



# Developmental Education in the MUS

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# Developmental Education Steering Committee

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## Since We Last Saw You



**CAMPUS  
SURVEY**



**DATA  
GAINS**



**STEERING  
COMMITTEE  
RECOMMENDATIONS**



**COMPLETE  
COLLEGE  
AMERICAN  
GRANT**

# RECOMMENDATIONS FOR ADOPTION



## PLACEMENT

Develop recommendations for a shared, system-wide, research-based approach to placement that includes multiple measures with expectation of default placement into college-level courses and established guidelines for prerequisite placement.

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## PERFORMANCE FUNDING

Adjust PBF remedial success metric to better align with current campus practice and incentivize institutions to support students into gateway course completion early in their degree path.

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## POLICY

Review and make recommendations to revise BOR 301.17 (dev. ed) and BOR 301.18 (placement) to align with evidence-based best practices in early gateway course completion.

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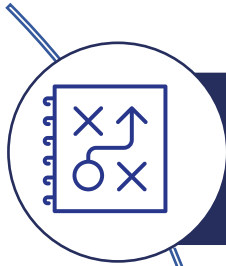
## PROFESSIONAL DEVELOPMENT

Campus teams will participate in structured professional development to assess institutional practices and have guided support in implementing reforms.



# Campus Survey Findings

## Developmental Education and Placement Landscape



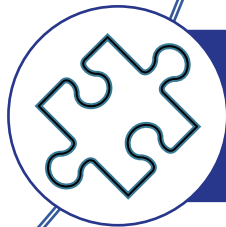
Most campuses offer co-requisite courses for Math and Writing, but delivery models vary.



Placement mechanisms vary widely, with most commonality in ACT/SAT scores.



Inconsistencies in whether developmental education is required or optional for underprepared students.

