

INTRODUCTION

“...activities that serve to generate significant improvements in the organization as a whole ultimately serve to improve student retention.”

Dr. Laurence Smith
Mobilizing the Campus for Retention
American College Testing Program (ACT)

Louisiana State University at Eunice’s Quality Enhancement Plan (QEP), “Pathways to Success,” is based upon on a campus-wide goal to increase the overall level of institutional effectiveness through the enhancement of the freshman experience. To this end, the campus is focused on the programmatic strategy of enhancing and improving the delivery of developmental education courses and services. This will improve academic and personal growth for a large student population and will enable the University to improve student performance, college-level learning, and, ultimately, student success and persistence.

The selection of developmental education as the focus of LSUE’s QEP is a product of campus and state initiatives that place student success and persistence as priority issues in Louisiana postsecondary education. In 2000, the University set in motion its five-year strategic plan, “A Blueprint for the Future.” As part of the strategic plan, a new mission statement was developed that included the following two items:

- Prepare programs of developmental studies which will upgrade student skills to the levels necessary for successful college experience.
- Provide the necessary support services to help students realize their maximum potential.

The strategic plan established specific strategies intended to enhance the developmental education program. It called for decreasing class sizes for developmental courses, designating prerequisites for college courses which students should not enroll in if taking developmental courses, and increasing course offerings and times for developmental courses and enforcing enrollment in these courses. The QEP incorporates these strategies in its action plans.

Article VIII, Section V of Louisiana's Constitution requires the Board of Regents to formulate and periodically revise a master plan for postsecondary education. Accordingly, the Board of Regents published the *Master Plan for Public Postsecondary Education: 2001*. To improve the quality of life for the state's citizens, the plan challenges the public postsecondary education community based on each institution's mission to accomplish three primary goals:

1. Increase opportunities for student access and success
2. Ensure quality and accountability
3. Enhance services to communities and state

The goal of the QEP, to establish a developmental education program to enhance student success and persistence to graduation, is directly linked to several key initiatives in the *Master Plan*: improved retention of first time, full time freshmen from the first year to the second year; implementation of select admission criteria at four-year colleges and universities resulting in an increase in underprepared students at two-year colleges; improvement in three-year graduation rates at two-year colleges; and expansion of developmental education opportunities and services at community colleges.

In response to the goals of the *Master Plan*, the Board of Regents contracted with Noel Levitz to work with each two-year public college to develop an enrollment management plan with a campus-specific retention assessment system. LSUE's *Enrollment Management Plan* (see Appendix) includes retention initiatives closely aligned with the QEP. Specifically, Goal 4 of the enrollment plan calls for increasing the success rate of students in developmental studies by 5%, 2% in developmental English, and 5% in developmental mathematics by 2005. To achieve this goal, the action plan establishes the Quality Enhancement Plan's recommendations for a comprehensive developmental studies program as its key strategy. Implementation of the action plan and the QEP has begun with a nationwide search for a Director of Developmental Studies.

The identification of developmental education as the focus of the QEP began with a series of focus group meetings with LSUE faculty, staff, students, and administrators. These groups consistently pointed to the increasing numbers of students at LSUE who were in need of developmental education. As the focus groups noted, the increase in underprepared students was beginning to out pace the institution's ability to administer effectively the developmental education program under its current structure, to meet the instructional needs of these students, to provide quality support services, and to engage developmental students in a systematic program of advisement. Initially, the University took a much broader approach to the issues of success and persistence. Along with developmental education and advisement, the institution identified learning communities and the freshmen experience course as components of the QEP. On the advice of Dr. David Carter, SACS liaison to the University, the decision was made to focus specifically upon developmental education.

Louisiana public postsecondary education faces significant challenges as the Board of Regents' *Master Plan* is implemented. As the charts below illustrate, Louisiana's citizens have a very poor educational achievement level and high poverty rate compared to national and regional averages:

EDUCATIONAL ATTAINMENT

	US	LA
8 th grade or less	7.5%	9.3%
Some high school—no diploma	12.1%	15.9%
Associate degree	6.3%	3.5%
Bachelor's degree	15.5%	12.2%
Graduate degree	8.9%	6.5%

(Source: *Chronicle of Higher Education*)

LOUISIANA EDUCATIONAL ACHIEVEMENT BY AGE

16-19 year olds neither in school nor employed	2.5%	US Rank: 46 th
18-24 years olds who are not high school graduates	27.7%	US Rank: 40 th
(Source: <i>Kids Count: Census Data Online</i>)		
25 or older with less than a high school diploma or equivalent	31%	US: 15%
(Source: <i>SREB Fact Book, 2003</i>)		

OVERALL POVERTY RATES (2001)

Louisiana	17.5%
SREB	13.1%
US	11.6%
(Source: <i>SREB Fact Book, 2003</i>)	

POVERTY RATES AMONG CHILDREN UNDER 18

Louisiana	26.6%
SREB	19.2%
US	16.6%
(Source: <i>SREB Fact Book, 2003</i>)	

To enhance student access and success, Louisiana's technical and community colleges are charged with providing academic programs and career training for those citizens of Louisiana who will not be able to enter baccalaureate degree institutions. As the above data suggests, a significant number of these students will need developmental education courses to prepare them for college level course work. LSUE's QEP is in direct response to this challenge faced by two-year public colleges.

While the data discussed above makes a strong case for the selection of developmental education as the focus of the QEP, the choice is further justified by the educational achievement and poverty levels of the region LSUE serves. The majority of LSUE students are residents of Acadia, Evangeline, and St. Landry Parishes, comprising 65 % of the total enrollment. As shown in the tables below, the population in these parishes is characterized by levels of formal education and income that are lower than the state average.

