ABSTRACT SUMMARY
AND RECOMMENDATIONS

Based on your review, please concisely identify the following:

Summary of Developmental Education Program Review Findings

Due to its ability to develop policies and procedures to improve developmental education, the Developmental Education Advisory Committee is a great asset to the Developmental Education Program. Better communication could potentially lead to developmental students improving their rates of success; nevertheless, the factors that contribute to student success or failure are not completely understood and research is ongoing.

Strengths of Developmental Education Program

1. The Developmental Education Advisory Committee (DEAC) is a major strength of developmental education.
2. Faculty and staff recognize developmental education as a serious commitment and strive to improve the knowledge and confidence of developmental students.
3. The resources necessary to make improvement are generally available.

Improvement Needs of Developmental Education Program

1. Coordinating the various departments whose personnel advise, test, tutor, and teach developmental students could potentially improve the success of developmental students.
2. Those faculty or staff who instruct/tutor developmental students need professional development that focuses specifically on developmental education.
3. LSC-O does not have a measure of student perception of developmental education.
4. LSC-O needs to know what factors influence the sequential course study.
5. LSC-O lacks adequate software/resources to assist developmental students.
6. The Developmental Education Program lacks a consistent system of numbering for its courses.
Action Plan (with dates) to Implement Improvements

1. To improve coordination of the various departments who contact developmental students, the Developmental Education Program Review Committee purposes the following:
   
a. The DEAC’s membership should include representation from the library.
      Date: On or before ________________, the library will have representation on the DEAC.
   
b. Under the guidance of the DEAC, all personnel who advise, tutor, teach, or test developmental students will meet. This meeting should occur at least once every semester.
      Date: The DEAC will call the first meeting on or before ____________.
   
c. LSC-O will offer a website advertising seminars and the resources on campus.
      Date: This website should be running by the end of ________________.

2. Faculty and staff who instruct and/or tutor developmental students must take part in at least one professional development activity a year. These seminars must directly relate to developmental education.
      Date: Faculty and staff must attend at least one activity relating to developmental education beginning ________________.

3. The Office of Research and Effectiveness must implement a method of measuring student perceptions of developmental education.
      Date: The OIRE must implement this instrument by ________________.

4. The Developmental Education Advisory Committee is responsible for developing methods to determine what factors influence the sequential course study.
      Date: The DEPRC requests that the DEAC explore this issue at their next meeting.

5. The Learning Center will meet with division chairs and faculty representatives to discuss what software/resources LSC-O needs to assist developmental students.
      Date: The DEPRC requests that the Learning Center make budgetary adjustments in order to purchase software/resources that will assist developmental students.
6. The Developmental Education Advisory Committee is responsible for numbering developmental courses in a consistent basis.

Date: The DEPRC requests that the DEAC take up the issue of uniform course numbering for developmental courses in its next meeting.
COMPONENT ONE
DEVELOPMENTAL EDUCATION PROGRAM
DESCRIPTION AND GOALS

I. A. What is the Developmental Education mission statement? Explain how it is consistent with the LSC-O institutional mission.

Providing higher education opportunities to populations previously unserved is a distinguishing characteristic of two-year institutions. This commitment is exhibited through an open-door admissions policy. As a result, a wide range of pre-college level courses exists for those students who, for whatever reason, are not prepared to enter college-level study.

Due to this institution’s unflinching commitment to provide instruction to all, developmental education is not only consistent with LSC-O’s mission, but it is integrated into the functions of the College. The Lamar State College-Orange mission includes developmental education as one of its primary purposes. The corresponding purpose statement reads:
“To provide developmental programs for students not ready for college-level work.”

B. What is developmental education, and who enrolls in developmental courses?

Lamar State College-Orange (LSC-O) defined developmental education and the developmental student as follows:

1. Developmental education is remedial instruction that prepares students to successfully pursue college programs of education or training.

2. Developmental courses deal with knowledge and skills that are normally acquired at the elementary or secondary level.

Students enrolled in developmental education courses are a diverse group. They range in formal education, age, socio-economic status, cultural background, and needed skills. They may also be disadvantaged by unrealistic career goals, weak self-concepts, and previous academic failures.