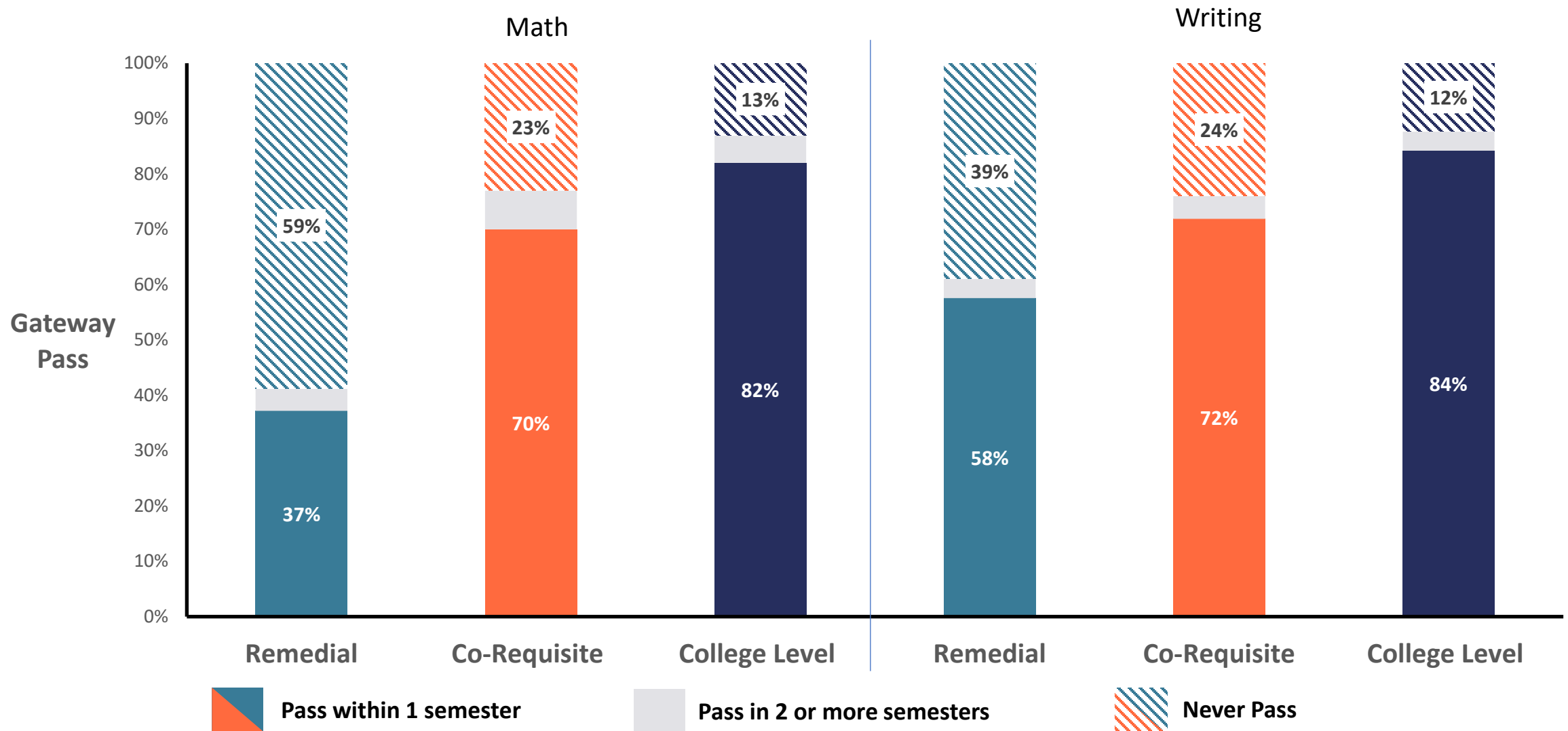


Self-identified challenges include placement & misadvising, budget models to meet demand, and more curricular & pedagogical development.



# Gateway Course Completion Outcomes from 2015 – 2022

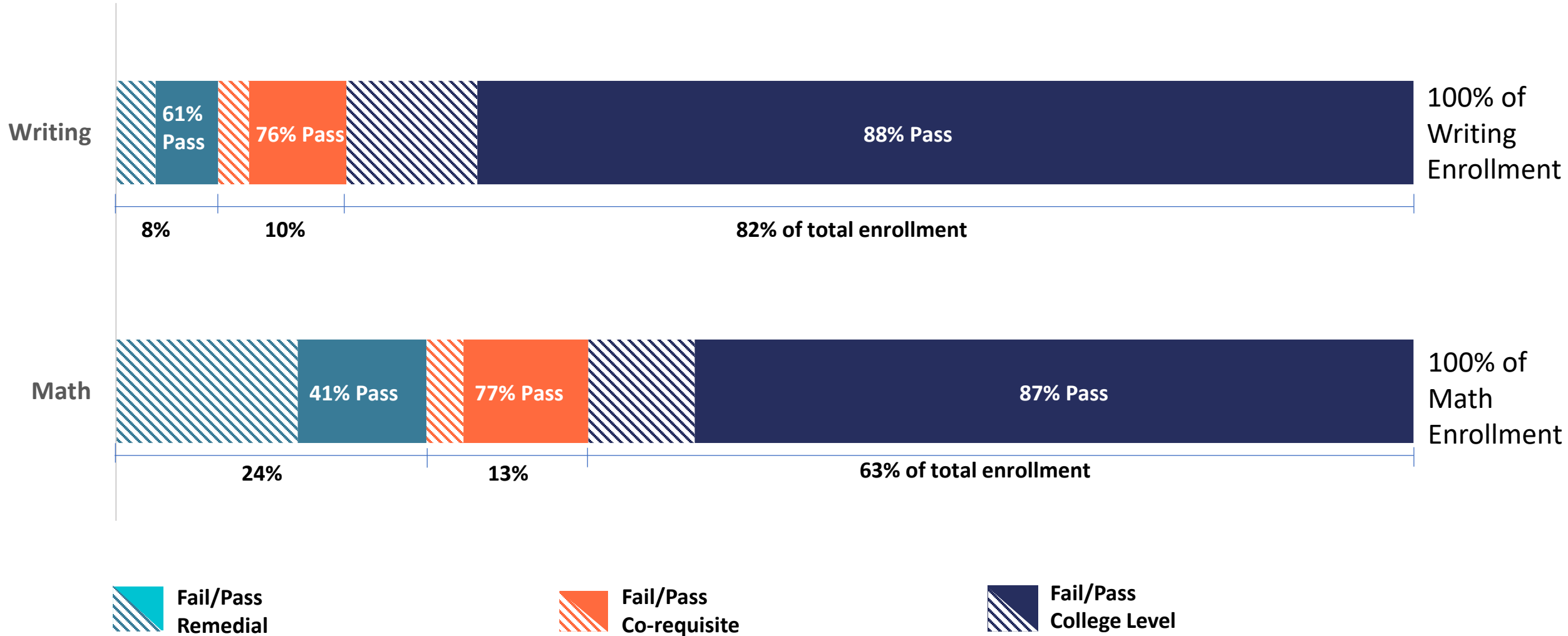
Gateway course completion outcomes for all first-time freshman between 2015 and 2022 based on time between the first math or writing class and when a college level class is passed.