EDUCATIONAL ATTAINMENT

	Acadia Parish: % of Population	Evangeline Parish: % of Population	St. Landry Parish: % of Population
Population 18 to 24 years			
Less than high school graduate	31.6	43.3	35.6
High school graduate (incl. equivalency)	36.5	27.3	34.9
Some college or associate degree	29.7	27.8	27
Bachelor's degree or higher	2.1	1.4	2.3
Population 25 years and over			
Less than 5 th grade	4.2	6.4	6.6
5 th to 8 th grade	13.3	15.4	13.5
9 th to 12 th grade, no diploma	17.8	22.7	17.9
High school graduates (incl. equivalency)	38.0	30.6	33.3
Some college credit, less than 1 year	5.6%	4.1	5.5
1 or more years of college, no degree	8.2%	7.7	9.4
Associate degree	3.4%	3.6	3.2
Bachelor's degree	6.3%	6.2	7.0

(Source: *US Census Bureau, Census 2000*)

**PERCENT OF POPULATION FOR WHOM POVERTY
STATUS IS DETERMINED**

	ALL AGES	RELATED CHILDREN UNDER 18 YEARS	PERCENT OF FAMILIES
Louisiana	19.6	26.3	15.8
Acadia Parish	24.5	30.3	21.0
Evangeline Parish	32.2	39.1	27.2
St. Landry Parish	29.3	37.7	24.7

(Source: US Census Bureau, Census 2000)

First-time freshmen entering college from Acadia, Evangeline, and St. Landry Parish public schools enrolled in one or more developmental education courses at a rate significantly higher than the state average as the chart below details:

FALL 2002 FTF DEVELOPMENTAL RATES BY PUBLIC SCHOOL DISTRICT

	OVERALL DEVELOPMENTAL RATE
Louisiana	40%
Acadia Parish	53%
Evangeline Parish	57%
St. Landry Parish	48%

(Source: Louisiana Department of Education: Reaching for Results)

Reported ACT scores of students entering LSUE confirm a steady growth in students needing developmental education courses, a trend that will continue as admission requirements at four-year colleges require students to attend community colleges. A review of ACT scores of LSUE students for the past three years shows a steady increase in the number of students with a composite score of 15 or less, the target population of the QEP.

FALL ACT COMPOSITE SCORES

ACT	2001	2002	2003
0-15	486	538	549
16-20	1075	1161	1203
21-25	433	476	520
26+	48	52	46

Enrollment data further substantiates both the need for a comprehensive program in developmental education and the significant impact the QEP will have upon the student population. As is discussed in Objective 1 of the plan, from 1998 to 2002, enrollment in all developmental education courses has increased 32%. In the target population of $ACT \leq 15$, enrollment has increased dramatically: study skills (100%), reading skills (159%), English composition (39%), and pre-algebra (83%). Additionally, if the QEP had been in place for the 2002-2003 year, it would have impacted over 36% of the new students. These students face a difficult but not impossible challenge as they attempt to fulfill their postsecondary education goals. As the ACT Corporation notes, these students will need an educational program that includes intensive support services and academic advising. To this end, the QEP Committee has established the goal of the QEP: To establish a Developmental Education Program to meet the needs of underprepared students (those scoring 15 or lower composite on the ACT examination or those who have no ACT scores). Underprepared students will successfully complete developmental courses and persist until graduation with an associate degree in their chosen field or until transfer to another postsecondary institution at a rate consistent with the national average.

The plan that follows is organized around eight objectives. Each objective has an explanation, rationale, and action plans that include timelines, implementation

responsibility, budget, and performance evaluation measures. The objectives are as follows:

1. To create a centralized program offering advising/counseling and functioning under a full-time director;
2. To require all underprepared students to enter the Developmental Education Program through a mandatory assessment and placement process prior to taking regular college courses;
3. To require that undergraduate students will enter coursework through a mandatory advising process to insure that students take those courses which will best prepare them for the regular college curricula;
4. To require that underprepared students complete a mandated program of study designed to prepare them for success in their regular college course work;
5. To require that underprepared students participate in tutoring as needed to address academic weaknesses during their progression through developmental mathematics and English classes;
6. To offer professional development opportunities for Developmental Education faculty and advisors;
7. To insure that part-time faculty play an effective role in the delivery of developmental education.
8. To evaluate data systematically in order to determine the effectiveness of the Developmental Education Program.

“Pathways To Success” represents a significant commitment on the part of the LSUE community to advance the reading, writing, computational, and study skills of a growing population of underprepared, first-time, full-time students. Faculty, staff, administrators, the LSUE Advisory Board, and the LSU System recognize the significance of this plan and its potential to improve student success and persistence and, ultimately, to raise the overall educational attainment of the citizens LSUE serves. The goal, objectives, and action plans are based upon a thorough review of the research and best practices in developmental education. The plan sets forth a clear direction for implementation and a structured schedule of evaluation. Furthermore, the University is prepared, with the help of the LSU System, to allocate the resources necessary to deliver, implement, and sustain the plan.

GOAL: To establish a Developmental Education Program designed to meet the needs of underprepared students (those scoring 15 or lower composite on the ACT examination or those who have no ACT scores). Underprepared students will successfully complete developmental courses and persist until graduation with an associate degree in their chosen field or until transfer to another post-secondary institution at a rate consistent with the national average.

Objective 1: To create a centralized program offering advising/counseling and functioning under a full-time director.

Louisiana State University at Eunice is a comprehensive, open-admissions institution. One of its specific goals is “to prepare programs of developmental studies which will upgrade student skills to levels necessary for successful college experience.” In keeping with this goal and to improve delivery of developmental studies classes and to enhance retention of developmental students, LSUE will establish a Developmental Education Program. This program will address underprepared students defined as those scoring 15 or lower composite on the ACT. We will also include those students without ACT scores. According to the ACT corporation “students who receive a composite score of 16 or below on the ACT Assessment will most likely require additional guidance and support...to meet their post-high school goals...” (*Connecting Test Results to Classroom Practice*, ACT Corporation, 2002). In the *ACT Standards for Transition*, content-area scores are grouped from 1-12, 13-15, 16-19, 20-23, 24-27, 28-32, and 33-36 indicating what students who score in the specified score ranges are likely to know and be able to do. Therefore, the cutoff score of 15 seems to be a natural breaking point. In fact, most of the target outcomes listed in the score range of 16-19 in the *ACT Standards for Transition* in English, mathematics and reading are also the target outcomes for the developmental English, mathematics, and reading courses at LSUE. The program will have a full-time director, 2 state-certified counselors, and support staff. While the program will be centralized, each academic unit will be given responsibility for the academic content of the courses within the Developmental Education Program.