C. Attach the goals and the assessment plan of the Developmental Education Program. This assessment should include learning objectives, measures, implementation, evaluation, and use of results. Include any pertinent specific information from annual unit plans over the past four years.
Program Goals

The goals of developmental education are:

1. Students in developmental education will acquire the skills necessary to succeed in college-level courses.

2. Students in developmental education will be prepared to pass the ASSEST/COMPASS test.

Intended Student Outcomes

1. Students enrolled in developmental reading, writing, and/or math will complete the course.

2. Students enrolled in developmental reading, writing, and/or math will pass the course.

3. Students who pass a developmental course will have the skills to succeed in the sequential course.

4. Students completing the Developmental Education Program will do as well as or better than those students who did not require remediation in an introductory college-level course.

5. Students successfully completing the Developmental Education Program will pass the ASSET/COMPASS.

Annual Unit Plan and Expectations

D. What is the role and scope of the Developmental Education Advisory Committee? Include a list of meeting dates over the past four years and the current committee membership.

The Academic Affairs Division has primary responsibility for the Developmental Education Program.

- The Liberal Arts Division Chair is responsible for reading, writing, and study skills.

- The Mathematics and Science Division Chair is responsible for developmental math courses.

- The Director of the Learning Center is responsible for tutoring and other academic support services.
• The Director of Advising, Counseling, and Testing in the Student Services Division is responsible for testing, advisement, retention and other student support services.

These four positions, in addition to the Testing Administrator, the Chair of the Curriculum Committee, faculty who teach developmental classes, and a representative of the student body, serve as the membership of the Developmental Education Advisory Committee. The Vice President for Academic Affairs serves as the Chair of the Developmental Education Advisory Committee.

The committee is responsible for setting goals for the Developmental Education Program, making policy and practices recommendations to the Academic Affairs and Student Services Divisions, and developing a comprehensive evaluation plan based on assessment data and improvement needs.

The Developmental Education Advisory Committee met at the following times between the years _________________.

(insert dates of meetings)

Current members of the Developmental Education Advisory Committee include:

(insert committee members)
II. A. List the developmental courses offered at LSC-O. List the course and semester offered.

LSC-O offers developmental classes in mathematics, reading, and writing. Below is a listing of all the classes offered. Because developmental education is essential to the purposes and goals of the College, LSC-O places developmental classes on the schedule every spring and fall semester.

Developmental Mathematics

1. **DMTH 0300 Pre-Algebra**
   This course addresses basic skills of whole numbers, decimals and fractions, ratio and proportions, percent, measurements, powers and roots, signed numbers, and geometry. Credit does not apply to any degree plan. **General**: Topics emphasized are whole numbers, fractions, decimals, ratio and proportion, percent measurement, geometry, statistics signed numbers, and other beginning algebra concepts.

2. **DMTH 0301 Introduction to Algebra**
   This course addresses basic skills, ratio and proportions, signed numbers, exponents, word problems, polynomials, solving and graphing linear equations and system of equations. Credit does not apply to any degree plan. Prerequisite: DMTH 0300 or appropriate math placement score. **General**: Topics emphasized are whole numbers, fractions, decimals, ratio and proportion, percent, measurements, geometry, statistics signed numbers, and other beginning algebra concepts.

3. **DMTH 0302 Intermediate Algebra**
   This course provides a review of skills and concepts of basic algebra, signed numbers, linear equations and systems, quadratics, radicals and logarithms. Credit does not apply to any degree plan. Prerequisite: DMTH 0301 or appropriate math placements score. **General**: Topics emphasized in the course are designed to provide a basis for further mathematics study in college algebra.
Developmental Reading

1. **DRDG 0301 College Prep Reading**
   This course provides intensive study and practice in reading comprehension and vocabulary development to prepare students for college-level reading tasks. Credit does not apply to any degree plan.  
   *General:* Students will perform reading exercises designed to enable them to understand the main ideas, central point, author’s purpose, and the scope of written selections. When students have completed those tasks, the course will focus on taking and passing the ASSET test.

Developmental Writing

1. **DWRT 0301 College Prep Writing**
   This course addresses the development of writing skills with emphasis on individualized instruction in composition. This course is designed to prepare students for the writing portion of the ASSET test and/or entry into ENGL 1301. This course does not satisfy general degree requirements for freshman English.  
   *General:* Students will perform writing exercises. When students have completed those tasks, the course will focus on taking and passing the ASSET test.