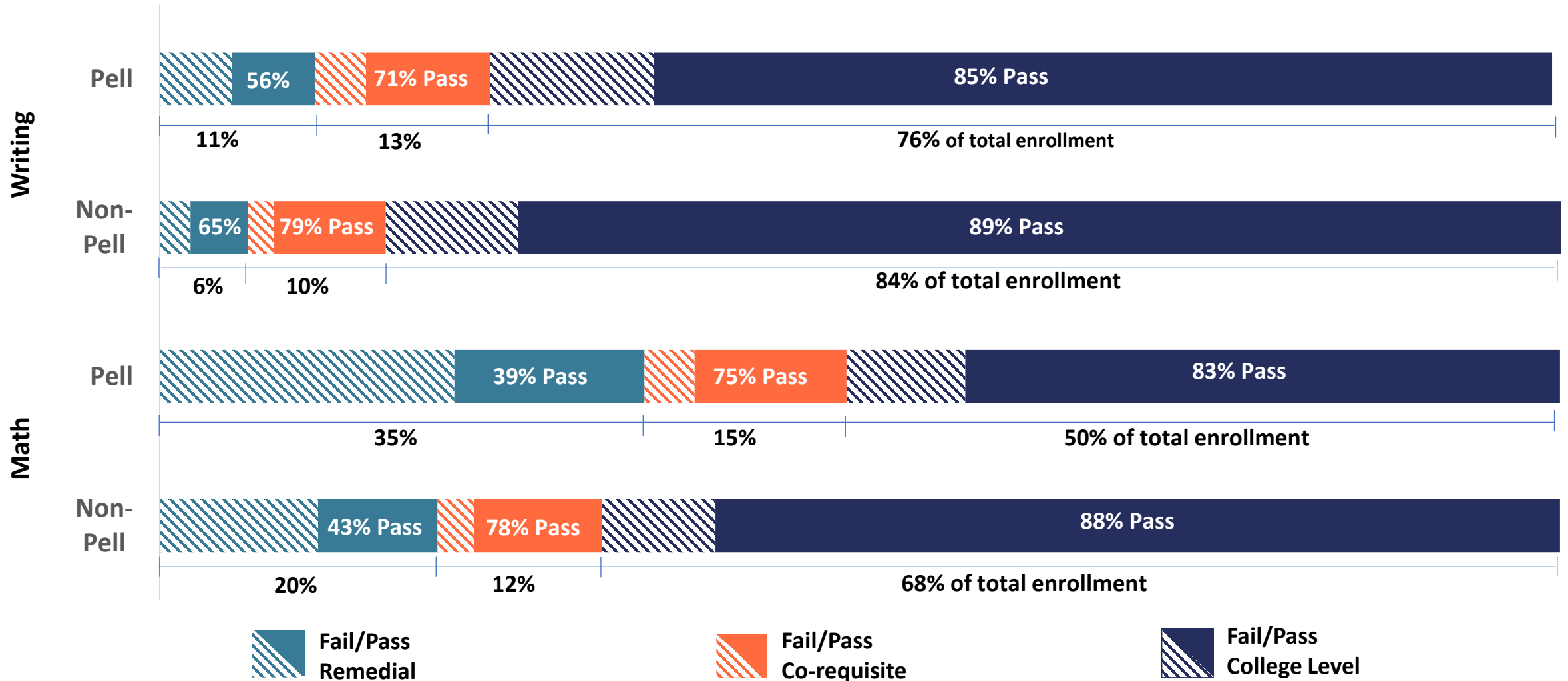
# Proportion of Enrollment and College Level Pass Rates

## All First-Time Freshman from 2015-2022





