

AGENDA ITEM B4: STUDENT DEVELOPMENT
BOARD RULE 400.0100.00
COMPLETION RATES IN DEVELOPMENTAL EDUCATION
BOARD OF TRUSTEES MEETING: JANUARY 23, 2014

This report focuses on student completion and success in developmental education courses and provides an update to the report presented in July 2013 by examining course completion rates for fall semester 2013. Belmont College’s Developmental Education Program represents a set of courses designed to strengthen students’ skills in reading, writing, and math. Completion rates in these courses are reported as success and non-success. Successful completions require a grade of “C” or higher. Students who earn grades of “C-” or lower are considered unsuccessful completions. Students who withdraw after the fifteenth day of the term or receive “incompletes” at the end of the term are considered not to have completed.

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) from another college. 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 standardized scores for placement into developmental education courses. Students who meet or exceed the standardized scores on the placement test or other accepted instruments may enroll in college level courses.

Presentation of Data

Table I, *Completion rates in Developmental Education, Fall 2013*

	Fall 2013						Total grades assigned
	Success		Non-Success				
	# Passing grades	% Passing	# Failing	% Failing	# Withdraw n or Incomplete	% Withdraw n or Incomplete	
Reading (DER 0091)	32	56.1%	16	28.1%	9	15.8%	57
Writing (DMW 0093)	73	55.7%	40	30.5%	18	13.7%	131
Reading and Writing Total	105	55.9%	56	29.8%	27	14.4%	188
Pre-Algebra (DEM 0099)	90	66.2%	30	22.1%	16	11.8%	136
Intro to Algebra (DEM 0100)	81	68.1%	27	22.7%	11	9.2%	119
Intermediate Algebra (DEM 00110)	8	61.5%	3	23.1%	2	15.4%	13
Math Total	179	66.8%	60	22.4%	29	10.8%	268
Total All Developmental Education Classes	284	62.3%	116	25.4%	56	12.3%	456

Table I shows a composite of grades assigned to students enrolled in developmental education classes during fall semester 2013. Columns in Table I, reading from left to right indicate: 1) course subject; 2) numbers and percentages of students who passed courses successfully (i.e. earned a grade of “C” or higher); 3) numbers and percentages of students who earned a “C-” or lower in the course; 4) numbers and percentages of students who withdrew from the course and received a “W” or did not complete the course by the end of the term; and 5) the total number of grades assigned for the course for fall semester.

Chart I, *Developmental Reading/writing: Fall 2013 completion rate*, and Chart II, *Developmental Math: Fall 2013 completion rate*, show comparisons between success and non-success rates for developmental reading, writing, and math courses completed during fall term 2013. Completion rates are based on the number of students in the courses who finished the courses, successfully and non-successfully. Completion rates do not include those who withdrew from or received incompletes for the courses. In the following charts, the “n” indicates the number of students in the category. Success and non-success percentages indicate the number of students achieving success or non-success, divided by the total number of students enrolled in the courses for the term.

