

Developmental English

Other Coursework

DVE

Division: Developmental Course

Created: 1/23/2002 5:17:38 PM

Revised: 7/7/2004

Mission Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.

Goal Provide pre-baccalaureate education consisting of liberal arts, sciences, and pre-professional courses designed to transfer to four-year colleges and universities and /or to meet individual educational goals.

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	<p>Developmental English has been undergoing a pilot study through the College's Title III grant.</p> <p>Title III related objectives:</p> <p>3.2a. By 9/30/03 there will be a 30% increase developmental English sections using alternative learning style modalities, instructional strategies, and TAI (technology assisted instruction) programs. 20% more students will persist in higher level English courses.</p> <p>3.3a. There will be a 20% higher successful completion rate of participating students, as measured by persistence to term, than in 2002.</p> <p>3.4a. As a result of faculty development activities, alternative learning style modalities, instructional strategies, and TIA will be integrated into 30% of on campus ENG001 sections.</p>	<p>Two pilot Composition Skills courses were taught. These "test" courses use portfolios, individual conferences, and group grading as their basic elements. All the courses, traditional and pilot, are being assessed using the following methods:</p> <p>Satisfaction and Attitude surveys given to students at 10th day and at the end of the semester.</p> <p>Pre/post essays.</p> <p>Pre/post essays that are compared to essays written in other sections of Composition Skills.</p> <p>4.Track percent of student success (C or better).</p> <p>Track percent of student retention (actively participating) in pilot study</p> <p>Track GPA for entire semester for all classes/faculty.</p> <p>Compare success rates of all Composition skills students to traditional students (GPA, graduate rates, transfer, transfer GPA)</p>	<p>Composition Skills saw incremental improvement in the results from its final semester of pilot implementation.</p> <ul style="list-style-type: none">•Pilot students earned higher course grades than control students (1.969 vs. 1.846). The average grade for both pilot and control students decreased FA 03, but the drop was greater for control students.•The percentage of students earning a "C" or better was higher for pilot sections than control (73.0% vs. 62.5%) - the highest percentage for pilot composition students to date.•The course completion rate was higher in pilot sections (86.5% vs. 81.3%).•Course satisfaction was significantly higher in pilot sections (3.56 vs. 3.15).•Persistence to term is lower for pilot students than for control (73.0% vs. 84.6%).•However, pilot students are slightly more likely to be enrolled in Composition I (54.0% vs. 53.9%). <p>Pilot performance improves in some areas when considering data from all three semesters of implementation.</p> <ul style="list-style-type: none">•The average grade is slightly higher in pilot sections than control (1.971 vs. 1.952).•Percentage of students earning "C" or better is also higher in pilot sections than control (65.5% vs. 54.8%).	<p>Integration of pilot components for ENG001, Composition Skills:</p> <p>Some instructors in the English division are currently utilizing the instructional strategies for assisting students in viewing their writing as a process. Some instructors are have also integrated the weekly review meetings with students. It was difficult to determine a way to continue the Portfolio Assessment Committee without the funds provided by the Title III grant.</p>

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1.1 continued

continued

•Pilot students were more likely to complete ENG 001 than control students (78.2% vs. 67.7%).

see 3, above

•Pilot students earned a higher average semester GPA than control students (2.031 vs. 1.991), but earned lower cumulative average GPAs (1.912 vs. 2.030).

Persistence to term remains lower for pilot students.

•Pilot composition students were less likely to return in subsequent semesters (56.4% vs. 64.4%).

•They were also less likely to have completed a higher-level writing course (19.4% vs. 35.6%).

•Including students currently enrolled in college writing improves pilot results, but the percentage for pilot students remains lower (47.2% vs. 55.6%).

When looking at only students completing a higher-level course

•Pilot students earned much lower grades in higher level courses than control students (1.960 vs. 2.857).

•However, a higher percentage of pilot students earned a grade of "C" or better in their higher-level course (58.6% vs. 52.4%), because

•Pilot students were much more likely to complete college-level writing courses as enrolled (86.2% vs. 66.7%).