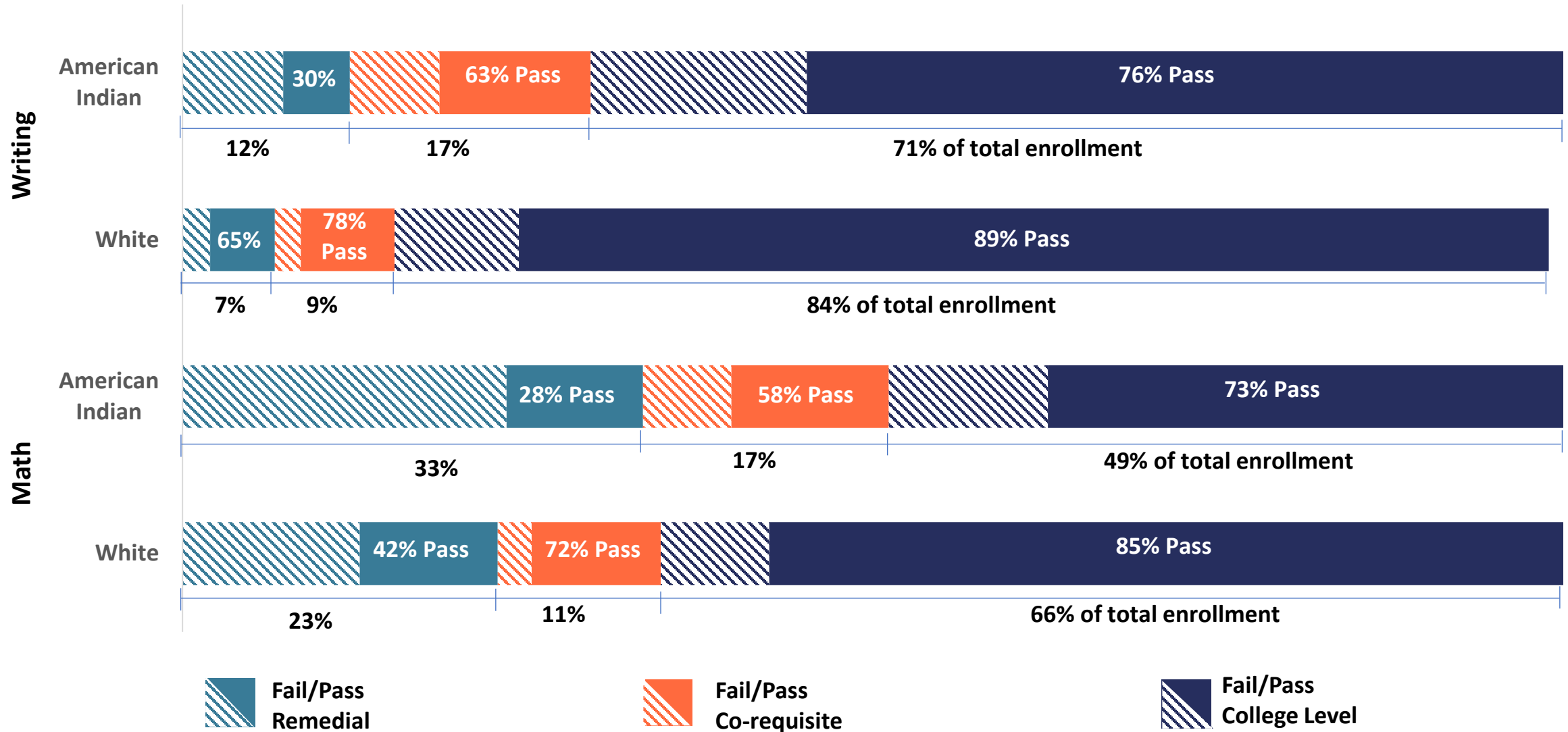
# Proportion of Enrollment and College Level Pass Rates by Pell Status of First-Time Freshman from 2015-2022





