
(a) Yes _____
(b) No _____

If yes, please answer (31).

(31) Have your instructors referred their students to the support service personnel (counselor) for consultation due to the unsatisfactory performance in class?
(a) Yes _____
(b) No _____
(c) No such information _____

If yes, please answer (32).

(32) Do you think that their students have much improvement after consultation with the support service personnel?
(a) Yes _____
(b) No _____
(c) No such information _____

(33) Does your college have a committee of special studies?
(a) Yes _____
(b) No _____

If yes, please answer (34), (35).

(34) The committee of special studies consists of: (You could check more than one answer).
(a) Head of Academic Division (Department) _____
(b) Instructors of Special Studies _____
(c) Support personnel _____
(d) Other (please explain) _____

_____

(35) The main objectives of the Committee of Special Studies are: (You could check more than one answer).

(a) To serve as a communication between faculty members of the Special studies _____

(b) To evaluate new applications and the achievements and progress of individual students of special studies _____

(c) To share ideas, methods, techniques and materials in the improvement of the instruction of the special studies students.

(d) To recommend and identify new courses for special studies students _____

(e) Other (please explain) _____

_____

_____

Comments: _____

_____

_____

(35A) Ideally, the main objectives of the Committee of Special Studies should be the following: (Please list your objectives).

_____

_____

_____

_____

_____

_____

_____

_____

_____

I would like to express my sincere appreciation for your cooperation in this study.

Sincerely yours,

Ping-Tung Chang