

2012-2013 Annual Update

Strategy - Accelerated Pipeline	
Intended outcomes	Status/Progress
<p>Conduct a trial for developmental math students placing into MTH060 and MTH080 and analyze data to determine if a pilot is warranted.</p> <p>Offer a 4-week intensive review course and COMPASS retesting for students who score within four points of the cut-off scores for the highest level developmental and various gatekeeper math courses.</p>	<p>Completed. Students enrolled in a 4-week intensive review course and then retook COMPASS. On the basis of the new results, students were placed into the appropriate 12-week math sections. Two review sections were offered in fall 2012:</p> <ul style="list-style-type: none"> • MTH060 <ul style="list-style-type: none"> ○ 85.7% (6/7) of eligible students retested. ○ 66.7% (4/6) of the students that retested improved their original COMPASS test score; those students enrolled in MTH060. ○ 71.4% (5/7) of the students enrolled in MTH060 successfully completed the course. ○ 57.1% (4/7) of the students enrolled in a math course in spring 2013. • MTH080 <ul style="list-style-type: none"> ○ 100.0% (24/24) of eligible students retested. ○ 83.3% (20/24) of the students that retested improved their original COMPASS score; 12 of these students enrolled in MTH080, and 11 enrolled in a higher level math course. ○ 52.2% (12/23) of the students enrolled in a math course successfully completed that course. ○ 62.5% (15/24) of the original participants enrolled in a math course in spring 2013. <p>Results suggest that this form of acceleration – review, retest and enrollment in higher level course – does not shorten the time spent in developmental education because students are often not successful in the courses.</p> <p>Based on these results, a pilot will not be run and this intervention has been discontinued. The math department created a new math course for non-STEM students in an effort to address this need.</p>
<p>Conduct a trial for developmental reading students placing into RDG090 (lowest level of developmental reading) and analyze data to determine if a pilot is warranted.</p> <p>Offer students who complete RDG090 and meet certain criteria (good attendance and participation) the opportunity to retake COMPASS to see if they can bypass RDG099 (the next level) and thus place into for ENG101.</p>	<p>Completed/Continuing. Fall 2012 trial results:</p> <ul style="list-style-type: none"> • 66.7% (16/24) of eligible students retested in mid-September. • 25.0% (4/16) of the students that retested tested out of RDG099. • 75.0% (3/4) of students that tested out of RDG099 enrolled in ENG101 in spring 2013. <p>As many as 200 students are enrolled in RDG090 each semester. However, most do not meet eligibility criteria (participation and attendance) for this intervention.</p>

Strategy - Accelerated Pipeline (continued)	
Intended outcomes	Status/Progress
<p>Conduct a trial for developmental English students placing into ENG098, and analyze data to determine if a pilot is warranted.</p> <p>Offer students who are about to complete ENG098 with an A and meet attendance criteria, and either tested out of RDG099 or were about to complete it successfully, the opportunity to take a diagnostic essay exam near the end of the semester to determine if they can place into ENG101.</p>	<p>Completed/Continuing. Fall 2012 trial results:</p> <ul style="list-style-type: none"> • 77.8% (7/9) of eligible students took the exam. • 42.9% (3/7) of students tested out of ENG100. • 100.0% (3/3) of students who tested out of ENG100 enrolled in ENG101 in spring 2013. <p>On average, 20 to 40 students are eligible for this intervention each semester. The reading requirement most likely restricts the scope of this intervention.</p>
<p>Conduct a trial for developmental English students placing into ENG100, and analyze data to determine if a pilot is warranted.</p> <p>Offer students who pass out of developmental reading and begin a 16-week section of ENG100 (highest level of developmental English) the opportunity to take a diagnostic essay exam. Based on the results, students would have the opportunity to transfer into a 12-week ENG101 section.</p>	<p>Completed/Continuing. Summer and fall 2012 trial results:</p> <ul style="list-style-type: none"> • 84.6% (11/13) of eligible students took the exam. • 54.5% (6/11) of those students passed the exam. • Of the two summer students who passed the exam, both successfully completed ENG101 in fall 2012. • Of the fall students who passed the exam, 75.0% (3/4) enrolled in ENG101 in spring 2013. <p>Data suggest that passing the diagnostic essay exam can shorten the time spent completing the English course sequence. Although as many as 200 students meet the eligibility requirements for this intervention each semester, it draws little interest. Offering the diagnostic exam before semester start as opposed to the first week did not seem to make a difference.</p>
<p>Conduct a trial for developmental English students placing into ENG100, and analyze data to determine if a pilot is warranted.</p> <p>Offer students who pass out of reading and either score within 10 points of the cut-off for ENG101 or place into ENG100 the opportunity to enroll in ENG101 with non-developmental students on the condition that they also enroll in a supplemental instruction section led by the faculty member teaching their gatekeeper course.</p>	<p>Completed/Continuing. Fall 2012 trial results:</p> <ul style="list-style-type: none"> • 68.4% (26/38) of these students successfully completed the course. • 61.5% (16/26) of students successfully completing the course enrolled in a higher level English course in spring 2013. <p>As many as 200 students meet the eligibility requirements for this intervention each semester. The data suggests that this form of acceleration – mainstreaming with supplemental instruction – can shorten the time spent in developmental education for some students.</p>
Overall accomplishments	
<ul style="list-style-type: none"> • Conducted trials for developmental math and English students. • Collected data to track student progress. 	
Strategy impact on goal achievement	
<p>Accelerated Pipeline supports the goal “Decrease student achievement gaps of developmental, young male and black non-Hispanic students, while increasing academic achievement for all” by improving the chances of all developmental students to reach and successfully complete gatekeeper courses.</p>	