The influx of underprepared students demands that LSUE change its approach to developmental education. From 1998 to 2002, enrollment in developmental studies has

risen dramatically. Two courses designed for underprepared students, Academic Skills (DVST 0004) and Developmental Reading (DVST 0008) each have over doubled in enrollment. Developmental Reading experienced the greatest growth with 200% increase in students. Significant increases have also occurred in English Composition (ENGL 0001) up 27%, Pre-Algebra (MATH 0001) up 77%, and Introductory Algebra (MATH 0002) up 24% (Table 1). Using enrollment data from 2002-2003 (Fall, Spring, Summer), had this program been in place during that time period, it would have impacted over 36% of new students. With rising enrollment at the institution, significantly in developmental courses, a centralized program takes a great step in improving LSUE's service to underprepared students.

Centralized developmental studies programs function more effectively than decentralized programs, according to studies by John Roueche and colleagues (Roueche & Baker, 1986; Roueche & Snow, 1977). Data accumulated in these studies indicates that students in two-year institutions participating in a centralized program were more likely to be successful than students in the decentralized programs. Furthermore, these students were more likely to successfully complete developmental courses. According to the Exxon study, 52% of colleges nationwide currently use the centralized model (Boylan, Bonham, & Bliss, 1994).

Studies also indicate that advising and counseling services are considered essential components of successful programs (Boylan, 1980; Maxwell, 1985; Miller, 1996; Roueche & Baker, 1986; Roueche & Snow, 1977). The Exxon study found that 71% of developmental programs offer advising and counseling services as part of the program (Boylan, Bonham, Bliss, 1994). The Developmental Education Program will

employ 2 full-time advisors/counselors to serve the needs of underprepared students participating in the program. Additionally, faculty members from each of the four divisions will serve as advisors to these students.

LSUE's Developmental Education Program will also hire a laboratory assistant to oversee a tutorial laboratory designed for all students served by the program. Additional research shows that a tutorial component enhances student academic success, with students who participate in tutorial more likely to have higher GPA's at both two- and four-year schools. Students were also more likely to persist to graduation (Boylan, Bonham, and Bliss, 1994); Maxwell, 1985; Cassazza and Silverman, 1996).

An evaluation component will be designed to assure ongoing monitoring of program effectiveness. Formative evaluation will measure the short-term impact of program activities and will be used to guide and refine future activities. According to data, students in programs using evaluation data for formative purposes consistently had higher grades than students in programs that did not use evaluation data for formative purposes (Boylan, Bonham, Claxton, & Bliss, 1992; Continuous Quality Improvement Network/American Productivity and Quality Center Study, 2002). Students participating in the program will complete exit surveys and an expanded student satisfaction survey to create the formative evaluation data.

TABLE 1

LSUE Fall Enrollment

	1998			1999			2000			2001			2002			Percent Increase From 1998 to 2002		
	FTF	UP	All	FTF	UP	All	FTF	UP	All	FTF	UP	All	FTF	UP	All	FTF	UP	All
DVST 0004	24 63%	31 82%	38	29 73%	29 73%	40	25 54%	41 89%	46	34 77%	31 70%	44	75 85%	62 70%	88	213%	100%	132%
DVST 0008	14 70%	17 85%	20	21 88%	18 75%	24	25 96%	21 81%	26	23 92%	16 64%	25	46 77%	44 73%	60	229%	159%	200%
ENGL 0001	332 81%	198 48%	409	406 82%	231 47%	494	380 85%	219 49%	448	373 84%	231 52%	446	423 81%	275 53%	520	27%	39%	27%
MATH 0001	119 68%	122 70%	175	196 74%	161 61%	265	172 76%	140 62%	227	189 74%	179 70%	256	185 60%	223 72%	310	55%	83%	77%
MATH 0002	265 62%	178 41%	429	257 60%	156 37%	425	263 65%	159 39%	403	265 59%	162 36%	448	310 58%	203 38%	534	17%	14%	24%
Total* in Developmental Courses			711			825			747			795			942			32%

FTF First Time Freshman
 UP Underprepared Students - Students with Composite ACT ≤ 15 or no ACT Scores
 All All Students

* Note that some students may be taking more than one developmental course.
 This total reflects the distinct number of students taking at least one developmental course (not including MATH0007)

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Objective 1: To create a centralized program offering advising/counseling and functioning under a full-time director.				
IMPLEMENTATION SCHEDULE/TIMETABLE/BUDGET				
TASK	TIME FRAME	COMPLETION DATE	RESPONSIBILITY	BUDGET
Hire a program director	August, 2003	January, 2004	<i>Vice-Chancellor for Academic Affairs</i>	\$40-43,000
Hire clerical support	January, 2004	March, 2004	<i>Director of Developmental Education Program</i>	\$15-17,000
Hire 2 full-time, state certified, counselors/advisors	January, 2004	March, 2004	<i>Vice-Chancellor for Academic Affairs Director, Developmental Education Program</i>	\$62,000
Hire a mathematics/English laboratory assistant	January, 2004	August, 2004	<i>Vice-Chancellor for Academic Affairs Director, Developmental Education Program</i>	\$25,000
Develop questions to be added to the standard student evaluation instrument regarding satisfaction with the program	January, 2004	September, 2004	<i>Director, Developmental Education Program Office of Institutional Research</i>	N/A
Establish a benchmark of student satisfaction based on results of expanded student evaluation instrument	December, 2004	May, 2005	<i>Director, Developmental Education Program Office of Institutional Research</i>	N/A
Develop an exit survey for graduating/transferring students who participated in the Developmental Education Program	September, 2004	May, 2005	<i>Director, Developmental Education Program Office of Institutional Research</i>	N/A
EVALUATION:				
<p>A. The appropriate personnel will be hired.</p> <p>B. An expanded student evaluation instrument administered to developmental students in DVST 0005 classes during their first semester and in their transition semester will establish a benchmark of student satisfaction with the program.</p> <p>C. Subsequent to the establishment of the benchmark, the program will achieve a 3.5/5.0 rating or higher.</p> <p>D. A final exit survey will be administered to graduating/transferring students by the Director of the Developmental Education Program.</p> <p>E. Established annual outcomes assessments will measure student success and retention in subsequent courses.</p>				

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Objective 2: To require all underprepared students to enter the Developmental Education Program through a mandatory assessment and placement process prior to taking regular college courses.

Developmental education frequently represents the first major contact with the university for underprepared students. At LSUE, the registrar and Office of Admissions will place these incoming students into the Developmental Education Program based on ACT composite scores in order to help make these students' first college experiences successful. Permitting individuals with wide ranges of skills to enroll in courses at random results in high failure and dropout rates (McCabe, 2000). Students with no ACT scores or with scores dating beyond a five-year span will be required to take a residual ACT or other assessment in order to determine placement in the program. Mandatory assessment of students has long been recognized as a critical initial step in developmental education (Russell, 1997).

