

AGENDA ITEM B4: STUDENT DEVELOPMENT
BOARD RULE 400.0100.00
COMPLETION RATES IN DEVELOPMENTAL EDUCATION
BOARD OF TRUSTEES MEETING: JULY 25, 2013

This report focuses on student success in developmental education courses by examining course completion rates. Belmont College's Developmental Education Program represents a set of courses designed to strengthen students' skills in reading, math, and English. Completion rates in these courses are reported as success and non-success. Successful completions require a grade of "C" or higher. Students who withdraw from these courses or students who earn grades of "C-" or lower are reported as "non-success."

Prior to enrollment in the College, students take a nationally normed "ACCUPLACER" placement test or present scores from another accepted instrument (ACT, SAT, or Compass). Students' scores on placement tests determine placement into one or more developmental courses in reading, math, and/or English. The College complies with state mandated benchmarked scores for placement into developmental education courses. Students who meet or exceed the benchmarked scores on the placement test or other accepted instruments may enroll in college level courses.

Presentation of Data

The data reviewed for this report are presented in Table I, *Completion rates in Developmental Education, 2012/2013*. The table shows a composite of grades assigned to students enrolled in developmental education classes by term of enrollment during the 2012/2013 academic year. Columns in the chart, reading from left to right indicate: 1) the course name; 2) the numbers and percentages of students who passed the courses successfully (i.e. earned a grade of "C" or higher), 3) the numbers and percentages of students who earned a "C-" or lower in the course, and 4) the numbers and percentages of students who withdrew from the course and received a "W"; and 5) the total number of grades assigned by term.

Two charts following Table I display five-year trend data for developmental education studies taken during fall terms over the last five years. Chart I, includes data for reading, writing, and English developmental education courses. Chart II includes data for Math developmental education courses. These charts and the data analyses address completion rates for fall terms only because the highest numbers of students enroll in these courses during fall terms. Thus, completion rates from fall terms only are most representative for comparing trend data.

Table I, *Completion rates in Transitional Studies, 2012/2013*

		Summer 2012/2013						Total grades assigned	
		Success		Non-Success					
		# Passing grades	% Passing	# Failing	% Failing	# Withdrawn	% Withdrawn		
Writing (MDS 093)	19	86.4%		2	9.1%	1	4.5%	22	
Personal & Academic Development (MDS 094 & 096)	11	61.1%		4	22.2%	3	16.7%	18	
Academic Development, Math (MDS 097)	12	70.6%		2	11.8%	3	17.6%	17	
Math (MDS 099)	23	47.9%		18	37.5%	7	14.6%	48	
Term Grades	65	61.9%		26	24.8%	14	13.3%	105	
		Fall 2012/2013						Total grades assigned	
		Success		Non-Success					
		# Passing grades	% Passing	# Failing	% Failing	# Withdrawn	% Withdrawn		
Reading (MDS 0091)	10	66.7%		4	26.7%	1	6.7%	15	
Writing (MDS 0093)	34	43.6%		39	50.0%	5	6.4%	78	
Personal & Academic Development I (MDS 0094)	15	50.0%		9	30.0%	6	20.0%	30	
Personal & Academic Development II (MDS 0096)	20	31.7%		34	54.0%	9	14.3%	63	
Personal & Academic Developmental Math (0098)	43	28.9%		67	45%	39	26.2%	149	
Math (MDS 0099)	35	37.2%		50	53.2%	9	9.6%	94	
Term Grades	157	36.6%		203	47.3%	69	16.1%	429	
		Spring 2012/2013						Total grades assigned	
		Success		Non-Success					
		# Passing grades	% Passing	# Failing	% Failing	# Withdrawn	% Withdrawn		
Reading (MDS 0091)	9	64.3%		4	28.6%	1	7.1%	14	
Writing (MDS 0093)	18	48.6%		17	45.9%	2	5.4%	37	
Personal & Academic Development I (MDS 0094)	6	42.9%		7	50%	1	7.1%	14	
Personal & Academic Development II (MDS 0096)	9	39.1%		11	47.8%	3	13%	23	
Personal & Academic Developmental Math (0098)	16	53.3%		7	23.3%	5	16.7%	30	
Math (MDS 0099)	83	57.6%		36	25%	16	11.1%	144	
Math Solutions (MDS 0100)	27	49.1%		24	43.6%	4	7.3%	55	
Term Grades	168	53.0%		106	33.4%	32	10.1%	317	

Chart I, *Developmental Reading, writing and English, Percent success and non-success Fall 2008/2009 through Fall 2012/2013*

