

## GUIDELINES FOR POLICY

### 901.01: INSTITUTIONAL EFFECTIVENESS: DEVELOPMENTAL INSTRUCTION

- I. Success in coursework depends upon the level of academic competencies possessed by the student. Competencies necessary for success in college-level coursework are:
  - A. The ability to read at the college level and comprehend and draw inferences from a variety of reading material, including college-level textbooks and technical manuals often written at the 13<sup>th</sup> and 14<sup>th</sup> grade levels.
  - B. The ability to write standard English prose that is concise, grammatically, semantically, and syntactically correct, and logically organized.
  - C. The ability to perform basic numerical calculations and to use and apply algebraic, trigonometric, and geometric skills is required.

Consequently, successful completion of developmental coursework and readiness for college-level coursework will be determined by an institution-wide comprehensive departmental exam (e.g., math, reading, or English). These examinations will be administered to all developmental students to determine exit from developmental courses.

- II. The score for the comprehensive exam should comprise at least 30 percent of the final course grade. The comprehensive exam must be developed and adopted by a team of developmental educators in reading, math, or English. The following considerations should be noted:
  - A. For institutions using the ASSET, the English comprehensive examination must consist of a written essay of not less than 250 words following standard format for essay development.
  - B. Institutions that have transitioned to the COMPASS placement examination may use the diagnostic test as the departmental examination for math, reading, and English.
  - C. Institutions may use the COMPASS, TABE, ASSET, Work Keys or Nelson-Denny to demonstrate successful completion of developmental reading. Reading ability as measured on pre- and post-tests must demonstrate a level of improvement indicating the student's readiness for college-level work in his or her declared major.
  - D. All developmental course work, whether assigned a letter grade or pass/fail grade, must be passed with a minimum grade equivalent to 70 percent. Colleges are encouraged to use a letter grade (A, B, C, D, F) versus pass/fail to distinguish levels of performance for purposes of tracking students, validating college cut-off scores, and evaluating developmental courses.

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- III. The following procedures for demonstrating competencies for students wishing to challenge their placement results are:
  - A. Re-testing one time only with a standardized placement exam, or
  - B. Successful completion of prescriptive material as determined by diagnostic testing.