Developmental Math

Other Coursework

DVM

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	Students will demonstrate improvement the mathematics skills necessary for success in future mathematics courses.	Students who complete Intermediate Algebra will score an average 70% on a departmental exam representing skills necessary for success in future math courses. An item analysis of the departmental exam will be used to determine weaknesses within the course.	<p>Since Spring 2002 a 33-item departmental, multiple-choice exam has been administered to sections of MAT 006. The average score and an item analysis is</p> <p>Results (averages): Sp02, n=108, avg=59% Sp03, n=93, avg=61% Su03, n=47, avg=59% Fa03, n=221, avg=62% Sp04, exam was given, not yet analyzed.</p> <p>Results (Item analysis): >Sp02: 2 areas of strength (75% or greater correct responses) and 4 areas of weakness (less than 50% correct responses). Strengths: Solving Systems of Linear Equations, Conceptualizing Linear Equations. Weaknesses: Direct and Inverse Relationships, Domain/Range, Graphing Functions, Quadratic Functions. >Sp03. One area of strength was added to Sp02 results - Solving Rational Equations. Direct and Inverse Relationships was removed as an area of weakness, but Solving Quadratic Equations was added. >Fa03: Strengths: Simplify rational expressions, Solve systems of equations, Conceptualize systems of equations. Weaknesses: Direct/Inverse relations, Domain & Range, Graph functions, solve quadratic functions.</p>	<p>Although there was slight improvement in the post test results in MAT 006, the faculty felt that the overall time devoted to the topics was too restrictive. After researching similar courses state-wide, the faculty proposed increasing the number of credit hours in the course from 3 to 4 hours. The change was approved by the curriculum committee and took effect fall 2003.</p> <p>In Spring 04 a new text was used; and drill/practice software and graphing calculators were implemented.</p> <p>Results will continue to be monitored.</p>

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2 Students who complete developmental mathematics through Intermediate Algebra will be successful in college-level mathematics courses.

70% of students who successfully complete Intermediate Algebra and subsequently enroll in College Algebra, Statistics, or General Education Mathematics will successfully complete that subsequent course.

The college is implementing the Datatel System. Once it is completed. The analysis of course completions will be monitored on an ongoing basis. See Outcome #3 for completion results of Title III pilot classes.

2b. 70% of students who successfully complete Beginning Algebra and subsequently enroll in Intermediate Algebra will successfully complete Intermediate Algebra.

2c. 70% of students who successfully complete mathematics tutoring courses TUT 007, 008, and 009 and subsequently enroll in Beginning Algebra will successfully complete Beginning Algebra.

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<p>3 Developmental math has been undergoing a pilot study through the College's Title III grant.</p> <p>Title III related objectives:</p> <p>3.2a. By 9/30/03 there will be a 30% increase developmental math sections using alternative learning style modalities, instructional strategies, and TAI (technology assisted instruction) programs. 20% more students will persist in higher level math courses.</p> <p>3.3a. There will be a 20% higher successful completion rate of participating students, as measured by persistence to term, than in 2002.</p> <p>3.4a. As a result of faculty development activities, alternative learning style modalities, instructional strategies, and TIA will be integrated into 30% of on campus MAT005/006 sections.</p>	<p>The Title III Math Pilot for Beginning Algebra consisted of the same mix of traditional instruction and problem-solving sessions implemented with state of the art technology as previously used in Intermediate Algebra. An additional wireless lab was installed with T3 funds. The classroom computers, linked with an excellent tutorial program, aid students in their discovery and mastery of algebra.</p> <p>The Title III Math Pilot for Intermediate Algebra consisted of a mix of traditional instruction and problem-solving sessions implemented with state of the art technology. Graphing calculators and wireless classroom computers, linked with an excellent tutorial program, aid students in their discovery and mastery of algebra.</p>	<p>MAT 005 results:</p> <p>Pilot MAT 005 students did not perform as well as control students by most measures. However, some of these results could stem from an unusually strong control section. Performance in both sections differed significantly from other, non-participating sections of MAT 005.</p> <ul style="list-style-type: none">•Pilot students earned lower course grades than control students (2.267 vs. 2.429).•Fewer pilot students earned a grade of "C" or better than control students (54.2% vs. 66.7%).•The completion rate was lower for pilot students than for control students (62.5% vs. 77.8%).•Pilot students expressed a satisfaction rate marginally lower than control students, but this difference is statistically insignificant. (3.00 vs. 3.03)•Pilot students did earn higher course grades than other non-pilot sections (2.267 vs. 2.082) and a higher percentage earned a grade of "C" or better (54.2% vs. 48.7%).•Pilot students were more likely to return SP 04 (94.1% vs. 80.0%) but were less likely to have enrolled in MAT 006 (29% vs. 44%).	<p>All instructional strategies and learning modalities were integrated into all sections of MAT006. The original software Quant was changed to MathPro software due to costs. The textbook was changed to correspond with the MathPro software. Faculty and adjunct faculty were trained in the instructional methods and technology.</p>
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3.1 continued