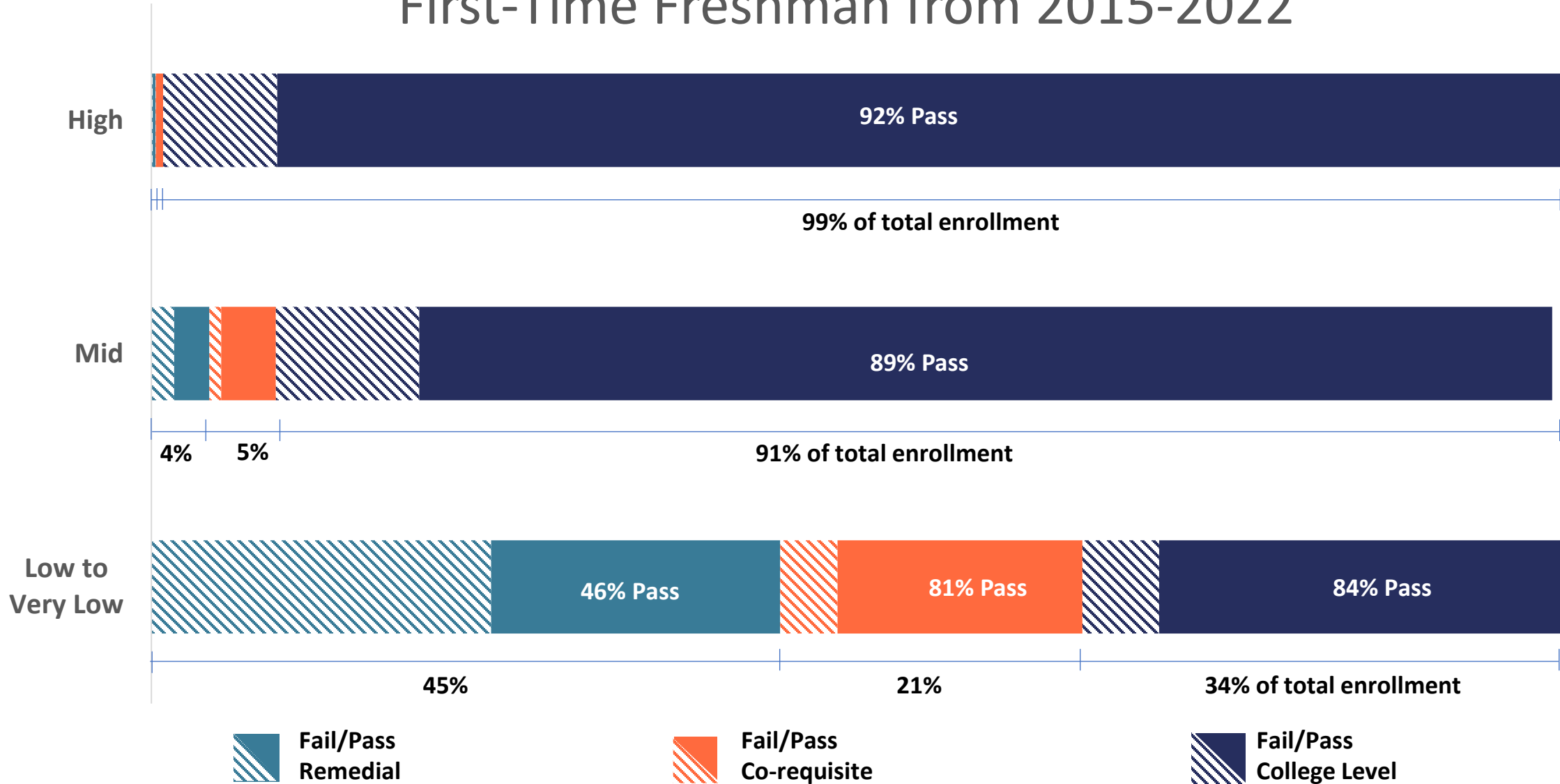


# Proportion of Enrollment and College Level Pass Rates Race of First-Time Freshman 2015-2022



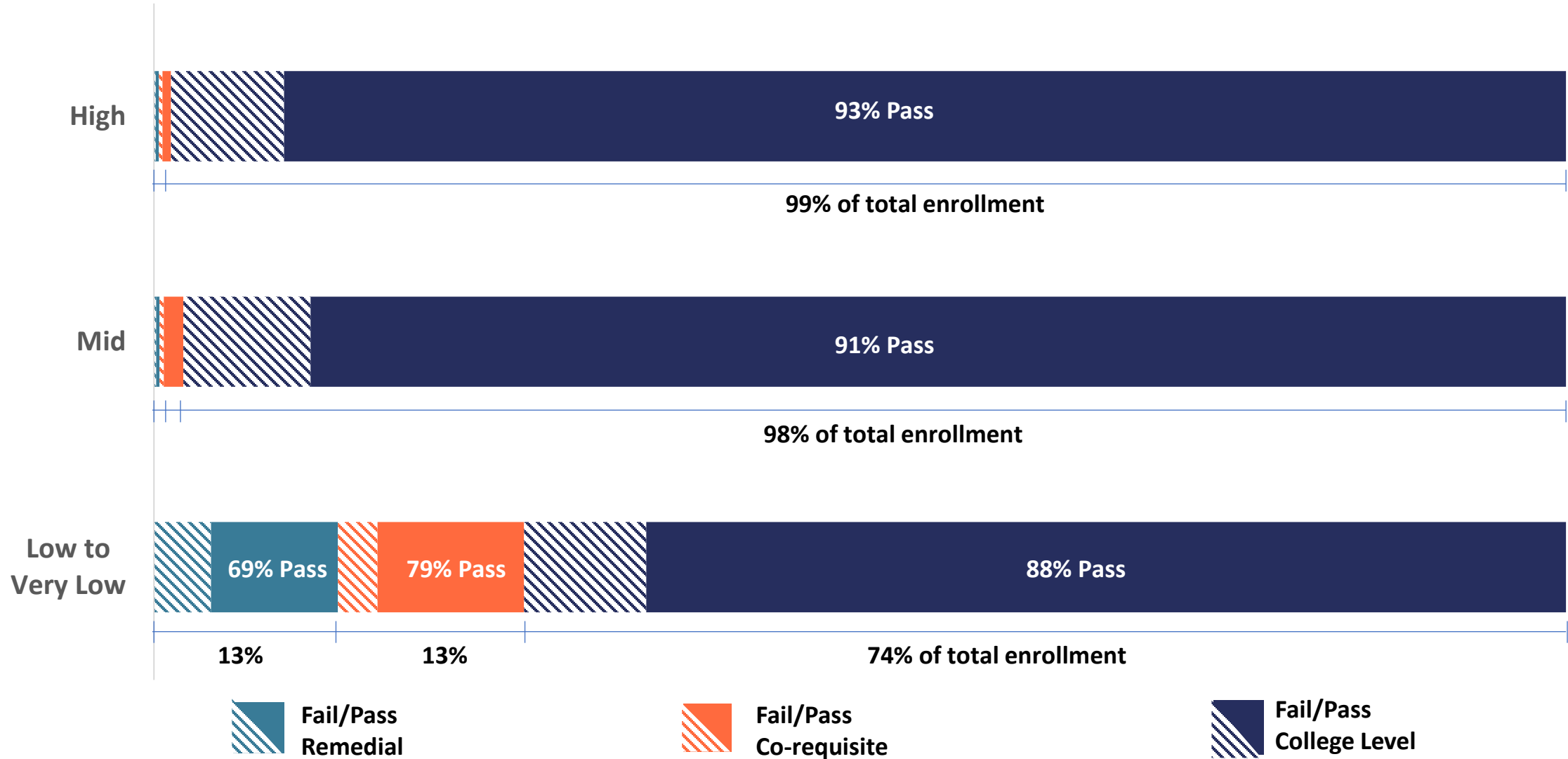


