Lamar State College-Orange
Developmental Education Plan

I. Introduction
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.

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.

II. Mission
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.”

III. Definition
Lamar State College-Orange (LSC-O) defines 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.

IV. Organization
Developmental education is integrated into the academic division where both pre-college and college-level courses are offered. All instructors are considered faculty of the division and may teach both types of courses. The division budget does not distinguish between developmental and college-level course expenses.

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

• The Arts and Sciences Division Director is responsible for reading, writing, study skills, and 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 three positions, in addition to the Testing Administrator, the Dean of Instruction, the Chair of the Curriculum Committee, faculty who teach developmental classes, and a representative of the Library, 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.

VI. Courses
The following constitute developmental courses at LSC-O:

- DMTH 0300 Pre-Algebra
- DMTH 0301 Introduction to Algebra
- DMTH 0302 Intermediate Algebra
- DRDG 0301 Developmental Reading
- DWRT 0301 Developmental Writing
- STSK 0101 Study Skills

VII. Assessment and Placement Requirements
A student entering LSC-O must take the ASSET test or an approved alternative test for assessment and placement before registering for college-level classes. ASSET is given on the LSC-O campus and is also available in the computerized version of COMPASS.

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 (a “C” or better) college-level work as follows:
  - Reading – Psychology, Government, History, and Literature
  - Writing – English 1301, English 1302, and the academic technical writing course
  - Mathematics – any college-level math course;
- has previously attended any institution and has been determined to have met college-readiness standards by that institution;
Lamar State College-Orange
Developmental Education Plan

(* A student may be exempt for individual sections of the TSI based upon minimum scores in the area. For example, a student scoring a 450 on the SAT math and a 620 on the SAT verbal/English would not have to take the TSI reading/writing sections but would have to take the math section of the TSI.)

The following are exemptions or waivers from TSI requirements but are subject to placement requirements:

- 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 Stated Armed Forces.
- Is non-degree or non-certificate seeking (6 hrs. maximum).

Study Skills Requirement
Students enrolling for the same developmental course after failing (with an “F”) the course must enroll in Study Skills—STSK 0101 as a co-requisite for a subsequent enrollment in the same course.

VIII. Minimum Passing Standards and Placement Scores

Math and English Placement
All students intending to enroll in a college-level math and/or English composition course (except those who are academically exempt from TSI based on scores) are required to take a placement exam.

<table>
<thead>
<tr>
<th>ASSET</th>
<th>Writing Essay</th>
<th>Writing Objectives</th>
<th>Status</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPASS</td>
<td>6</td>
<td>n/a</td>
<td>passed</td>
<td>college level</td>
</tr>
<tr>
<td></td>
<td>5 or higher</td>
<td>40 or higher</td>
<td>passed</td>
<td>college level</td>
</tr>
<tr>
<td></td>
<td>5 or below</td>
<td>35-39</td>
<td>standard deviation*</td>
<td>DWRT 0301</td>
</tr>
<tr>
<td></td>
<td>4 or below</td>
<td>34 or below</td>
<td>not passed</td>
<td>DWRT 0301</td>
</tr>
</tbody>
</table>

* A student may be exempt for individual sections of the TSI based upon minimum scores in the area. For example, a student scoring a 450 on the SAT math and a 620 on the SAT verbal/English would not have to take the TSI reading/writing sections but would have to take the math section of the TSI.)
Lamar State College-Orange
Developmental Education Plan

**READING ASSET**
- 41 or higher: passed, college level
- 35-40: standard deviation*, DRDG 0301
- below 35: not passed, DRDG 0301

**COMPASS**
- 81 or higher: passed, college level
- 64-80: standard deviation*, DRDG 0301
- below 64: not passed, DRDG 0301

**MATH ASSET**
- Ele. Algebra Status Placement
  - 45 and above: passed, College Algebra
  - 38-44: passed, DMTH 0302, or MATH 1332, or MATH 1350
  - 30-37: standard deviation*, DMTH 0301
  - below 30: not passed, DMTH 0300

**COMPASS**
- Algebra Status Placement
  - 44 or higher: passed, College Algebra
  - 39-43: passed, DMTH 0302, or MATH 1332, or MATH 1350
  - 23-38: standard deviation*, DMTH 0301
  - below 23: not passed, DMTH 0300

* Students scoring within this standard deviation must be remediated but are not required to retest. Successful completion of DMTH 0301, DRDG 0301 and DWRT 0301 qualifies the student for completion of the Texas Success Initiative. Placement into a remedial class is automatic unless appealed to the division director who may authorize alternative remediation methods.

A student that is TSI exempt may take the MAA test two times for initial placement in math.