Study Skills

1. **STSK 0101 Study Skills**
   This course is designed to assist in developing the skills necessary to become a more successful college student. A student is enrolled in the course for one of several reasons: 1) by student request to help their college career, 2) an advisor recommended the course to help address weaknesses in study strategies, 3) a student failed or made a “D” in one of the following courses: DRDG 0301; DWRT 0301; or DMTH 0300, 0301, or 0302.  
   *General:* Students are required to attend a minimum of eight 50 minute free study skill seminars of various topics at various times that best fit their schedule.
B. Are syllabi on file for every course?  **YES**

Are course syllabi current and updates regularly?  **YES**

Are course syllabi comprehensive and include learning outcomes?  **YES**

Do course syllabi conform to college requirements?  **YES**

C. Do students evaluate the Developmental Education course/instructor each semester? How does LSC-O use the results?

*Students evaluate developmental courses just as they evaluate any other course; likewise, the College uses the results of these surveys just as they would for any other course.*
COMPONENT THREE
STUDENT SERVICES/RESOURCES

III. Student Services

A. List the circumstances in which a student would enroll in a Developmental Education course.

1. A student entering LSC-O must take the ASSET test or an approved alternative test for assessment and placement before registering for college-level coursework.

2. If the student is exempt (see below), he/she may enroll in developmental classes by choice.

3. Unless a student’s test scores allow, he/she must take developmental math courses sequentially.

B. What assessments do college officials use to determine if students must enroll into the Developmental Education Program? What methods does LSC-O use to verify the accuracy of these assessments?

The Testing Center administers the ASSET on the LSC-O campus and is available in the computerized version of COMPASS. In addition, THEA is available on the LSC-O campus.

Exceptions to the assessment and placement requirement include a student who:

- Has an ACT (taken within the last five years) composite score of 23 with a minimum of 19 on both the English and the Math tests;

- Has a SAT score (taken within the last five years) with a combined verbal and mathematics score of 1070 and a minimum of 500 on both the verbal and the mathematics tests;

- Has a TAKS score (taken within the last three-year period) with a minimum score of 2200 on the writing test with a sub-score of at least three, a score of 2200 on the mathematics test;

- Has achieved an exit-level score (within the last three-year period) on the ASSET or an approved alternative test;

- Has graduated with an associate or baccalaureate degree from an institution of higher education;
Transfers from an institution of higher education from a private or independent institution of higher education or an accredited out-of-state institution of higher education and who has satisfactorily completed college-level work;

- Has previously attended any institution and has been determined to have met college-readiness standards by that institution;
- Enrolls in a level-one certificate program of one year or less;
- Is serving on active duty as a member of the Armed Forces or Texas National Guard;
- Currently serves, and has served for at least the three-year period preceding enrollment, as a member of a reserve component of the United States Armed Forces;
- On or after August 1, 1990, was honorably discharged, retired, or released from active duty as a member of the United States Armed Forces or the Texas National Guard;
- On or after August 1, 1990 was honorably discharged, retired, or released from service as a member of a reserve component of the United States Armed Forces; or
- Is not seeking either a degree or certificate.

**Math and English Placement**

The College does require all students intending to enroll in a college-level math and/or English composition course to take a placement exam. The above listed placement exemptions do not apply to enrollment in these courses.

Individuals are currently researching the accuracy of the placement instrument.

C. List all policies or requirements that exclude or limit participation of people with disabilities.

There are no such policies.

D. Of the items listed above, describe the alternative methods that LSC-O may use to provide access (equipment, reasonable accommodations to rules, etc.)

Currently the College accommodates students with a disability.
E. Which of the following student support services are accessible to Developmental Education students?

The following student support services are accessible to developmental education students:

1. Coursework (Developmental Studies Program)
2. Counseling (Academic Advising)
3. Tutoring (Learning Center)
4. Study Skills seminars and workshops
5. Computer assisted instruction (Learning Center, Library, Testing Center)
6. Disability Support Services

F. How does LSC-O evaluate these services, and what are the results of the evaluation? How does LSC-O use the results of these evaluations to improve/change the effectiveness of student services for Developmental Education students?