# College Level Math Pass Rates by Math ACT Scores for First-Time Freshman from 2015-2022





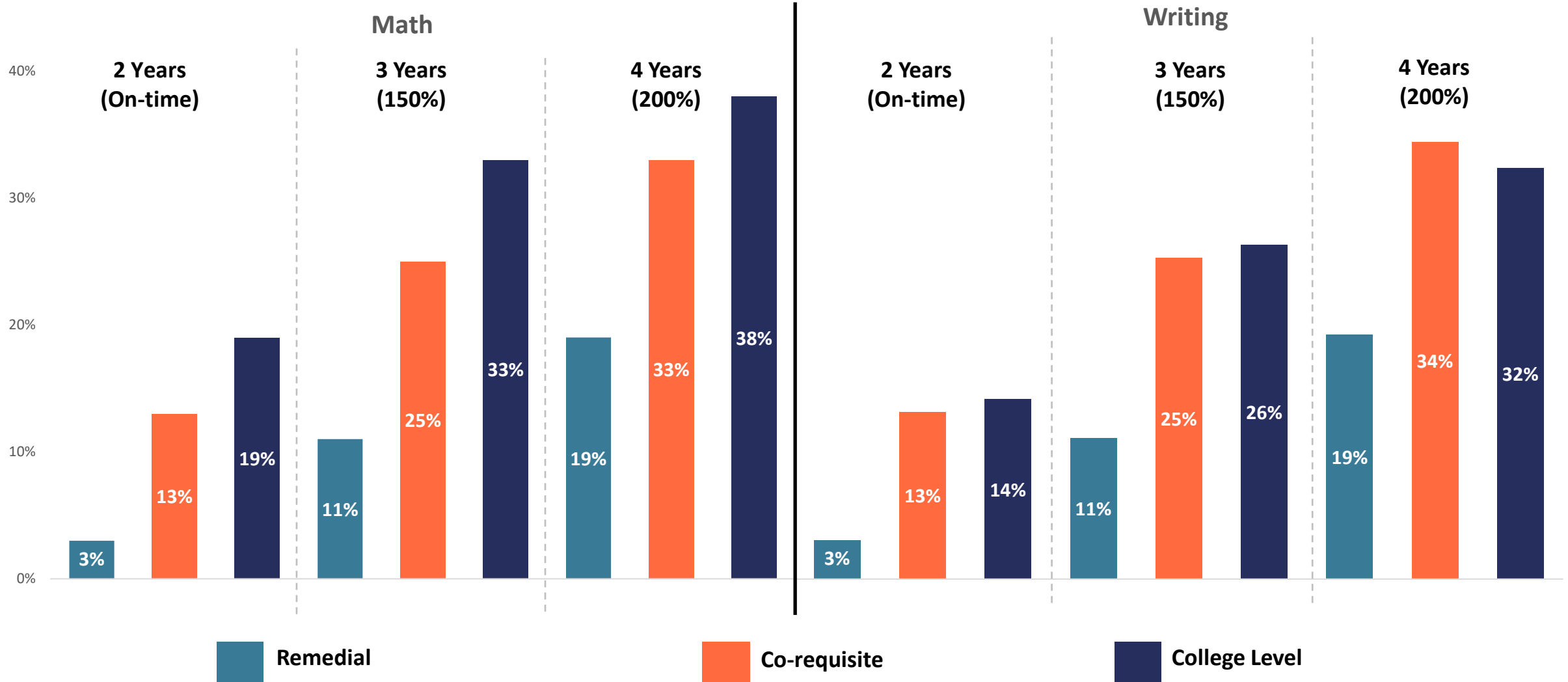
# College Level Writing Pass Rates by English ACT Scores for First-Time Freshman from 2015-2022