continued

MAT 006 results:
Performance of MAT 006 students improved during the final semester of implementation, with only a few exceptions.

see 3, above

- Pilot students' completion rate was slightly lower than the rate for control students (72% vs. 75%).
- For the first time, pilot algebra students earned higher course grades than control students (3.056 vs. 2.905).
- A higher percentage of pilot students earned a grade of "C" or better (70.8% vs. 67.9%).
- Pilot students had higher semester GPAs than control students (2.760 vs.2.576) as well as higher cumulative GPAs (2.721 vs. 2.533).
- Pilot students completed more hours during FA 03 (12.11 vs.10.11).
- They were also reported almost a full point higher course satisfaction than control students (3.82 vs. 2.84 on a 5-point scale).
- Pilot students were less likely to persist to term (87.5% vs. 92.6%), however, and were less likely to enroll in college-level math (45.8% vs. 63%).

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3.2 continued

continued

Looking at all three semesters of implementation. Grade performance drops due to low pilot grades during the first two semesters. In all other areas, pilot performance either improves or remains strong.

see 3, above

- The average course grade for pilot Intermediate Algebra students was 2.483 vs. 2.870 for control students

- 63.9% of pilot students earned a “C” or better, vs. 69.3% for control students.

- 79.5% of students in the pilot sections of Intermediate Algebra completed the course, vs. 72.0% of students in control sections.

- Pilot students still earn higher semester and cumulative GPAs than control students. The average pilot semester GPA is 2.657 vs. 2.534 for control. The cumulative GPA averages are 2.926 for pilot students and 2.598 for control students.

- Pilot students consistently exhibited higher course satisfaction than control students. (3.45 pilot vs. 2.88 control).

With respect to persistence, the gap narrows significantly, although it does not vanish entirely.

- Pilot MAT 006 students still persisted at LLC at a somewhat lower level than control students (81.2% vs. 83.1%).

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3.3 continued

continued

•Pilot students, however, were slightly more likely to have completed one or more college-level math course (33.0% vs. 32.5%).

see 3, above

If students currently enrolled in a higher-level course are included, the persistence data improves further.

•Pilot students are 5% more likely to have completed or currently enrolled in college-level math (55.1% vs. 50.0%).

The results display additional gains when looking at only students enrolling in a college-level math course. Pilot students continuing on to college-level math earned a slightly lower average grade due to a single pilot student receiving an “F”, but they out-performed the control students in all other measures.

•Pilot students earned an average grade of 2.500 in college level math vs. 2.522 for control students.

•Overall, 5% more pilot Intermediate Algebra students completed all enrolled college-level math courses.

•16% more pilot Intermediate Algebra students earned a “C” or better in college-level math than students from the control sections.