Annually, more than one million underprepared students enter college and enroll in remedial programs. Of these, 20% are deficient in reading skills, 25% are deficient in writing skills, and 34% are deficient in mathematics (Saxon and Boylan, 2000). According to LSUE enrollment figures for Fall 1998 through Fall 2002, 8 % of new students were enrolled in college reading/study skills courses (DVST 0004 and DVST 0008), 49% were enrolled in developmental English (ENGL 0001), and 57% were enrolled in developmental mathematics (MATH 0001 and MATH 0002). By administering placement tests in mathematics, English, and reading, the university will place students appropriately within the multi-level remedial courses to promote student success. Allowing students to enroll in courses for which they are not prepared is tantamount to promoting failure (Morante, 1989).

According to studies, developmental programs should provide a variety of courses, activities and services to the underprepared student (Boylan, 2002). Since LSUE already has support services and workshops in place during regular semesters for underprepared students, the university will mandate orientation for students entering the Developmental Education Program as a means to introduce and familiarize the students with these services. In addition, orientation will serve as an initial positive contact with students entering the program, encouraging their success.

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IMPLEMENTATION SCHEDULE/TIMETABLE/BUDGET				
TASK	TIME FRAME	COMPLETION DATE	RESPONSIBILITY	BUDGET
Place entering underprepared students into the program based on ACT composite scores	August, 2004	Ongoing	<i>Registrar Office of Admissions</i>	N/A
Schedule residual ACT or other assessment for students with no ACT scores or ACT scores older than 5 years	August, 2004	Ongoing – Prior to the beginning of each semester	<i>Office of Student Affairs Office of Division of Science Office of Division of Liberal Arts</i>	N/A
Administer placement tests in mathematics, English, and reading developmental courses	August, 2004	Ongoing – No later than the first day of class of each semester	<i>Developmental Education Laboratory Assistant Mathematics faculty English faculty Reading faculty</i>	\$3,000
Mandate orientation - Withhold student ID & PIN pending completion of orientation	August, 2004	Ongoing	<i>Office of Student Affairs Office of Developmental Education Office of Admissions Office of Information Technology</i>	N/A
EVALUATION: A. Data collected by the Director of the Developmental Education Program will indicate proper placement of students. B. Existing outcomes assessments will indicate completion rates in developmental mathematics, English, and reading courses.				

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Objective 3: To require that underprepared students enter coursework through a mandatory advising process to insure that they take those courses which will best prepare them for regular college curricula.

This objective will be served by identifying and training faculty from each division to advise developmental students only. These advisors will be well versed in both the criteria by which students are assigned to Developmental Education Program and the courses which comprise the program.

Students will be assigned to these advisors by Division, based on their choice of major. Advisors will also be designated for undecided students.

These advisors will work closely with the Director of Developmental Studies and their advisees to register the students in the appropriate courses and to make schedule adjustments for these students. Advising/registration for these students will be structured such that the students must contact and work with their advisor in order to make any schedule changes such as dropping courses, adding courses, etc.

These advisors will also be trained regarding the issues beyond course enrollment through one or more of the following professional development activities:

- Workshops on topics such as intrusive advising, social and academic integration, and time management (Holmes, Diversityweb.org)
- Outside consultants or peer training
- Conferences

Emphases in advising underprepared students include but are not limited to (Heisserer & Parette, 2002):

- Mandatory visits with advisors
- Guiding students toward both academic and social integration at the university

- Ongoing personal contact with one individual
- Advising on issues of time-management/integration of studies into one's life

The Director of Developmental Education will construct and administer a series of evaluation instruments for advisors and advisees to assess the advising process. These instruments will be administered at the end of each semester. Evaluations measuring the effectiveness of the advising process will be gathered from both advisors and students. Evaluations should also insure that all students in the Developmental Education Program are completing the mandatory advising process and the requisite courses. Quality and accuracy of advising will be further assured through regular meetings between the developmental advisors and the Director of Developmental Education.

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IMPLEMENTATION SCHEDULE/TIMETABLE/BUDGET				
TASK	TIME FRAME	COMPLETION DATE	RESPONSIBILITY	BUDGET
Identify two faculty members from each division to act exclusively as developmental education advisors	January, 2004	March, 2004	<i>Division heads</i>	\$1000/yr each (\$8000 total)
Assign all incoming underprepared students to a developmental education advisor within the division of indicated major until completion of all developmental courses	April, 2004 (<i>pre-registration for Fall, 2004</i>)	Ongoing	<i>Office of Admissions Registrar</i>	N/A
Require underprepared students to meet with advisor at least three times each semester	April, 2004 (<i>pre-registration for Fall, 2004</i>)	Ongoing	<i>Developmental Education Advisors DVST 0005 and 0008 instructors</i>	N/A
Advise, register, and/or make schedule adjustments for underprepared students	April, 2004 (<i>pre-registration for Fall, 2004</i>)	Ongoing	<i>Developmental Education Advisors</i>	NA
Prevent underprepared students from self-registering and/or making schedule changes by placing a hold on student registration screen on my.lsue	April, 2004 (<i>pre-registration for Fall, 2004</i>)	Ongoing	<i>Office of Information Technology Director of OIT</i>	N/A
Design a series of evaluation instruments to assess the advising process	August, 2004	November, 2004	<i>Developmental Education Program Director</i>	N/A
Administer evaluations at the end of each semester	December, 2004	Ongoing	<i>Office of Institutional Research Director of OIT</i>	N/A
EVALUATION: <ul style="list-style-type: none"> A. The Office of Developmental Education will track the number of students advised in the program to insure that all underprepared students have completed the mandatory advising process. B. The Office of Developmental Education will review the evaluation results and make recommendations for modifications as needed. C. The Developmental Education Program Director will meet with advisors to discuss the results of evaluation instruments. 				

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Objective 4: To require that underprepared students complete a mandated program of study designed to prepare them for success in their regular college course work.

In *High Stakes, High Performance: Making Remedial Developmental Education Work*, authors John and Suanne Roueche recommend examining and adapting “...the essential characteristics and components of other institutions’ successful remedial courses and programs” (Roueche & Roueche, 2000). In keeping with the spirit of this research, LSUE will select courses for its developmental education program.

