

**PIEDMONT VIRGINIA COMMUNITY COLLEGE**

**I – ACADEMIC AFFAIRS POLICIES**

**I – 13.0 DEVELOPMENTAL EDUCATION PROGRAM**

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**Policy #:** I – 13.0  
**Effective:** December 2008  
**Revised:**  
**Responsible Dept.:** VPISS

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**Purpose**

To provide structured student support services to students identified as “at risk.”

**Policy**

Students placing into two or more developmental education courses will be considered “at risk.” These students will be enrolled in the Developmental Education Program until all developmental course work has been completed.

**Guidelines**

1. Placement test scores are valid for three years. If no courses are taken in a three-year period, tests must be repeated.
2. Students whose placement test scores indicate a need for two or more developmental courses must begin to take these courses during the first semester of attendance and successfully complete them prior to registering for college-level courses.
3. Reading must be taken and a pre- or co-requisite for writing and/or math.
4. Students who test below the sixth-grade reading level (the federal ability to benefit standard) will be referred to the Workforce Services Division or community-based programs.
5. Students are limited to twelve (12) credit hours per semester.
6. Students must take SDV 101 their first semester of attending PVCC and concurrently with at least one required academic foundation course.
7. Students are assigned special academic advisors who will provide guidance and referrals as needed to promote academic success. Students will be required to meet with this advisor to prior to enrolling for any course while in the developmental education program.
8. Students will not be permitted to enroll in a course after the first class meeting without the prior consent of both the instructor and at risk advisor.
9. Students will not be permitted to enroll in online credit courses.
10. Students who were academically dismissed prior to completing required academic developmental course must demonstrate academic progress in the identified developmental area(s) by retaking the placement test(s) or providing other evidence of academic progress in order to be considered for readmission.

PROPOSED POLICY  
Approved by C&I November 17, 2008  
Approved with changes by Senate, December 5, 2008

**Procedure**

- I. New students who score into 2 or 3 developmental courses.

		<b>Time Line</b>
<b>When Identified:</b>	After Placement Testing	Completion of testing
<b>How Identified (What triggers referral):</b>	PVCC Compass Placement Test	Completion of testing
<b>Who refers:</b>	Testing Specialist, Learning Center Coordinator places negative service indicator on student file for registration in SIS.	Completion of testing
<b>Referred to:</b>	At Risk Advisor(s)	Prior to course enrollment

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<p><b>What Happens (Action Plan):</b></p>	<ol style="list-style-type: none"> <li>1. Student referred to at-risk advisor (testing specialist will make appointment if possible) In-take will include the following:           <ol style="list-style-type: none"> <li>a. Interpretation of test scores</li> <li>b. Choosing a major</li> <li>c. Assessment of student's strengths, weaknesses areas of concern</li> <li>d. Student and counselor identify possible barriers to success including:               <ul style="list-style-type: none"> <li>• financial concerns</li> <li>• no study skills</li> <li>• first generation college</li> <li>• work demands</li> <li>• low confidence</li> </ul> </li> <li>e. Review of college resources, support services, strategies to improve learning</li> <li>f. Choosing courses for first semester and tips on Registration (see guidelines above).</li> </ol> </li> <li>2. Counselor and student develop a <u>Student Action Plan</u> which begins at first meeting.</li> <li>3. Counselor refers student to financial aid office if needed.</li> <li>4. Counselor registers student for first semester courses (including appropriate SDV course) and Jump Start Academy if appropriate.</li> </ol>	
		<b>Time Line</b>
<p><b>Action Plan (Follow up):</b></p>	<ol style="list-style-type: none"> <li>1. Student is referred to Learning Center to take learning styles inventory, LASSI and/or CSI (College Student Inventory) or SRI (Student Readiness Inventory). Counseling Center will make appointment if possible.</li> <li>2. Counselor enters student in tracking database and student action plan is filed in the Counseling Center.</li> <li>3. Student makes appointment with Learning Center to take learning strategies inventory.</li> </ol>	

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	<p>4. Counselor sends the student a follow-up note asking them to schedule a second appointment to go over LASSI results and discuss student's progress.</p> <p>5. Student meets with Learning Center Director for Academic Skills Assessment including:        Learning Styles        Study Skills        Analytical Skills        Motivation        Goals        Anxiety levels            Strategies test taking        Meta-cognition            Course specific academic support needs and receives recommendations based on the results including assigning a tutor and/or an academic coach for:         Strategic Learning Skills        Goal Setting        Time Management        Stress Management        Textbook Reading Skills        Effective Reading        Reading Lab            Math Center Referral            Writing Center Referral            Tutor referral        Financial Aid, Career Services, Counseling referral</p> <p>6. The Learning Center helps student make follow up appointment with counselor. Report on Assessment and Plan (e.g., Student Agreement for Academic Coaching) is sent to Counselor and becomes part of Student Action Plan.</p>	<p>Prior to first day of class OR during Weeks 1-2</p> <p>Weeks 2-3</p> <p>Weeks 3-4</p>
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	<p>7. Tutors and coaches will write a summary of every session to be given to the Learning Center Director and counselor including records of cancellations and no-shows. Becomes part of student's action plan.</p> <p>8. Counselor discusses learning strategies inventory, the student's progress, addresses concerns, offers encouragement.</p> <p>9. Counselor conducts mid-semester review with all students, either by phone, email or appointment.</p> <p>10. Counselor sets up conference mid-semester with Learning Center Director, math lab and/or writing center director, to suggest additional strategies and support for students who are having difficulty.</p> <p>11. Above team makes recommendation for all at risk students:      Revise plans      Assign mandatory academic work      Assess options/reduce course load, etc.</p> <p>12. Student meets with counselor to discuss team recommendations and plan/register for next semester courses.</p> <p>Policy and procedure will be reviewed annually at end of fall semester.</p>	<p>Weeks 4-5</p> <p>Weeks 1-14</p> <p>Weeks 7-9</p> <p>Weeks 7-9</p> <p>Weeks 7-9</p> <p>Weeks 12-15</p>
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