

AGENDA ITEM B4: STUDENT DEVELOPMENT
BOARD RULE 400.0100.00
COMPLETION RATES IN DEVELOPMENTAL EDUCATION
BOARD OF TRUSTEES MEETING: JULY 31, 2014

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 statewide remediation-free standard scores on the placement test or other accepted instruments are guaranteed enrollment into college level courses.

Presentation of Data

The data reviewed for this report are presented in Table I, *Completion Rates in Developmental Education, 2013/2014*. The table shows a composite of grades assigned to students enrolled in developmental education classes by term of enrollment during the 2013/2014 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, 3) the numbers and percentages of students who earned a "C-" or lower in the course, 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.

Table I, *Completion Rates in Developmental Education, 2013/2014*

	Summer 2013							Total grades
	Success		Non-Success					
	# 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 and 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	
Total Summer Developmental Education Grades	96	68.6%	33	23.6%	11	7.9%	140	
	Fall 2013							Total grades assigned
	Success		Non-Success					
	# Passing grades	% Passing	# Failing	% Failing	# Withdraw n	% Withdraw n		
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 Fall Developmental Education Grades	284	62.3%	116	25.4%	56	12.3%	456	
	Spring 2014							Total grades assigned
	Success		Non-Success					
	# Passing grades	% Passing	# Failing	% Failing	# Withdraw n	% Withdraw n		
Reading (DER 0091)	8	53.3%	6	40.0%	1	6.7%	15	
Writing (DMW 0093)	23	50.0%	17	37.0%	6	13.0%	46	
Reading and Writing Total	31	50.8%	23	37.7%	7	11.5%	61	
Pre-Algebra (DEM 0099)	37	59.7%	18	29.0%	7	11.3%	62	
Intro to Algebra (DEM 0100)	54	60.0%	24	26.7%	12	13.3%	90	
Intermediate Algebra (DEM 00110)	10	58.8%	4	23.5%	3	17.6%	17	
Math Total	101	59.8%	46	27.2%	22	13.0%	169	
Total Spring Developmental Education Grades	132	57.4%	69	30.0%	29	12.6%	230	

Table 1 indicates a pattern of declining success rates in developmental education courses as the academic year 2013/2014 progressed. Withdrawal rates from courses show a pattern of increase over the year as well.

The following two charts display trend data for developmental education courses taken during fall terms over the last six years. Chart I, includes data for developmental education reading, writing, and English. 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 are most representative for comparing trend data.

Chart I, *Developmental Reading, Writing and English, Percent Success and Non-Success Fall 2008 through Fall 2013*

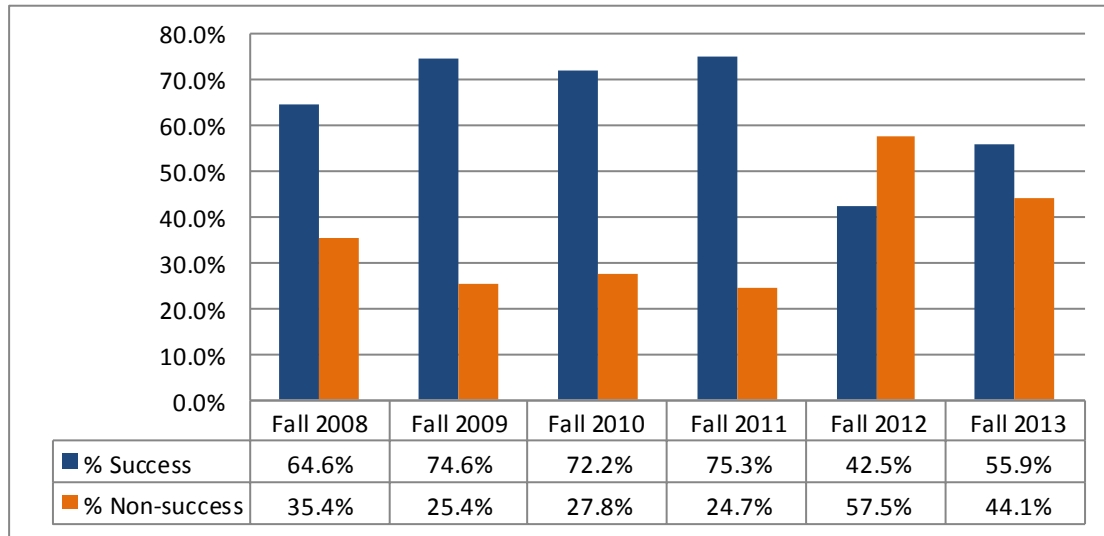
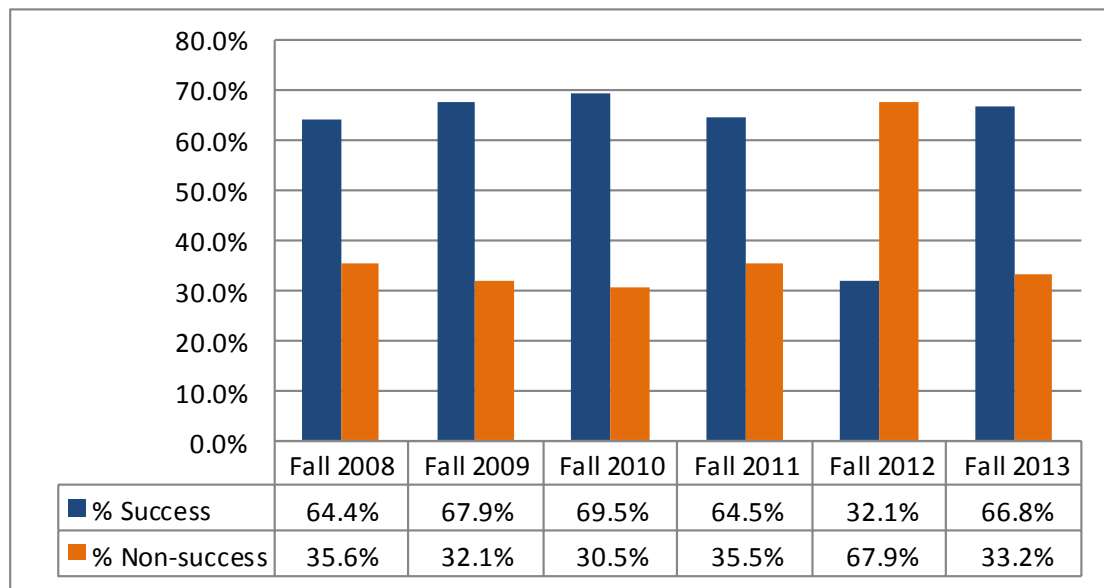