The College uses a student satisfaction survey to determine which areas, if any, need attention. LSC-O issues the results of these surveys throughout the campus so that individual departments can improve. However, a random sampling of students takes these surveys. The College may need to consider conducting a survey directed specifically toward developmental students.

In the fall of 2002, a random sampling of 399 students evaluated the services of LSC-O. Below are the results of that survey.

(insert survey results)

In 2003, LSC-O omitted the usual survey due to a private evaluation commissioned by the College. This independent group made several observations regarding developmental education, specifically developmental mathematics. Below are the observations of this group.

**Developmental Mathematics Observations**

- Lack of success in mathematics may be the primary cause of attrition at LSC-O (rare to be able to pinpoint)
- Form a centralized Developmental Education Department (connected to LRC?)
Instruction in developmental math is a distinct discipline that requires instructors with a passion for this—totally unlike mathematics.

This may impact faculty staffing—The College needs to remember that the program exists for student success.

Address quality of instruction issues if they exist.

Without addressing this, improvements in retention will not be maximized.

Mr. Larry R. Wilmore provides a brief questionnaire so that students can evaluate the Study Skills seminars (see Attachment B).

**Student Resources**

A. Describe the technological infrastructure (equipment, facilities, software, etc.) of the Developmental Education Program.

1. Facilities: The Developmental Education Program is not a separate program and shares classroom space with all other educational programs on campus. Classroom space is adequate. LSC-O renovated the campus, and all classrooms and labs provide a comfortable learning environment for students.

   The Learning Center is the site for tutoring and provides a place for students to receive personal assistance. The Learning Center offers private rooms for study groups as well as for the student who needs one-on-one tutoring.

2. Equipment: All classrooms have overhead projectors and faculty may check out laptop computers from the library if they are not already present. Television and VCR equipment are available for instructional purposes. Several classrooms are equipped with wireless Internet connection.

   All faculty have computers and accessory equipment in their offices to assist them in instruction of students.

3. Software: Lamar State College-Orange has different types of software on the campus available to assist students. However, much of the software is out of date. Microsoft Office is the software of choice for the campus.

   The Learning Center is equipped with software for computer-assisted tutorials. In addition, videos are available for math, reading, and writing
B. Describe the staff, including credentials, experience, and professional development for the Developmental Education Program.

The Developmental Program has both full-time and part-time instructors in the following areas:

(insert staff numbers)

1. Credentials and Experiences

LSC-O selects all faculties based on the rules outlined by the Southern Association of Colleges and Schools and the Texas Higher Education Coordinating Board. In addition, experience and demonstration of good teaching practices are used in the employment process. Please see Attachment C for a description of credentials and Attachment D for a description of experience of the faculty.

2. Professional Development

Lamar State College-Orange requires professional development of full-time faculty to enhance teaching skills for student success. Attachment E lists professional activity development of full-time and part-time faculty.
COMPONENT FOUR
STATISTICAL AND EFFECTIVENESS DATA

V. A. List any schedule Developmental Education course(s) that was/were canceled over the past four years.

Attachment A is a listing of canceled developmental classes between the years (describe table). The table below shows the semester and number of classes cancelled.

(insert table)

B. Developmental Education Unduplicated Enrollment

The percentage of developmental students has (describe table).

(insert table)

C. What percent of credit hours offered are developmental classes?

(describe table)

(insert table)

D. What is the retention rate of developmental students?

(insert table)

As this chart illustrates, the retention rate of developmental students remains ____________. It would be interesting to compare the retention rate of students enrolled in one or more developmental course with the retention rate of students not enrolled in a developmental course.

E. The following assesses the Intended Student Outcomes enumerated in the Developmental Education Plan.

1. The first objective is for developmental students to complete their course.

The figure below shows the percentage of developmental students that successfully completed the developmental course in question.

The Developmental Education Plan requires that seventy percent of developmental students complete their course.

(insert chart)
2. Next, the Developmental Education Advisory Committee wished to ensure that students passed their developmental courses.

3. The DEAC stated, “Seventy percent of the students who have successfully completed a developmental course and then enrolled in and completed the sequential course will pass.”

4. The research for the fourth outcome, insuring that developmental students perform greater than or equal to non-developmental students, is underway and included in the Committee’s Action Plan.

5. The final element of the Intended Student Outcomes is that developmental students will “pass the ASSET/COMPASS.”