# Implications: Graduation Rates 2-year

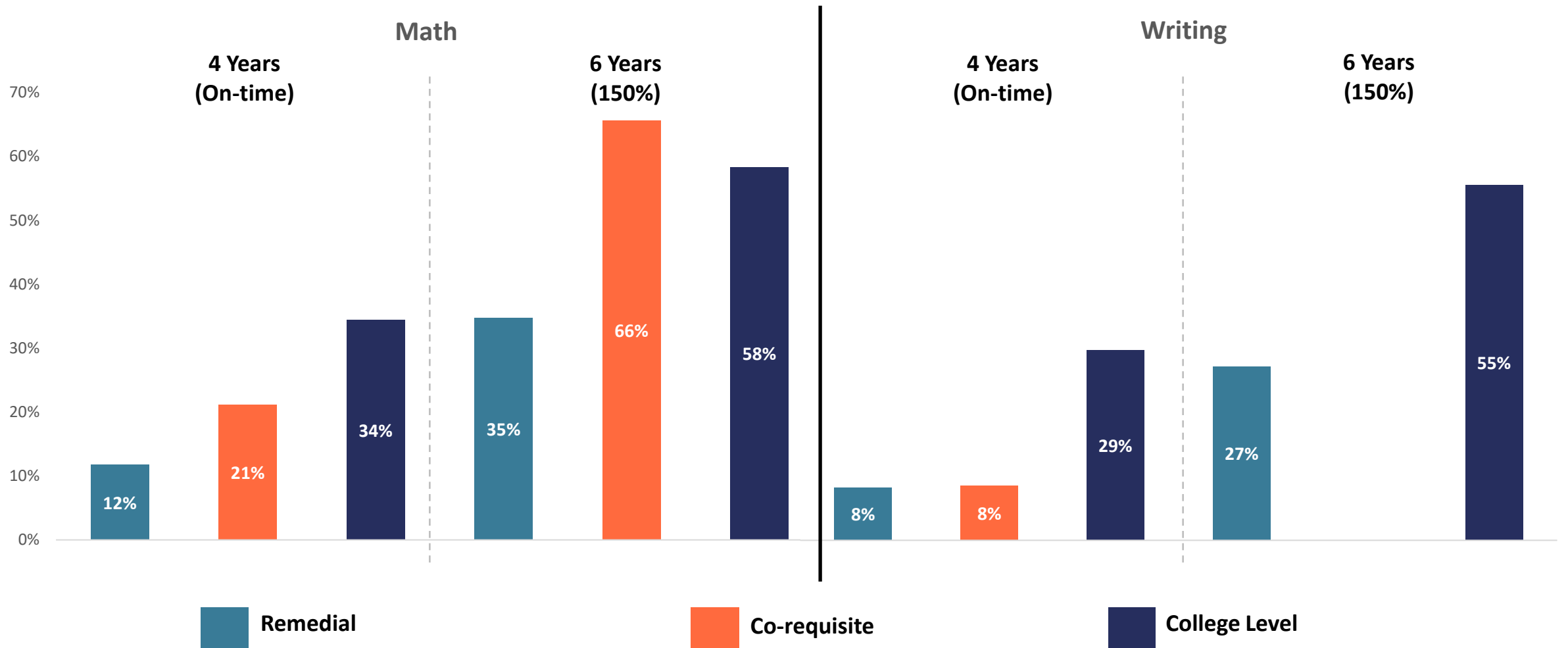
*Graduation rate of 2-year college student cohorts who started college between 2015 and 2019 and either took a co-req, remedial or college level math or writing course.*





