

Developmental Education

Q&A:

1. Which courses offered at OCC, are Developmental Education courses.

Any course in the ACS taxonomy beginning with 1.5, including:

English

ENG 105 (ENG 050- ENG 056)
ENG 106 (ENG 110- ENG 131)

Math

MAT 104 (formerly MAT 111)
MAT 105
MAT 107 (formerly MAT 101)
MAT 110

TEM 101 (Pre-Apprentice: Basic Math)
TEM 102 (Pre-Apprentice: Introduction
To Algebra)

Informal/Other

BIS 100 (Keyboarding)
CHE 095 (Chemistry Basics)
CNS 110 (Orientation to College)
CNS 114 (Human Potential)
CNS 115 (Career Planning)
CNS 116 (Seminar: Personal Assertiveness)
IIC 057 (College Success Skills)
LIB 110 (Information Research Methods)
SPE 100 (Basic Speaking & Listening Skills)

2. How does a student come to participate in Developmental Education?

English:

1. Students Scoring 85 or less on the writing & reading portions of ASSET.
2. If yes, to 'a', then students giving a Writing Prompt. A Writing Prompt score of 4 or less, qualifies student for **mandatory** placement in Developmental English.

Math:

1. Unofficially, a score of 36 or lower on ASSET Numerical Skills, or 39 or lower on ASSET Elementary Algebra, or a score of 37 or lower on ASSET Intermediate Algebra warrants a recommendation for placement in Developmental Math.
2. Self-placement

Informal/Other:

1. Self-placement.
2. Students who have been placed on academic intervention, upon which counselor may impose as part of a academic restriction that one of the informal D.E. course be successfully completed, before the restriction can be lifted.

INDICATORS & MEASURES

1. DEVELOPMENTAL EDUCATION CUSTOMERS -- COURSE PARTICIPATION & COMPLETION.
2. SUCCESS IN SUBSEQUENT, RELATED COURSE WORK.

1. D.E. Course Participation & Completion.

- a. Percentage of FTIACs with ASSET reading and writing scores (combined) below 85.
- b. Percentage of FTIACs with Literacy Score of 1 or 2.
- c. Percentage of FTIACs with ASSET numerical score below 45.
- d. Enrollment by Head Count in D.E. English, Math & Other courses, and all combined.
- e. Enrollment by Student Credit Hour in D.E. English, Math & Other courses, and all combined.
- f. Percentage of students scoring 85 or less on English reading and writing ASSET, who actually enrolled in D.E. English course.
- g. Percentage of students scoring 45 or below on numerical ASSET, who actually enrolled in a D.E. Math course.
- h. Percentage of students who successfully complete Developmental Education courses, with at least a grade of 'C' (English, Math & Other).

2. Subsequent Success.

- a. Percentage of students who completed D.E. English courses and subsequently, completed a course (s) in Non-D.E. English with a 'C' or better.
- b. Percentage of former D.E. Math students who subsequently completed Non- D.E. Math course(s) with a grade of 'C' or better (vs. those who had Numerical ASSET of 45 or less, but did not take a D.E. Math course).
- c. Percentage of former D.E. 'Other' students who subsequently completed the corresponding Non-D.E. course (BUS 101-107, CHE 100, LIB 120-250, SPE 129,161) with a grade of 'C' or better.
- d. Grades for former D.E. students vs. Non-D.E. students, in selected courses (i.e. top ten course taken at OCC).

3. Are any Developmental Education courses mandatory?

Participation in Developmental Education courses is only mandatory for individuals identified through ASSET and Writing Prompt scores as requiring remedial English, and who want to go on to take other English courses at the 151 level and above. If students are placed into ENG 105, must successfully complete both ENG 105 and ENG 106 before proceeding to ENG 151.

Definitions:

Satisfactory Academic Performance: A student shall be understood to be making satisfactory progress and in good standing when all of the following indicators are being met:

- 1) GPA of at least 2.00 in most recent semester
- 2) Cumulative GPA of at least 2.00
- 3) Completes at least 67% of registered credits with grades of A-D (excluding Incompletes and Audits)