Drawing on research in program design and effectiveness at two- and four-year colleges, and using the experience of its faculty members in teaching developmental courses, LSUE will create both two- and three-semester programs of study that

- address the knowledge and skill needs of underprepared students as determined by the ACT and early classroom assessment;
- articulate developmental with college-level coursework to follow;
- use instructional techniques that provide for student mastery;
- pilot block-scheduling of courses to promote greater academic learning time;
- and
- establish classroom and program-level learning communities through the integration of advising, teaching, tutoring, and classroom learning (Boylan, 2002; Nolting, 2003) .

See chart below for course titles by sequence and two/three semester option.

THREE-SEMESTER OPTION (Begin Summer)

Bridge to Success Semester One	Introduction to College Semester Two	Transition Semester Semester Three
English 0001	English 1001	English 1002
Dev. Studies 0005 Becoming a College Student	Dev. Studies 0008 Reading	Approved Credit Courses** 12-15 hours
	Math 0001 or 0002	Math 0002, 0007, or 1011
	Computer Studies 1001	

TWO-SEMESTER OPTION (Begin Fall or Spring)

Introduction to College Semester One	Transition Semester Semester Two
English 0001	English 1001
Dev. Studies 0005	Dev. Studies 0008
Computer Studies 1001	Approved Credit Courses ** 3-6 hours
Math 0001 or 0002	Math 0002, 0007, or 1011

** For the list of Approved Credit Courses, (see Table 2)

Faculty members at LSUE have prepared a list of credit-bearing courses approved for students enrolled in developmental courses (see Table 2). Advisors will enroll students in these courses only after they have completed ENGL 0001 (English Composition) and DVST 0005 (Becoming A College Student). Mandatory placement in reading is a “best practice” of many successful community colleges, including Austin [Texas] Community College, North Carolina Community College [Sandhills], and South Suburban Community College in Illinois (Fonte, 1997). Studies by the Noel-Levitz Group concur with such a practice.

LSUE currently mandates initial placement in developmental courses. Changes to the developmental studies program will strengthen the existing policy at LSUE by

providing a “structured, open-access model” (Fonte, 1997). In this model, developmental education coursework begins as soon as the student enters LSUE, and students themselves may not register for, add, or drop courses while in the program. Advisors will determine student course schedules.

In October 2001, Dr. Susan Hashway of Grambling State University published the results of a survey of fifteen college developmental programs in Louisiana. Her purpose was to provide the Board of Regents information to use in constructing an articulation matrix for developmental courses. While programs vary (with enrollment) by size, there is a striking congruence among courses offered by responding institutions. All, including LSUE, offer at least one developmental English and at least two developmental mathematics courses. All but three offer developmental reading, and eight of the fifteen offer study skills courses. In this last group, four-year colleges tend to offer English and mathematics but not reading and study skills, generally because they have higher admission standards and attract better-prepared students. The expansion of the Louisiana Community and Technical College system provides more options for underprepared students to ready themselves, and it is with those open-access institutions and their developmental studies programs that LSUE will be most comparable.

Once the required sequence of courses has been distributed by the Program Director to developmental advisors and appropriate training has been provided, information about the new developmental education program will be disseminated to prospective students. The Program Director will work with the Vice Chancellor of Academic Affairs, division heads, area coordinators, and the Office of Information Technology staff to design both block and traditional scheduling offerings for students

entering in Summer or Fall, 2004. Developmental studies faculty will collaborate on course content and teaching strategies. They will meet during each term to discuss the progress of the students they share.

To insure success, each student must maintain a 90% attendance rate for all developmental courses. Non-compliance with this requirement will result in failure of the course. Reports of student compliance with this regulation will be the responsibility of faculty and the Program Director, with the assistance of the Vice Chancellor for Student Affairs.

TABLE 2

Students with ACT Composite scores of 15 or less or other “At-Risk” Students
Suggested Courses

DIVISION OF NURSING AND ALLIED HEALTH

ALLH 1000	Overview of Allied Health Professions
ALLH 1013	Medical Terminology
RC 1000	Intro to Respiratory Care
RC 1100	Respiratory Care Science
RADT 1000	Intro to Radiography

DIVISION OF LIBERAL ARTS

ANTH 1003	Intro to Cultural & Social Anthropology
CJ 1107	Intro to Criminal Justice
CMST 1060	Fundamentals of Communication

Studio Art Classes:

ART 1011	Art Structure
ART 1661	Introduction to Ceramics I
ART 1847	Drawing & Composition
ART 1849	Intro to Painting (<i>Materials Fee</i>)
ART 2995	Basic Photography

Physical Education Activity Classes HPRE 11xx

Leisure Studies Courses LSST

DIVISION OF BUSINESS AND TECHNOLOGY

BADM 1001	Intro to Business
BADM 2601	Survey of Health Care Systems
CPS 1001	Computer Literacy
ECON 1050	The Economics of Social Issues
FSCI 1001	Intro to Fire Science
OIS 2000	Keyboarding

DIVISION OF SCIENCES AND MATHEMATICS

BIOL	0001	Human Biology (may be scheduled in place of a credit course if required in student’s curriculum)
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GOAL: To establish a Developmental Education Program designed to meet the needs of underprepared students (those scoring 15 or lower composite on the ACT examination or those who have no ACT scores). Underprepared students will successfully complete developmental courses and persist until graduation with an associate degree in their chosen field or until transfer to another post-secondary institution at a rate consistent with the national average.

Objective 4: To require that underprepared students complete a mandated program of study designed to prepare them for success in their regular college course work.				
IMPLEMENTATION SCHEDULE/TIMETABLE/BUDGET				
TASK	TIME FRAME	COMPLETION DATE	RESPONSIBILITY	BUDGET
Prepare a list of credit courses approved for students to register for prior to completion of required developmental courses**	January, 2004	April, 2004 Updated annually	<i>Office of Division of Science Office of Liberal Arts Office of Business and Technology</i>	N/A
Design and distribute the required sequence of courses for the developmental year to all developmental advisors*	January, 2004	April, 2004	<i>Director, Developmental Education Program</i>	N/A
Design and phase-in a block schedule for developmental education program courses	January, 2004	February 2005 Ongoing	<i>Director, Developmental Education Program Vice Chancellor of Academic Affairs Division Heads/area coordinators Office of Information Technology</i>	N/A
Restrict student ability to drop a developmental education course	April, 2004	Ongoing	<i>Office of Information Technology</i>	N/A
Require each student to attend at least 90% of scheduled developmental class meetings of each course	August, 2004	Ongoing	<i>Director, Developmental Education Program Developmental education faculty Vice Chancellor for Student Affairs</i>	N/A
EVALUATION:				
<p>A. The developmental education advisors will periodically review advisee transcripts to ascertain student compliance with the mandated program of study.</p> <p>B. The Developmental Education Program Director will compare student learning outcomes for those participating in the two- and three-semester options to determine the efficacy of each option.</p> <p>C. The Developmental Education Program Director will annually evaluate the required attendance policy to determine its effectiveness in improving student's success.</p>				