Intensive English Language

Other Coursework

IEL

Division: Developmental Course

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	Students who complete Beginning IEL will demonstrate the ability to understand, speak, write, and read English to the level necessary to enter the Intermediate Level.	50% of students completing one semester of Beginning IEL with a grade of "C" or better will improve by at least 10 points on the Michigan Test of English Language Proficiency.	Of the eight students who post-tested, four (50%) improved by at least 10 points.	Numbers were small in part because post-testing has not always been completed. Work on requiring post-testing for all students.
2	Students who complete Intermediate IEL will demonstrate the ability to understand, speak, write, and read English to the level necessary to enter the Advanced Level.	50% of students completing one semester of Intermediate IEL with grades of "C" or better will improve by at least 10 points on the Michigan Test of English Language Proficiency.	Of the five students who post-tested, two (40%) improved by at least 10 points.	Numbers were small in part because post-testing has not always been completed. Work on requiring post-testing for all students.
3.1	Students who complete Advanced IEL will demonstrate the ability to understand, speak, write, and read English to the level necessary to successfully participate in college level courses.	50% of students completing one semester of Advanced IEL with grades of "C" or better will improve by at least 10 points on the Michigan Test of English Language Proficiency.	Of the five students who post-tested, three (60%) improved by at least 10 points.	Numbers were small in part because post-testing has not always been completed. Work on requiring post-testing for all students.
3.2	Students who complete Advanced IEL will demonstrate the ability to understand, speak, write, and read English to the level necessary to successfully participate in college level courses.	50% of students who complete one semester of Advanced IEL with grades of "C" or better and subsequently enroll in college level courses will receive grades which average "C" or better during the first semester following the completion of the IEL program.	Twenty-one students enrolled in the semester following completion of Advanced IEL. Nine (42.9%) completed that semester with an average grade of "C" or better.	Staff will look more closely at those who did not reach this objective to attempt to analyze this lack of success. Staff will also follow up on subsequent semesters to see if grades improve.

Tutoring Center English

Other Coursework

TEN

Division: Developmental Course

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1.1	Students will demonstrate the improvement necessary for success in future English writing courses.	50% of students who successfully complete TUT 004, 005, and 006 will achieve a raw score of 38 or higher on the post-test using ACCUPLACER.	Forty-eight students successfully completed TUT 004, 005, and 006 from Fall, 1999, through Fall, 2003, and post-tested using ACCUPLACER. Thirty-nine of those students (81.3%) achieved a score of 38 or better.	Continue to examine percentages in subsequent semesters to see if there is a need to increase the percentage in the Assessment Criteria.
1.2	Students will demonstrate the improvement necessary for success in future English writing courses.	50% of students who successfully complete TUT 004, 005, and 006 and subsequently enroll in Composition Skills (ENG 001) or Communications I (ENG 098) or Business English (ENG 095) or Writing for Industry (ENG 050) will complete the course with a grade of "C" or better.	Twenty-one of the 48 students who successfully completed TUT 004, 005, and 006 enrolled in Composition Skills between Fall, 1999 and Summer, 2003. Of these, eleven (52.4%) received a grade of "C" or better in the course.	Numbers are still too small to draw definite conclusions. Continue to track students and to add new students in subsequent semesters. In the future, it may be necessary to join with other divisions to determine why enrollment of these students into higher level English courses is so limited.