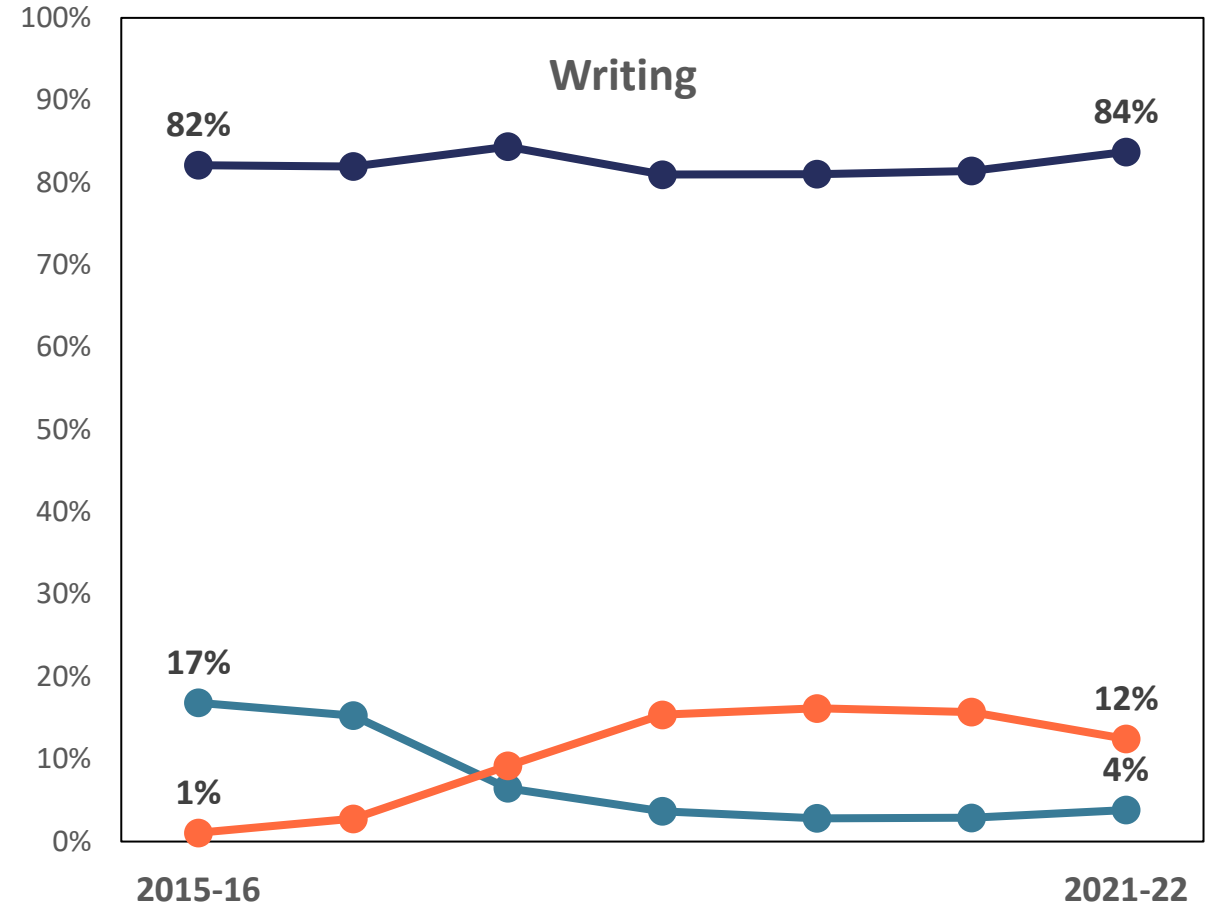
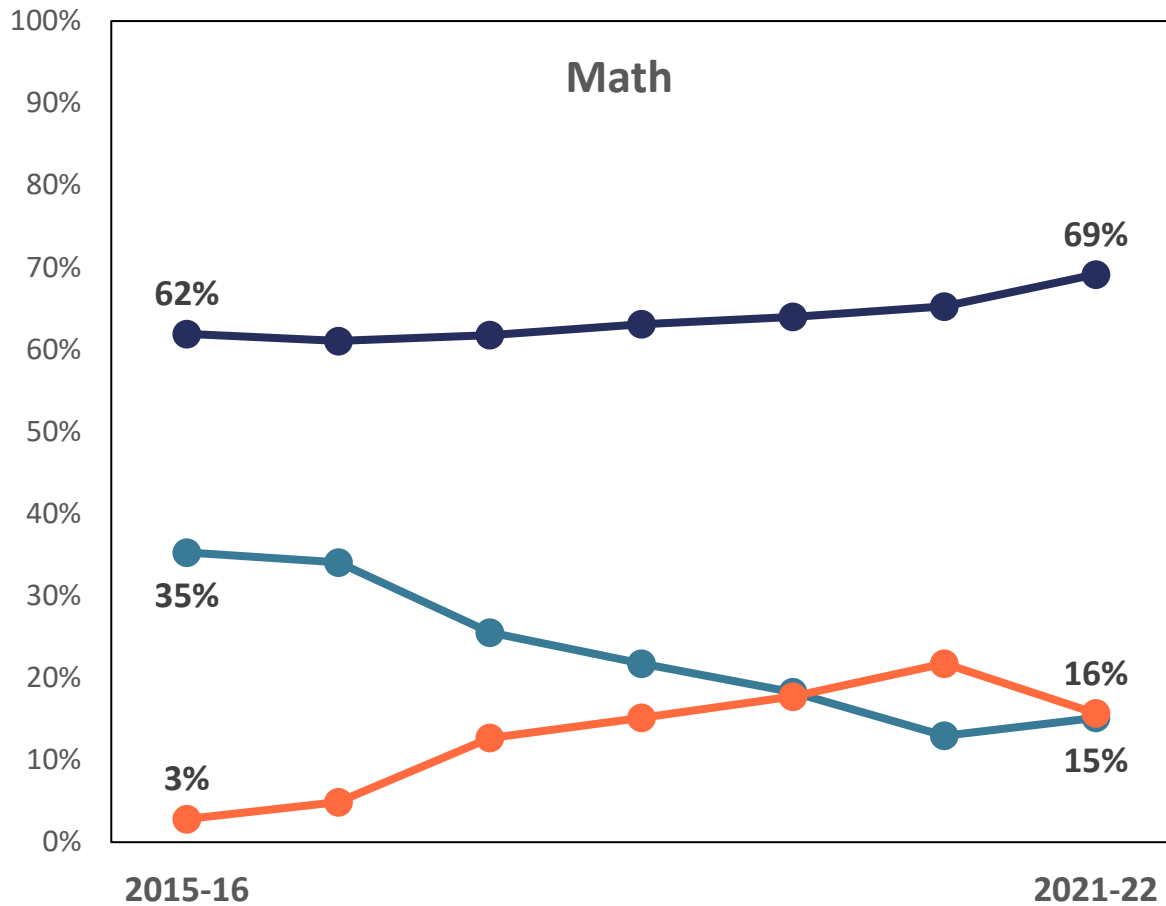
# Implications: Graduation Rates 4-year

*Graduation rate of 4-year college student cohorts who started college between 2015 and 2017 and either took a co-req, remedial or college level math or writing course.*





# Distribution of Enrollment of First-Time Freshman in a First Math/Writing Class over Time



● Remedial ● Corequisite ● College Level