***Three Semester Option**

Semester I
(Bridge to Success)

English 0001
DVST 0005

Semester II
(Introduction to College)

English 1001
Math 0001 or 0002
DVST 0008
CPS 1001

Semester III
(Transition)

English 1002
Math 0002, 0007, or 1011
Approved credit courses**

***Two Semester Option**

Semester I
(Introduction to College)

English 0001
Math 0001 or 0002
DVST 0005
CPS 1001

Semester II
(Transition)

English 1001
Math 0002, 0007 or 1011
DVST 0008
Approved credit courses**

**12-15 hours may be scheduled with the permission of the advisor. Courses to be selected from the prescribed list of approved credit courses for developmental students (see Table 2).

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Objective 5: To require that underprepared students participate in tutoring as needed to address academic weaknesses during their progression through developmental mathematics and English classes.

Developmental education class sizes will be monitored by the Director of Developmental Education to conform to the recommendations of national professional organizations. Smaller class sizes will enable the instructor to give additional attention to all students in the class (Cohen, 1995).

Students whose performance in developmental mathematics or developmental English falls below a departmentally determined benchmark (normally a C-) on major assignments/tests will be required to attend and participate in a two-hour per week laboratory component to receive tutoring. This requirement will enable the student to address the areas of concern; i.e., those areas causing the student's performance to be unsatisfactory. It is anticipated that this course of action may prevent the negative cumulative effect that occurs when students attempt to learn concepts from a weak foundation. The laboratory will be staffed by a qualified laboratory assistant, state certified in both mathematics and English, who will provide the student with appropriate assistance and tutoring. This laboratory assistant will be hired on an academic appointment. Tutoring has long been regarded as an important component of successful developmental education programs (Roueche & Snow, 1977). The positive impact of tutoring on developmental students is strongly influenced by the quality and amount of training received by the tutors (MacDonald, 1994; Casazza & Silverman, 1996; Boylan, Bliss & Bonham, 1997).

Attendance in the laboratory will be required. Research conducted by Kulik & Kulik (1986 and 1991) revealed several positive effects of computer-based instruction.

These include more student learning in a shorter amount of time, improved student attitude toward learning, and a slight elevation of grades on post-tests. In particular in the 1991 research, they found that “computer-based instruction has raised student achievement in numerous settings.” Using computers for tutorial purposes in mathematics and to complete writing assignments contributed to student success in remedial courses (Roueche & Roueche, 1999). While the effectiveness of computer-based instruction declined when it was the primary delivery mode in remedial courses, it was most effective when used as a supplement to regular classroom activities (Bonham, 1992).

LSUE is currently exploring options to use computer-based instruction as the tutorial component of this program, although a final decision regarding which product to use has not yet been made. The options being investigated would allow students to satisfy the laboratory requirement online, which will greatly benefit students who, for various reasons, cannot use the laboratory during regular hours. Issues to be addressed with an online tutorial laboratory include, but are not restricted to: security of work submitted, receiving assistance at the moment it is needed, and satisfying the time-on-task requirement.

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Objective 5: To require that underprepared students participate in tutoring as needed to address academic weaknesses during their progression through developmental mathematics and English classes.				
IMPLEMENTATION SCHEDULE/TIMETABLE/BUDGET				
TASK	TIME FRAME	COMPLETION DATE	RESPONSIBILITY	BUDGET
Set developmental education class sizes to conform to the recommendations of national professional organizations	January, 2004	Ongoing	<i>Division Head, Division of Science Division Head, Division of Liberal Arts Director, Developmental Education Program Vice Chancellor for Academic Affairs</i>	N/A
Design and implement a laboratory component for students whose performance falls below departmentally determined benchmarks*	January, 2004	August, 2004	<i>Division Head, Division of Science Division Head, Division of Liberal Arts Director, Developmental Education Program</i>	\$5,000
Employ Laboratory Assistant to work in the laboratory with all underprepared students	January, 2004	August, 2004	<i>Director, Developmental Education Program Vice-Chancellor for Academic Affairs</i>	\$25,000
EVALUATION:				
<p>A. Director of Development Education will monitor class size to insure that recommended class size is being followed and to report the number of developmental classes that exceeded the limits.</p> <p>B. Developmental Education laboratory personnel will maintain student attendance logs to verify student participation.</p> <p>C. The Director of Developmental Education will conduct regular performance evaluations of the Laboratory Assistant.</p>				

*A two-hour weekly laboratory component either on campus or online will be required in developmental mathematics and English classes for students whose performance falls below departmentally determined benchmarks (normally C- or 70%) on major assignments/tests. The course syllabus will communicate this requirement. Time spent in the laboratory will assist the student in increasing his/her skill level in the area of the deficiency. Student attendance in the laboratory setting will be required until benchmark proficiency in the area of deficiency has been met.

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Objective 6: To offer professional development opportunities for Developmental Education faculty and advisors.

It is the intention of LSUE to institute a successful developmental education program with contemporary research, theory, and practice. Programs as such with a strong professional development component are known to have greater rates of student success and retention (cited in Boylan, 1992; Boylan et al., 1992). To optimize such a program at LSUE, the Developmental Education faculty and advisors will have opportunities for professional development (attending conferences, workshops, training institutes, graduate courses, etc.). A professional development fund budget will be established to support professional activities of the Developmental Education faculty and advisors. Professional development funding requests and activities will be examined by an advisory committee consisting of the following: Developmental Education Program Director (ex officio), a Developmental Education counselor/advisor, two faculty members involved in developmental education courses (one each from sciences and liberal arts), a division head (alternating science and liberal arts), and a faculty member from outside the Developmental Education Program.