Chart II, *Developmental Math, Percent Success and Non-Success Fall 2008 through Fall 2013*



The success rates in fall term 2012 dropped by 32.8% for reading/writing and 32.4% for math from the previous year when new courses were implemented, as previously reported to the Board.

In summer 2013, developmental education courses were redesigned. As noted in Chart I and Chart II, student success rates improved in fall term 2013 with this redesign by 13.4% for reading/writing and 33.6% for math from the 2012 fall term.

Conclusions, Recommendations and Targets for Improvement

1. Faculty report that student nonattendance is an ongoing issue of concern in the developmental education courses and impacts success rates. It is recommended that an overarching attendance policy be formulated and implemented for developmental education courses.
2. In 2012/2013 a modified Emporium Model was used to deliver the developmental education content in order to reduce completion time for the course requirements. The new courses used self-paced computer software in which students worked at their own pace to accomplish the course objectives. An instructor was on site as students worked on the computers. However, students did not seem to have enough time to complete their work because the course content was not streamlined. The students were overwhelmed with the amount of material in the courses and, as a result, did not work well independently. They became frustrated easily. Faculty had not been well trained to move from the role of “lecturer” to that of “facilitator.” As a result, students were floundering in the new learning environment.
3. In the summer of 2013/2014 Mary Kakasick began the restructuring of the multidisciplinary courses. She collaborated with others to implement the use of new software – My Math Lab, My Reading Lab, and My Writing Lab. These software programs are more “user-friendly” and easy to navigate. Each has a free e-textbook with chapters that follow the modules in the software. A hardcopy textbook is available for those who request it with chapters also following the software modules. Tests are extracted from the software test banks. The courses are structured with some lectures on the more difficult concepts and with some tests written by faculty in regard to the lecture content. The course outcomes are consolidated and streamlined. Irrelevant and redundant content is omitted. Supplemental instruction is provided in developmental education. As noted, student success rates improved. However, retention and success rates are still not within acceptable range in the area of reading, writing and English. The following plan (included in more detail in the College Completion Plan) will be implemented to further improve retention and completion in developmental education and college level courses:
 - Continue the redesign of developmental education to expedite completion of developmental education coursework, success in college level gateway courses, completion of degree, and to augment overall success.
 - Create prescriptive developmental education pathways specific to student career goals, contextualize curriculum, use the Emporium Model with a high degree of student support by creating flexible scheduling of coursework, creating open lab sessions using the prescriptive software and spiral learning technique, staff the labs with credentialed faculty and, utilize supplemental instruction in all course sections to support student learning.
 - Evaluate the current placement cut-off scores for developmental math for efficacy.
 - Review all developmental education policies for barriers to student success including the policy for evaluating exemption for taking the reading placement test.

- Refer students scoring high on the placement test to college level English and math with supplemental instruction.
- Refer students scoring at the lowest level on the placement test to special instruction, including, but not limited to, the Adult Basic Literacy Program.
- Refer students without a high school diploma or GED to the Adult Basic Literacy Program to obtain that credential.