

**AGENDA ITEM B4: STUDENT DEVELOPMENT**  
**BOARD RULE 400.0100.00**  
**COMPLETION RATES IN TRANSITIONAL STUDIES - UPDATE**  
**BOARD OF TRUSTEES MEETING: AUGUST 22, 2013**

This report provides an update on completion rates in redesigned developmental education courses for the summer 2013 term. Data in the report represent a set of developmental education courses designed to strengthen students' skills in reading, writing, math, and English. Completion rates 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."

Placement into developmental courses is determined by students' scores on standardized placement tests. Students' scores on placement tests determine placement into one or more developmental courses in reading, writing, math, and/or English. The College complies with state mandated benchmarked scores for placement into developmental education courses.

**Presentation of Data**

Table 1, *Summer 20013/2014 Developmental Reading, Writing, and Math, Success Rates*

	Success		Non-Success				Total grades
	# Passing grades	% Passing	# Failing	% Failing	# Withdraw n	% Withdraw n	
Reading (DER 0091)	11	68.8%	4	25.0%	1	6.3%	16
Writing (DMW 0093)	25	65.8%	11	28.9%	2	5.3%	38
Reading Writing Total	36	66.7%	15	27.8%	3	5.6%	54
Pre-Algebra (DEM 0099)	29	65.9%	10	22.7%	5	11.4%	44
Intro to Algebra (DEM 0100)	26	74.3%	7	20.0%	2	5.7%	35
Intermediate Algebra (DEM 00110)	5	71.4%	1	14.3%	1	14.3%	7
Math Total	60	69.8%	18	20.9%	8	9.3%	86
Term total	96	68.6%	33	23.6%	11	7.9%	140

The table above displays success and non-success rates for developmental education courses taken during the summer 2013. The table show "passing grades" which are "A"s, "B"s, and "C"s in a reading course, a writing course, and three math courses. "Failing" grades are grades of "C-or lower on the traditional A through F scale. Grades shown under "Withdrawn" are for those students who withdrew from the course after the "drop/add" date which was May 31, 2013 for summer term. Although displayed in different columns in the table, the numbers for "failing" and for "withdrawn" are taken together as non-success.

The chart below shows summer 2013 success rates by course areas: reading and writing courses are taken together and math courses as a group. Success and non-success data from Table 1 are represented in the chart. For both categories in the chart (reading and writing, and math) success includes grades of "A," "B," or "C." Non-success includes both failing grades (C minus, D, and F) and grades designated as "withdrawn" (W).

Chart 1, *Summer 20013/2014 Developmental Reading, Writing, and Math Success Rates*

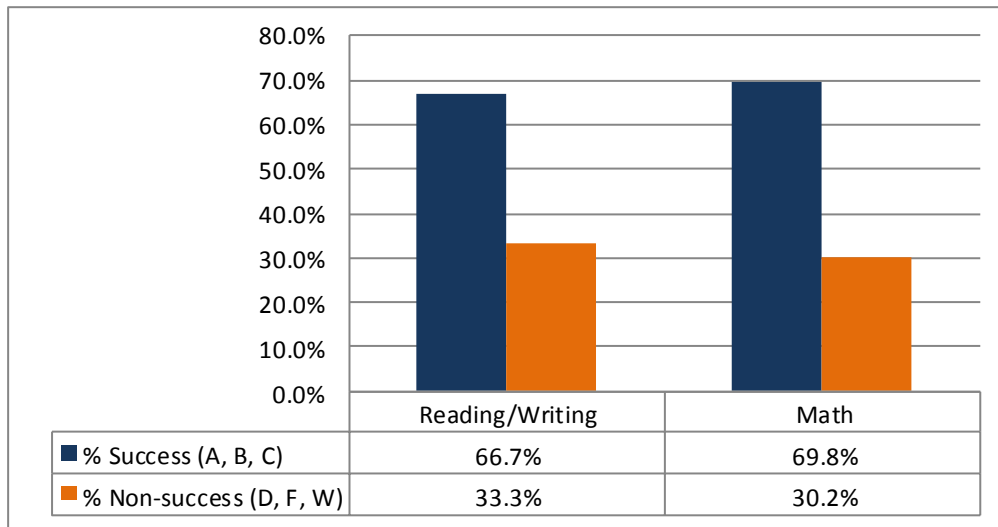
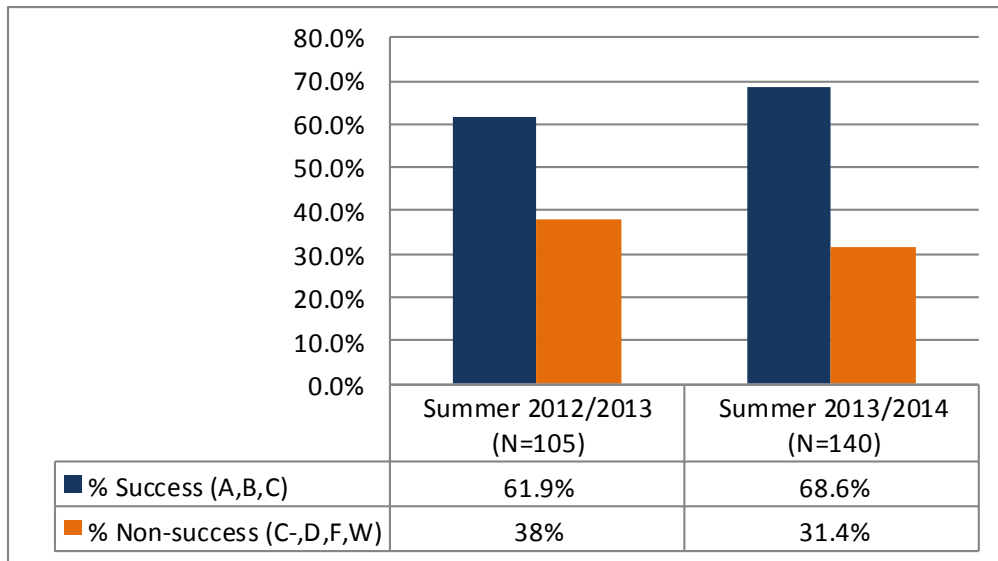


Chart 2, *Summer 2012/2013, Summer 2013/2014 developmental education completion rates*



**Data Highlights**

1. More students enrolled in and successfully completed developmental courses during summer 2013/2014 than they did last summer.
2. In summer 2013/2014, 96 students successfully completed developmental education courses. In summer 2012/2013, 65 students successfully completed developmental education courses. This is an increase of 29.5% from the end of last summer to the end of this summer.
3. There is a marked improvement in developmental education success from spring 2012/2013 to the next successive term, summer 2013/2014. During spring

2012/2013, there were 317 enrollments in seven MDS developmental education courses; the overall success rate for spring was 53 percent. In summer 2013/2014, there were 140 enrollments in five redesigned (DEM, DMW, and DER) courses; the overall success rate was 68.6 percent. The redesigned courses are showing promising results.

### **Recommendations and Targets for Improvement**

1. Continue to analyze success rates and provide an update on completions in developmental education courses at the end of fall semester.