The Developmental Education Program Director will administer an end-of-year workshop evaluation form to assess the effectiveness of all professional development activities. In addition, the Developmental Education Program Director will submit an annual report summarizing the professional development activities to the Vice Chancellor of Academic Affairs.

Developmental faculty will be expected to impart useful techniques gained through professional developmental activities and to regularly report on the

implementation of techniques and concepts in the developmental classroom and their effectiveness to the advisory committee who will then recommend curricular changes as needed based on procedures outlined in the LSUE Curriculum Development Manual. Relative to the dissemination of information, developmental faculty will also report on the implementation of pedagogical techniques learned at conferences and professional meetings to developmental education faculty members from their respective divisions and the director of developmental education on an annual basis.

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Objective 6: To offer professional development opportunities for Developmental Education faculty and advisors.				
IMPLEMENTATION SCHEDULE/TIMETABLE/BUDGET				
TASK	TIME FRAME	COMPLETION DATE	RESPONSIBILITY	BUDGET
Create an advisory committee made up of the Program Director (ex officio), a Developmental Education counselor/advisor, two faculty members involved in developmental education courses (one each from sciences and liberal arts), a division head (alternating science and liberal arts), and a faculty member from outside the Developmental Education Program to examine professional development activities, to review faculty funding requests for professional activities, and to make recommendations for curricular changes based on procedures in the Curriculum Development Manual	January 2004	March 2004	<i>Director, Developmental Education Program Division Heads</i>	N/A
Establish a separate budget within the Development Education Program to fund specific professional Developmental Education activities	March 2004	May 2004	<i>Director, Developmental Education Program Committee</i>	\$5,000
Conduct training workshops for Developmental Education faculty members concerning pedagogy, general university procedures, direction for content areas, and administrative aspects of the Developmental Education program	August 2004	Ongoing	<i>Head, Division of Science Head, Division of Liberal Arts Director, Developmental Education Program</i>	N/A

- EVALUATION:**
- A. The Developmental Education Program Director will submit an end-of-year report detailing professional development activities to the Vice Chancellor of Academic Affairs.**
 - B. The Developmental Education Program Director will administer an end of workshop evaluation form to assess effectiveness of all professional development activities.**
 - C. Establish a Blackboard course for each workshop to help monitor implementation of workshop activities**

***GOAL:** To establish a Developmental Education Program designed to meet the needs of underprepared students (those scoring 15 or lower composite on the ACT examination or those who have no ACT scores). Underprepared students will successfully complete developmental courses and persist until graduation with an associate degree in their chosen field or until transfer to another post-secondary institution at a rate consistent with the national average.*

Objective 7: To insure that part-time faculty play an effective role in the delivery of developmental education.

Recognizing the essential role that part-time faculty play in the education of underprepared students at LSUE, the university will initiate a plan to ensure that those faculty members are provided with all of the resources necessary to perform their jobs in the most effective way possible.

The Director of Developmental Education, in conjunction with the division heads, will develop a structured mentoring program for part-time faculty. Research has shown that part-time faculty are most effective when they are encouraged to participate fully in the developmental program as well as in the broader context of university life (Boylan, 2002). Assigning experienced faculty to work individually with part-time instructors will promote a sense of collegiality and ownership among part-time faculty. Experienced mentors will provide guidance and support to instructors teaching less than a full-time load. Most importantly, however, a structured mentoring program will ensure that greater continuity exists between developmental course content and college-level course requirements. Mentors who teach both developmental and college-level courses will share the course content and syllabi of their college-level courses with part-time faculty who may be teaching only developmental classes. This type of interaction will provide the link between developmental content and college-level requirements which research regards as essential to successful programs (Shults, 2000).

To further promote the inclusion of part-time faculty into life on campus, those faculty members will be invited and encouraged to attend all divisional and departmental meetings, as well as other divisional and departmental activities. In addition, each

semester the university will offer training workshops especially designed for part-time faculty teaching Developmental Education. These workshops may provide pedagogical guidance for those teaching underprepared students, advice about general university procedures, direction for content areas, as well as valuable information about administrative aspects of the developmental program.

Whenever possible, faculty hired as instructors for developmental courses will be employed on a full-time basis. Furthermore, division heads and area coordinators will limit the number of developmental courses taught by part-time faculty to no more than 50% each semester. In LSUE's Division of Sciences, only 20% of developmental mathematics and biology classes are currently (Fall, 2003) being taught by part-time faculty, while in the Division of Liberal Arts the percentage of developmental English classes being taught by part-time faculty is 32%. All other developmental courses are currently being taught by full-time faculty. These percentages are considerably lower than nation-wide figures reported in an American Association of Community Colleges study showing that over 65% of developmental courses are being taught by part-time faculty (Shults, 2000). Although research indicates that individual part-time faculty are as successful as their full-time colleagues in teaching developmental students (Boylan, Bonham, Claxton, & Bliss, 1992), at least one study has shown that programs suffer when they rely too heavily upon part-time faculty to teach those courses. In fact, that study reports a correlation between low pass rates in developmental and post-developmental courses and high percentages of part-time instructors teaching developmental courses (Boylan and Saxon, 1998). Therefore, LSUE will continue to resist the over-reliance on part-time faculty to teach underprepared students. In addition,

appropriate division heads will conduct regular performance evaluations of all part-time faculty members.

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Objective 7: To insure that part-time faculty play an effective role in the delivery of developmental education.				
IMPLEMENTATION SCHEDULE/TIMETABLE/BUDGET				
TASK	TIME FRAME	COMPLETION DATE	RESPONSIBILITY	BUDGET
Develop and maintain a mentoring program for part-time and contractual faculty teaching underprepared students*	January, 2004	Ongoing	Head, Division of Science Head, Division of Liberal Arts Director, Developmental Education Program	N/A
Limit number of developmental courses being taught by part-time faculty to no more than 50% each semester	August, 2004	Ongoing	Head, Division of Science Head, Division of Liberal Arts Mathematics area coordinator English area coordinator	N/A
Encourage contractual and part-time Developmental Education faculty to participate in appropriate divisional activities	August, 2004	Ongoing	Head, Division of Science Head, Division of Liberal Arts	N/A
Conduct training workshops on a semester basis for Developmental Education contractual and part-time faculty regarding pedagogy for developmental students, general university procedures, direction for content areas, administrative aspects of the developmental education program	August, 2004	Ongoing	Head, Division of Science Head, Division of Liberal Arts Director, Developmental Education Program	N/A
EVALUATION: <ul style="list-style-type: none"> A. Division heads and Director of Developmental Education will monitor the percentage of courses being taught by part-time faculty. B. Division heads will assess student evaluations from classes and student success ratios from prepared outcomes assessment forms. C. The Developmental Education Program Director will administer an end of workshop evaluation form to assess effectiveness of all professional development activities. 				

