

**CTC Developmental Education Plan
Developmental Studies Department
Jenny Shotwell, Department Chair**

Mission Statement: *The mission of the developmental studies department is to prepare the student for success at college-level studies. This preparation includes skills in content areas such as mathematics, writing, reading and study skills; this preparation also fosters organization of written work, memory development, critical thinking, abstract thinking, time management, persistence in the face of difficulty, and effective test-taking.*

Purpose statement: *The Developmental Studies department facilitates learner-centered teaching using a variety of strategies and methodologies that address diverse students' needs to enhance basic reading, writing, mathematics, and study skills, and aptitude for successful attainment of personal and academic goals. This preparation includes skills in multiple content areas and establishes the fundamental groundwork for academic success.*

The primary objective of the Developmental Studies Department is to prepare the student for college-level studies. Our goal is to help students achieve their maximum potential and enhance their chances for academic success. Classes, programs, and mentoring initiatives provide students with opportunities for skill development designed to improve aptitude in writing, reading, study skills, and mathematics. To accomplish this objective we will align our department with the Texas' Developmental Education Plan goals which are as follows:

I. Goal 1: Identify innovative projects to improve the access, acceleration, and success of students who need developmental education to achieve college readiness, with a specific emphasis on non-course based remediation efforts.

A. Non-Course Based Option (NCBO) Targeted-Accelerated Development (TAD) Program

1. DSMA 0499 – Lab-based accelerated option for students to complete multiple developmental mathematics levels in one term. Student will be required to complete an application and sign a course contract prior to enrolling, and will work through the Program using an Individualized Plan. DSMA 0499 will be offered online starting in the Spring 2018.
2. DSMA 0493/MATH 1314 – Co-requisite model for students to complete the final Developmental Mathematics class simultaneously with the credit-bearing College Algebra course.

Student will be required to complete an application and sign a course contract prior to enrolling.

3. TAD BIT – Two-week intervention for students to be given a second opportunity to pass the DSMA final examination after a previous unsuccessful attempt. Student must meet minimum standards set forth by the department to be invited.
4. DSMA 0491 – Three credit hour course built specifically for students who were not successful, but completed DSMA 0300. This course merges the Pre-Algebra and Beginning Algebra courses allowing the student to stay on their current timeline to complete the developmental mathematics sequence.

B. Developmental Reading/Writing NCBO

1. DIRW 0413/ENGL 1301 – Co-requisite model for students to complete the final Developmental English class simultaneously with the credit-bearing Composition I course. Student will be required to complete an application and sign a course contract prior to enrolling.
2. The department is currently designing a two-week course to aid the student whose writing does not meet Texas Success Initiative Assessment (TSIA) standards. Individualized instruction will improve a student's TSIA essay score; therefore this option will be offered the student who is TSI Complete in Reading/Writing Objective scores, but whose essay score is less than 4.

C. Pre-Assessment Activity

1. The department will create a free online course for incoming student to complete for remediation prior to the completion of the TSIA. This course will integrate both mathematics and English objectives. Additional remediation will be available to student for small access code registration fee to use a My Lab product.
2. The department will create a Pre-Assessment Activity for the students to compose practice essays and receive helpful feedback. The initial program will allow a student to obtain a sample prompt, submit an essay via email, and receive general comments from an instructor.

D. College Prep Classes Taught at High School

1. House Bill 5 states that high school students deemed unprepared for college will be asked to enroll in College Prep classes at the high school campuses. Each participating ISD will submit a Memorandum of Understanding (MOU), and then will receive the requisite curricula and examinations.
2. The department will design and implement an online course to give the ISDs an additional option. (DSMA 0499)

E. English for Speakers of Other Languages (ESOL)

1. Texas State Legislature dictates that every institution will have an NCBO for ESOL classes. The department is continuously researching to determine the best fit option for their current student population.
2. The department will be re-designing and re-structuring the ESOL curriculum and courses starting in the Fall 2017 term. It is tentatively planned to start the process with the reading sequence. This redesign will include both horizontal and vertical alignment with the Developmental Reading and Writing courses.

II. Goal 2: Improve the availability and quality of academic advising and counseling services for developmental education students.

- A. Developmental Studies has a specific advisor, who is assigned to the department to help facilitate and disseminate the new initiatives and options for students in need of Developmental Education classes.
- B. The English for Speakers of Other Languages section of the department has a specific advisor, who is assigned to the department to help facilitate and disseminate the new initiatives and options for students in need of ESOL classes.
- C. Advisors will require that students complete Developmental Education / ESOL courses in a timely manner and early in the student's academic career at CTC. Students that test into the ABE Levels will be required to complete those content courses during their first term.
- D. The department will research ways to make the registration and testing requirements for the ESOL students more streamlined. The current method requires the student to go to multiple offices prior to registering for their first class.

III. Goal 3: Increase the preparedness of developmental educators.

- A. Creation of the online professional developmental class in an online platform. Three classes will be created for instructors to share best practices and/or research articles that pertain to the department as a whole, mathematics, and reading/writing/ESOL. This will also be a portal for the department to share campus professional development.
- B. Continued participation of the department's NCBO and TAD Coordinator presenting at statewide conferences and collecting best practices to be shared within the department.