Chart I, *Developmental Reading/writing: Fall 2013 completion rate*

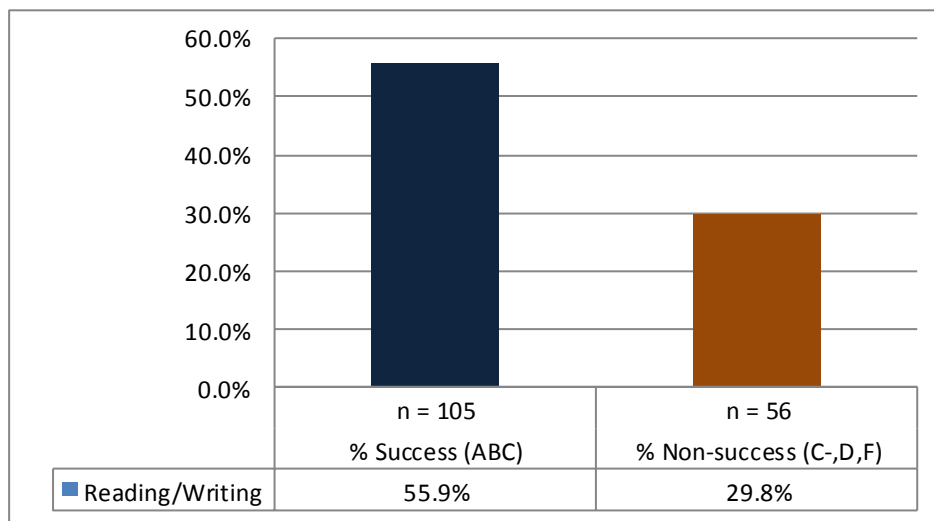
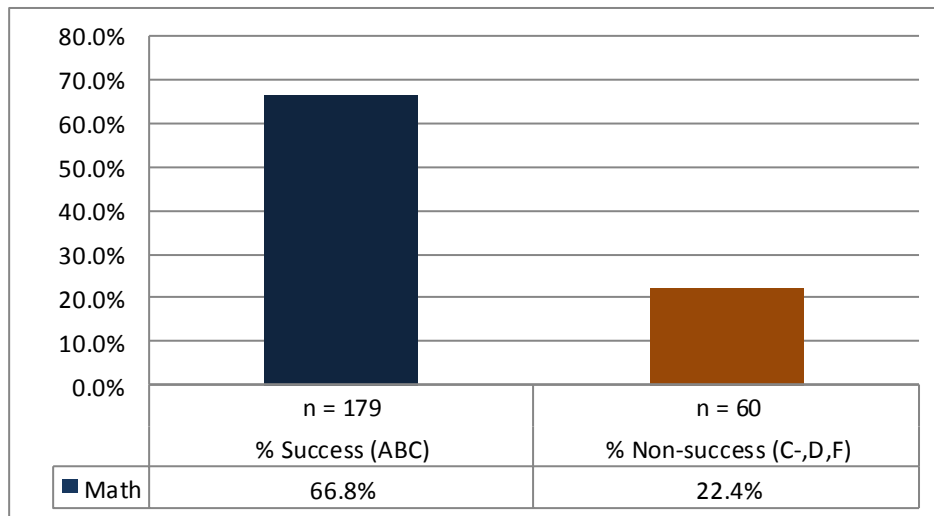


Chart II, *Developmental Math: Fall 2013 completion rate*



The following charts show side-by-side comparisons of completions rates in developmental education for fall semester 2012 and fall 2013.

Chart III, *Developmental Reading/writing: Fall 2012 and fall 2013 completion rates*