*Normally a faculty member will not be assigned more than one person to mentor without compensation; mentoring will span one academic year.

***GOAL:** To establish a Developmental Education Program designed to meet the needs of underprepared students (those scoring 15 or lower composite on the ACT examination or those who have no ACT scores). Underprepared students will successfully complete developmental courses and persist until graduation with an associate degree in their chosen field or until transfer to another post-secondary institution at a rate consistent with the national average.*

Objective 8: To evaluate data systematically in order to determine the effectiveness of the Developmental Education Program.

Systematic evaluation of any program is an essential component in its success. When performed at regular intervals and shared with developmental education faculty and staff, as well as with the broader campus community, systematic evaluation contributes not only to the likelihood of the success and growth of a developmental education program but also to student retention and higher pass rates in developmental courses (Donavan, 1974 and Boylan, Bliss, Bonham, 1997). To that end, LSUE will collect developmental education program data on several levels as suggested in a study in 2000 by Boylan, Bonham, White, and George.

First, evaluation will include data on the number of courses, hours of tutoring, and students served by the developmental education program. Next, data will be collected on the short-term outcomes of developmental courses such as course completion rates, grades and retention. Long-term data will include grade-point averages and graduation rates for students who began in the developmental education program. Over time, the criteria used for evaluation of developmental education programs has evolved into almost an “industry standard” (Boylan, Bonham, White, and George, 2000). All of the criteria in this standard are included as tasks in Objective 8. Using these types of data in an evaluation process will allow LSUE to compare its outcomes with those of programs at other campuses as well as to compare itself against national performance standards (see Table 3) (National Center for Education Statistics, 1996, Boylan, Bonham, Claxton, and Bliss, 1992).

An internal evaluation team composed of the director of the developmental education program, the heads of the divisions of science and liberal arts, the vice-chancellor for academic affairs, the director of institutional research, and the coordinators of math and English will annually gather and examine the data as specified in Objective 8. This team will present the data, findings, and recommendations to a developmental education project advisory board once each academic year. This advisory board will be made up of individuals from the various university constituencies – faculty, staff, students, community members, LSUE Advisory Board members, and LSUE Foundation Board members. Periodically, electronic updates to the annual report will be made available to the advisory board as the internal evaluation team deems necessary. At the end of the fifth year of the developmental education project, a 5-year synopsis of data and results summarizing the first five annual reviews will be made available to the developmental education project advisory board by the internal evaluation team.

TABLE 3

Percent of Students Passing Developmental Courses Within One Year at Various Types of Institutions			
Institution Type	Reading	Writing	Mathematics
Public 2-year	72%	79%	74%
Public 4-year	82%	81%	71%
Private 4-year	84%	88%	84%
**Comparable LSUE Percentages		57%	62% (MATH 0001) 56% (MATH 0002) 47% (MATH 0007)

Percent of Students Passing Highest Level Developmental Course And Taking and Passing First College-Level Course in that Subject			
Institution Type	Mathematics	English	Reading*
2-year	65%	88%	77%
4-year	77%	91%	83%
*Note: Students who passed highest level of developmental reading and then passed their first college-level social science course			
**Comparable LSUE Percentages		46% (MATH 0002 to MATH 1011)	62% 55%
		50% (MATH 0007 to MATH 1021)	

What Works: Research-Based Best Practices in Developmental Education, Hunter R. Boylan, 2002, page 41

**Percentages are the means of data from Fall, 2000 through Spring, 2003.

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Objective 8: To evaluate data systematically in order to determine the effectiveness of the Developmental Education Program.				
IMPLEMENTATION SCHEDULE/TIMETABLE/BUDGET				
TASK	TIME FRAME	COMPLETION DATE	RESPONSIBILITY	BUDGET
Analyze completion rates for developmental courses	January, 2005	Ongoing	<i>Director of Developmental Education Program Head of Division of Science Head of Division of Liberal Arts</i>	N/A
Analyze grades in developmental courses	January, 2005	Ongoing	<i>Director of Developmental Education Program Head of Division of Science Head of Division of Liberal Arts</i>	N/A
Analyze grades obtained in post-developmental education curriculum courses in the same subject area	August, 2005	Ongoing	<i>Director of Developmental Education Program Head of Division of Science Head of Division of Liberal Arts</i>	N/A
Analyze Fall-to-Fall and Fall-to-Spring retention rates for developmental students	September, 2005	Ongoing	<i>Director of Developmental Education Program Head of Division of Science Head of Division of Liberal Arts Director of Institutional Research Vice- Chancellor for Academic Affairs</i>	N/A
Analyze grades in courses for which developmental students are tutored	January, 2005	Ongoing	<i>Director of Developmental Education Program Head of Division of Science Head of Division of Liberal Arts</i>	N/A
Analyze student satisfaction with courses and services	January, 2005	Ongoing	<i>Director of Developmental Education Program Head of Division of Science Head of Division of Liberal Arts</i>	N/A
Analyze faculty satisfaction with the skills of students who participate in developmental courses and services	June, 2005	Ongoing	<i>Director of Developmental Education Program Head of Division of Science Head of Division of Liberal Arts Vice- Chancellor for Academic Affairs</i>	N/A
Analyze graduation rates for developmental students	June, 2007	Ongoing	<i>Director of Developmental Education Program Head of Division of Science Head of Division of Liberal Arts Director of Institutional Research Vice-Chancellor for Academic Affairs</i>	N/A

- EVALUATION:**
- A. Existing outcomes assessment forms will be used to determine completion rates.**
 - B. Final grade reports will be used to obtain grades in both developmental education courses and in post-developmental education curriculum courses.**
 - C. Data from reports by the Office of Institutional Research will be used to determine retention and graduation rates for developmental education students.**
 - D. The expanded student evaluation form will be used to assess student satisfaction with developmental courses and services.**
 - E. The annual faculty survey will be used to assess faculty satisfaction with the skills of students who participate in developmental courses.**
 - F. The Office of Institutional Research will furnish data regarding graduation rates for developmental students.**

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