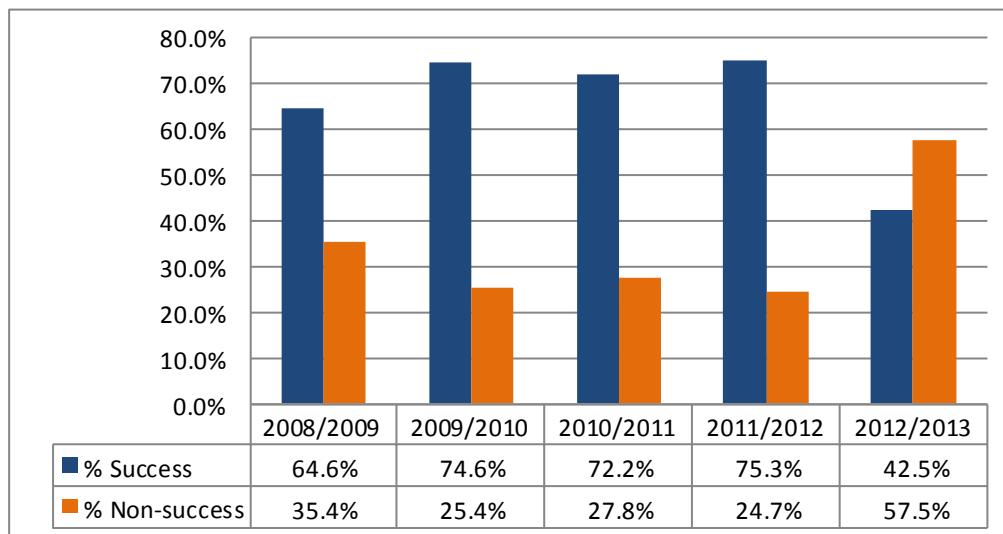
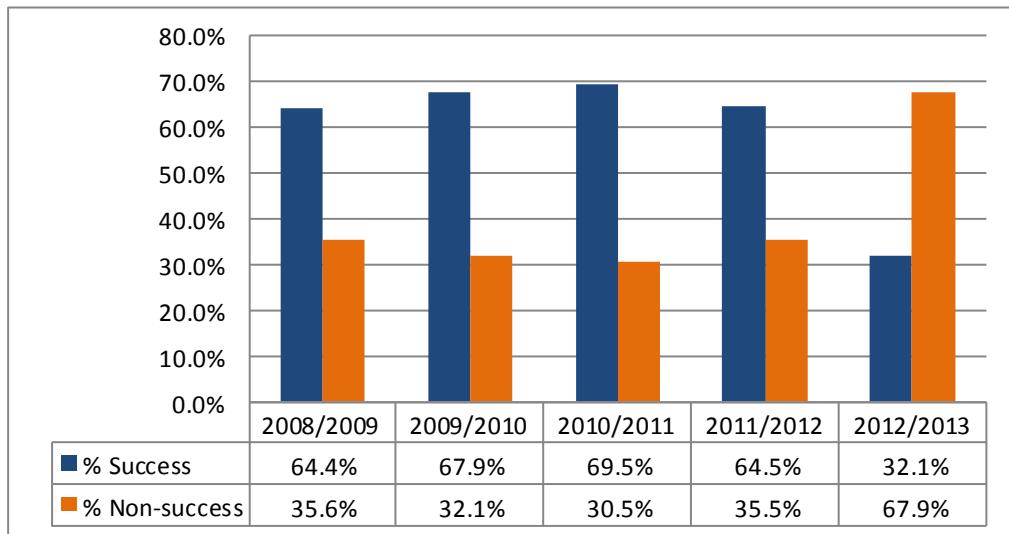


Chart II, Developmental Math, Percent success and non-success Fall 2008/2009 through Fall 2012/2013



Data Highlights

1. During the 2012/2013 academic year, developmental education content was consolidated in an attempt to reduce completion time for developmental education requirements. The new courses used self-paced computer software as the delivery method, something close to the Emporium Model, in which students worked at their own pace to complete the course objectives. An instructor was on hand in the classroom as students worked at computers. Students could move on to a new course at midterm if they had completed the course and were ready. Success rates in the new courses were lower than in the courses from previous years. Students did not have enough time to complete the courses. They seemed overwhelmed with too much content, and did not do well independently. They became frustrated easily.
 2. Success in developmental education courses in 2012/2013 was lower than expected. The success rate in math developmental classes dropped from 64.5% in fall 2011/2012 to 32.1% in fall 2012/2013. The success rate in reading, writing, and English developmental courses dropped from 75.3% in fall 2011/2012 to 42.5% in fall 2012/2013.
 3. During spring semester 2012/2013 success rates in two developmental math courses were higher than 50%. Those courses were Personal and Academic Developmental Math (MDS0098) and Math (MDS0099).
 4. One course from the reading, writing, and English series, Writing (MDS093) was offered in all three terms of 2012/2013. During summer term in 2012/2013, the success rate in Writing, MDS093 was 86.4%. In fall semester, the success rate in the same course was 43.6%; in spring semester, the success rate in MDS093 was 48.6%.
- One developmental math course was offered in all three terms of 2012/2013. The success rate in this course, Math (MDS099) was 47.9% in summer; 37.2% in fall; 57.6% in spring.

Recommendations and Targets for Improvement

1. Multi-disciplinary studies courses have been restructured. New software is being used. My Math Lab, My Reading Lab and My Writing Lab are the software choices for the new curriculum. They are “user-friendly and easy to navigate. Each has a free e-textbook that comes with it and the e-textbook chapters follow the modules in the software. We are also using a hardcopy textbook which the traditional students requested and the chapters in this book also follow and match the software. It is very “readable.” The tests are from the software test banks. The courses include some lectures on difficult concepts and some tests are written by faculty in regard to the lecture content. The courses are consolidated and streamlined and obsolete content has been eliminated.

Students testing higher on the placement test now have the option of taking college level gatekeeper courses with simultaneous supplemental instruction instead of having to take developmental education courses. In this way, they can take courses in their major sooner and can progress to degree sooner. Developmental education curriculum is being contextualized so that students can be connected with content in their majors sooner and may engage in their studies better because they are more interested while completing their developmental education curriculum.

2. Introduce Knewton Adaptive Learning. Knewton’s intuitive nature presents information to individual students based on prerequisite knowledge and addresses deficits by reintroducing skills at set intervals. The digital component is self-paced and allows students to accelerate through the modules.
3. Supplemental instruction will continue for the developmental courses to clarify and review course content.
4. Develop a protocol for interagency referral processes to address students with learning disabilities, who do not have GEDs or high school diplomas and who score in the lowest quartile of the Accuplacer test.