**IX. Advising**
A new student, a student who has not passed all sections of an approved exam for TSI, and a student who has attained fewer than 15 college-credit hours are required to receive academic advising from the Advising and Counseling Office located in the Ron E. Lewis Library, Room 354.

All other students are assigned to a faculty advisor associated with the student's major.

Students are advised of the assessment, placement, and advising requirements during recruitment, admissions, and their enrollment into classes. Students placed into developmental classes are
Lamar State College-Orange
Developmental Education Plan

further advised in writing, at the time of registration. Developmental education requirements are included on each course syllabus.

Placement: A student who does not pass one or more sections of an approved exam for TSI purposes is required to enroll in at least one of the corresponding developmental courses based upon placement scores.

A student who attempts but who is unable to complete the developmental sequence successfully may be eligible for an Individual Plan.

Transfer Students
Placement scores and developmental courses transferred by students from other Texas institutions will be honored for initial placement. A transfer student who fails the corresponding course during his/her first semester at LSC-O will be subject to LSC-O placement testing. (See pages 3 - 4 for testing and placement scores.)

Exiting Remediation:
A student is required to be in continuous remediation, except during mini-session terms, until passing the ASSET/COMPASS or approved alternative test.

Students may retake ASSET/COMPASS at any time (subject to testing mandates) to determine their readiness to perform college-level academic coursework.

A student is not required to enroll in a developmental course after passing the ASSET/COMPASS test or an approved alternative TSI exam.

A student must place into a college-level course or successfully complete the developmental sequence that precedes the required college-level course before enrolling in that course.

Course Grades:
Students enrolled in a developmental course will be given ASSET/COMPASS as part of the course requirements. Students must “place” into the next level course by their ASSET/COMPASS scores or pass the developmental course with a grade of “C” or above. The end of semester ASSET/COMPASS score will be considered 10% of the semester grade. All course grades become part of the GPA.

Eligible course grades are; A, B, C, D, F, U and S

Students that retake an approved TSI alternative exam and passes before the start of final exams will be given an “S” grade and may not be required to further attend. Final exams will be required of any student that doesn’t meet this deadline.
Lamar State College-Orange
Developmental Education Plan

Attendance: Students enrolled in developmental courses are expected to attend regularly and complete all assignments and testing. Students attending class three days per week are allowed 6 (six) absences and students attending class two days per week are allowed 4 (four) absences within one semester. Students exceeding the allowed number of absences will not be dropped from their course(s) but may be given a grade of “F”. Students failing TSI must be enrolled in at least one (1) developmental course each semester and may not drop that class while taking other courses until they have successfully completed all TSI requirements.

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

XI. Intended Student Outcomes
1. Students enrolled in developmental reading, writing, and/or math will complete the course or complete TSI requirements.
2. Students completing developmental reading, writing, and/or math will pass the course.
3. Students who pass a developmental course will succeed in the sequential course.
4. Students completing developmental education will succeed in the subsequent college-level course at rates comparable to those students who did not require remediation.
5. Students requiring remediation will be retained at retention levels comparable to non-remediated students as well as the state average.

XII. Assessment Measures and Criteria
1. Seventy percent of students in developmental courses will complete the course or TSI requirements.
   Source: Grade distribution each fall and spring semester
2. Fifty percent of students who complete a developmental course will pass the course with a “C” or better.
   Source: Grade distribution each fall and spring semester
3. Seventy percent of the students who have successfully completed a developmental course and then enroll in and complete the sequential course will pass.
   Source: Sequential course study data each fall and spring semester
4. Remediated students enrolled in a sequential course receiving a grade of “B” or better will be within 5% of students not requiring remediation who receive a grade of “B” or better.
   Source: Sequential course study data each fall and spring semester
5a. Retention rates of First Time in College students will be within 5% of students not requiring remediation.
   Source: Annual data profile
Lamar State College-Orange
Developmental Education Plan

5b. Retention rates of remediated First Time in College students will be within 5% of state average.
Source: Annual data profile

XIII. Data Collection and Analysis
The Director of Institutional Research is responsible for collecting all data and providing an analysis of the results. The Director of Institutional Research will provide completed reports to the Director of Institutional Effectiveness.

The Director of Institutional Effectiveness is responsible for reviewing all reports, developing recommendations for the use of the results, disseminating the results and recommendations to the Vice President for Academic Affairs, the Vice President for Student Services, members of the Developmental Education Advisory Committee, and the Developmental Education faculty.

The Division Director (Arts and Sciences) has responsibility for implementing recommendations for use of the results and/or other approved changes.

The Developmental Education Advisory Committee has responsibility for an annual review of all assessment data and follow-up of the use of results.

The Director of Institutional Effectiveness will provide developmental education assessment information to the DEAC annually.

VPAA/RC 4/04, 2/06, 4/06, 11/06, 2/07, 10/08, 10/10