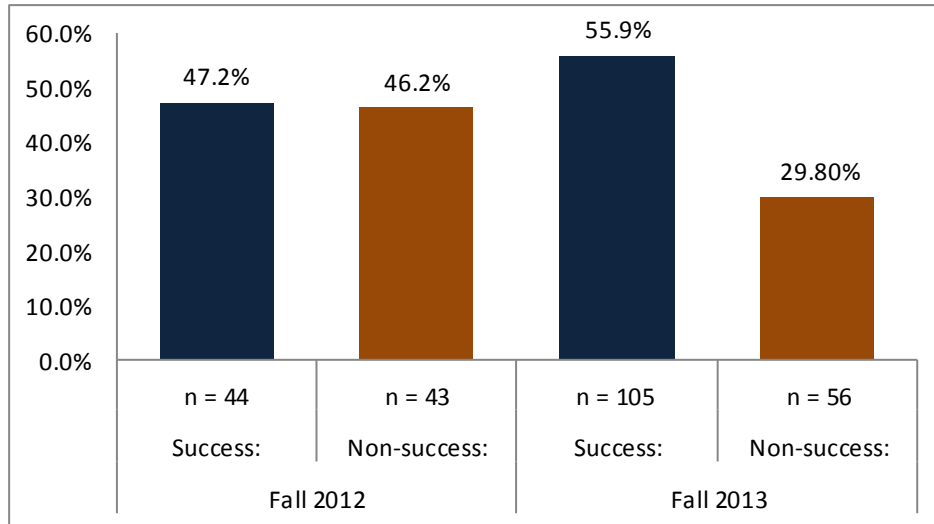
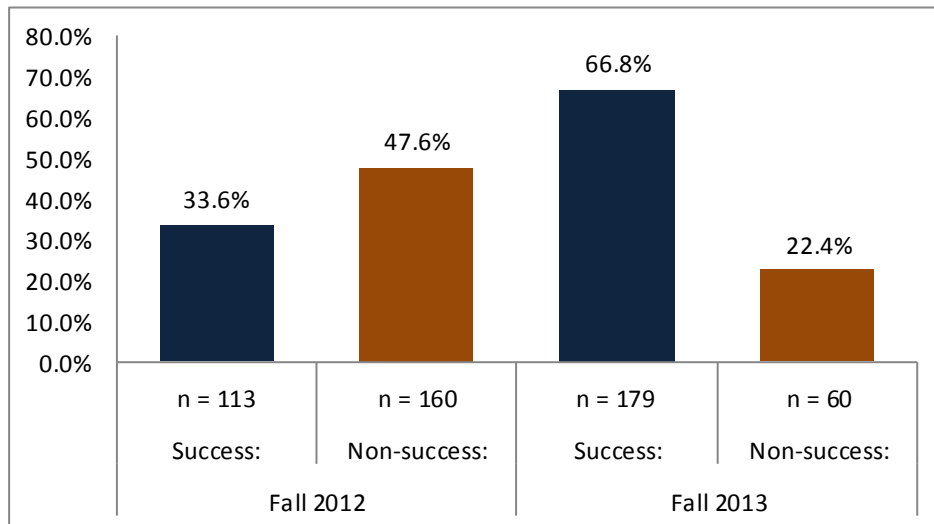


Chart IV, *Developmental Math: Fall 2012 and fall 2013 completion rates*



Data Highlights

1. Overall completion rates in developmental studies: reading, writing, and math increased from fall 2012 to fall 2013.
2. Successful completion rates in reading/writing increased from 47.2% in fall 2012 to 55.9% in 2013. The successful completion rate in reading/writing for this past fall semester represents 61 more grades of “A,” “B,” or “C” than in the prior year.

3. Successful completion rates in developmental math classes, shown in Chart IV show an increase from 33.6% in 2012 to 66.8% in fall 2013. The non-successful completion rate in math decreased from 47.6% in fall 2012 to 22.4% in fall 2013. Sixty-six more “A,” “B,” and “C” grades were earned in the most recent fall term and 100 fewer failing grades were earned.

Recommendations and Targets for Improvement

1. The new curriculum and protocols for developmental education support enhanced student success. Continue the following practices:
 - Utilize My Math Lab and My Reading Lab software along with the free coinciding textbooks that accompany them. Utilize the modules in the textbooks that align with the modules in the software and that espouse a reading level appropriate to the courses.
 - Utilize test questions from the software test bank.
 - Continue to include some lectures on difficult concepts in the courses as well as test questions written by faculty on these concepts.
 - Continue to omit any obsolete content according to the final Ohio Board of Regents’ developmental education standardized curriculum recommendations.
 - Students testing at the higher levels on the placement test have the option of taking college level gatekeeper courses simultaneously with supplemental instruction, instead of having to take developmental education courses prior to the college level courses. In this way, they can take courses in their major sooner (thus enhancing engagement) and they can progress to completion sooner.
 - Contextualize the developmental curriculum by using LIB Guides and other methodologies so that students can be connected with content in their majors earlier and engagement in their studies will be enhanced as will be retention.
 - Continue the Knewton Adaptive Learning Model. Knewton’s intuitive nature presents information to students based upon their prerequisite knowledge and addresses deficits by re-introducing skills at set intervals. The digital component is self-paced and allows students to accelerate through the modules at their own pace.
 - Investigate referring to the Adult Basic Literacy Education Program all students who score in the lower quartile of the Accuplacer test.