IV. Goal 4: Improve the quality and effectiveness of developmental education programs.

- A. As staffing changes occur, the department will continue to hire employees for the developmental computer lab that can assist students in reading/writing/ESOL/mathematics subject areas. These new employees will serve as tutors as well as lab assistants.
- B. Implement the policy that requires students to maintain continuous enrollment if deemed to need developmental education classes.
- C. Research ways to require students to complete the requisite credit-bearing course(s) the semester immediately following completion of the developmental education/ESOL sequence.

V. Goal 5: Improve the assessment and placement of students into developmental education.

- A. With the implementation of the TSIA, the department will research gaps between testing and placement in developmental course levels.
- B. The department will update the current Pre-Assessment Activity with the free online course to provide the students the opportunity to--with self-remediation--test into a higher level.
- C. The department will also research the numbers of ESOL students and determine if they are finishing the program and becoming college ready based on standardized assessments.
- D. The department will research a new internal placement test for the ESOL program. If necessary, the department will create their own placement test that will cover reading/writing and conversational English.

Texas Success Initiative (TSI)

- All students not exempt or waived from TSI will be required to take a placement examination approved from the Texas Higher Education Coordinating Board. (THECB)
- As of August 26, 2013, the only test approved by the THECB is the Texas Success Initiative Assessment (TSIA). New students entering Central Texas College for the first time in fall 2013 and returning students retesting for TSI purposes or who were previously TSI waived are required to take the TSIA.
- A student is deemed college-ready in the applicable subject area of the TSI if he/she meets or exceeds the Board-approved minimum standard set forth in Rule § 4.57.
- A student who fails to meet the minimum passing standards of the TSI is said to not be TSI Complete and must participate in the developmental courses in the subject area(s) needed. A student will be required to be enrolled in at least one subject area until the student has completed that highest level of the developmental subject sequence. It is recommended that, if a student needs the lowest level of reading and mathematics, these deficiencies should be completed first.
- A student that tests into the ABE level for a content area must register for that specific subject area during their first term at Central Texas College. If tested in to the ABE Levels 1 – 4 in Reading, the student must register for the lowest level of Reading available. Students that test in to ABE Levels 1 – 4, must register for DSMA 0400 or DSMA 0499. Students with ABE scores of 5 – 6, will just follow the rules based on their TSIA score.
- A student that passes the highest level in the developmental subject area sequence will be deemed college-ready and TSI Complete in that subject.
- A student can also be deemed as college-ready and TSI Complete by re-taking the TSIA and achieving a passing score in that subject area. It is recommended that a student complete remediation prior to retaking the examination. A student that retakes the TSIA during the term they are registered for a developmental course, should not withdraw from the course before getting approval from academic advising and/or financial aid.
- Withdrawal from all developmental coursework may result in withdrawal from all CTC courses for that term.

TSIA Scoring

Passing Scores (Currently in Phase I of THECB plan)

TSIA	Reading	Writing	Mathematics
Passing Score	351+	350+ with essay of at least 5; or 363+ with an essay of 4; or a placement score of less than 350 and an ABE Diagnostic level of at least 4 and an essay score of at least 5.	350+

Placement Scores

Test Scores	Developmental Reading Courses
0 - 345	DSRE 0300
345 - 350	DIRW 0413

Test Scores	Developmental Writing Courses
0 - 355	DSWR 0301
356 – 362 Essay: < 4	DIRW 0413

** All reading/writing courses are offered as a traditional lecture course as well as in the online format. Student must meet the qualifications for both reading and writing to enroll into DIRW 0413.

Test Scores	Developmental Mathematics Course Traditional & Online / NCBO
0 - 338	DSMA 0400 / 0499*
339 - 343	DSMA 0401 / 0499*
344 - 349	DSMA 0303 / 0493*

* Please see <http://www.ctcd.edu/ncbo> for more details about the NCBO classes

* DSMA 0499 will be offered online starting Spring 2018.

Continuous Enrollment Requirement

A student is required to be in continuous enrollment in developmental education classes until the student passes all developmental education subject areas or retakes the TSIA and meets or exceeds the minimum standard and is deemed TSI Complete. This means a student must be enrolled in at least one developmental course each term until college ready in reading, writing, and mathematics.

Developmental Course Repetition

- A student who receives a grade of “F” in a developmental education course twice must co-enroll in the DSED 0300 course on the third attempt. DSED 0300 will be offered online starting Spring 2018.
- After a student exceeds the 27 semester hours for developmental education classes, Central Texas College may charge out of state tuition for further Developmental Education courses.

Attendance Policy

Students enrolled in developmental education courses are required to attend course regularly. Attendance will be included as part of the course grade. Some courses have a requirement for students to complete 16 lab hours outside of class. If a student fails to complete the 16 hour lab requirement, he/she will not be eligible to take the final examination and a grade of 0 will be entered. Final grade will then be calculated.

Grading Scales

Grades in the developmental education classes are A, B, C, D, and F. Students that receive a grade of D or F will be required to enroll in the course again. The DSMA 0499 course will have the grading scale of P or F. Students that earn an F in DSMA 0499 will not be eligible to register for the course again and will return to the traditional course sequence.

Non-Course-Based Developmental Education Courses

- Non-Course-Based-Option courses were developed to aid the developmental education student in completing the required developmental sequence in an accelerated learning environment. For up-to-date information concerning the Non-Course-Based Opportunities at Central Texas College, please refer to the NCBO webpages: <http://www.ctcd.edu/ncbo>
- The NCBO program is growing, and there are many opportunities for a student to advance through the developmental mathematics sequence at a faster pace; developmental reading/writing and ESOL opportunities are evolving.