Tutoring Center Math

Other Coursework

TMA

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1.1	Students will demonstrate improvement in the mathematics skills necessary for success in future mathematics courses.	75% of students who complete TUT 007, 008 and 009 will earn a raw score of 44 or higher on a post-test using the ACCUPLACER Computational Math Test.	201 students completed TUT 007, 008, and 009 and post-tested using ACCUPLACER in the period from Summer, 1997, through Fall, 2003 Of those students, 167 (83.1%) achieved a score of 44 or higher on the post-test.	Continue to examine percentages in subsequent semesters to see if there is a need to increase the percentage in Assessment Criteria.
1.2	Students will demonstrate improvement in the mathematics skills necessary for success in future mathematics courses.	80% of students who complete TUT 007, 008, and 009 will demonstrate improvement on a post-test using the in-house Tutoring Center Math Placement Test. An item analysis of the test will be used to determine weaknesses within the courses.	Forty-four students completed TUT 007, 008, and 009 from Fall Semester, 2001 through Fall Semester, 2003, and post-tested using the in-house Tutoring Center Math Placement Test. 65.9% of those students demonstrated improvement on the post-test. An item analysis is ongoing to determine areas of weakness in the teaching of these three sections.	Math tutors are continuing an ongoing item analysis of questions in the in-house math placement test. Work is continuing in this area regarding new techniques and materials to meet the needs of students.
1.3	Students will demonstrate improvement in the mathematics skills necessary for success in future mathematics courses.	50% of students who successfully complete TUT 007, 008, and 009 and subsequently enroll in Beginning Algebra or Technical Math I or Agricultural Math or Math for Meds or Applied Shop Computations or Business Math will successfully complete that course with a grade of "C" or better.	105 students completed TUT 007, 008, and 009 from Fall Semester, 1999 through Summer, 2003, 66 subsequently enrolled in Beginning Algebra or Technical Math I or Agricultural Math or Math for Meds or Business Math. 30 (45.5%) of the 66 received a grade of "C" or better in the subsequent course.	Continue to look at ways to boost number of students who succeed. Study distribution of D's, F's, and W's. Identify which classes are being taken and success rates by class. As more results are tallied in subsequent semesters, it may be necessary to meet with divisions in order to gain assistance in determining ways to increase the success rate of students in these courses.

Tutoring Center Reading

Other Coursework

TRD

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#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1.1	Students will demonstrate improvement in reading skills necessary for success in future reading courses.	50% of students who successfully complete RDG 009 will score at least a 47 on a post-test of the ACCUPLACER reading component.	184 students completed RDG 009 with a grade of "D" or better from Fall, 1998 through Fall, 2003. Of the those who post-tested using ACCUPLACER, 92 (50.0%) scored at least 47 on the test.	Although the measures show some success, RDG 009 has just completed revisions with new software and other modalities as part of the Title III Grant initiative. More time will be needed to assess results of these changes. Perhaps a revision in assessment criteria will be needed in the future.
1.2	Students will demonstrate improvement in reading skills necessary for success in future reading courses.	60% of students who successfully complete RDG 009 with a grade of "C" or better and subsequently enroll in RDG 050 will successfully complete that course with a grade of "C" or better.	147 students successfully completed RDG 009 with a grade of "C" or better and subsequently enrolled in RDG 050 from Fall, 1998 through Summer, 2003. Of those, 82 (91.1%) completed RDG 050 with a grade of "C" or better.	Continue to follow up on students as they enroll in RDG 050. The new lower level reading course being developed with Title III funds may have an impact on the criteria since it will require the lowest students to take two courses prior to enrolling in RDG 050. Continue to gather data as this course is piloted.
2	Students who complete developmental reading will be successful in college level courses requiring reading.	50% of students who successfully complete developmental reading with a grade of "C" or better and subsequently enroll in Human Relations or Introduction to Psychology or another social science course will complete that course with a grade of "C" or better.	From Fall, 1999 through Summer, 2003, 624 students who successfully completed RDG 050 subsequently enrolled in a social science course. 526 (84.3%) earned a grade of "C" or better in that course.	Compare pass rate of all students who took these courses in a given semester to those who completed the developmental reading sequence. Then do additional study of the results.

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<p>3 Developmental reading has been undergoing a pilot study through the College's Title III grant. Title III related objectives:</p> <p>3.2a. By 9/30/03 there will be a 30% increase developmental reading sections using alternative learning style modalities, instructional strategies, and TAI (technology assisted instruction) programs. 20% more students will persist in higher level reading courses.</p> <p>3.3a. There will be a 20% higher successful completion rate of participating students, as measured by persistence to term, than in 2002.</p> <p>3.4a. As a result of faculty development activities, alternative learning style modalities, instructional strategies, and TIA will be integrated into 30% of on campus RDG009 sections.</p>	<p>Description of pilot in RDG009, Essentials in Reading:</p> <p>Course work in the pilot section centered around six basic reading competencies: meaning of words and phrases; main idea and details; writer's purpose, point of view and intended meaning; relationship among ideas; critical thinking skills; and study skills in reading. Unlike the traditional sections taught by the lecture method with "one-size-fits-all" skills practice, each student in the pilot section worked with the instructor to develop a personal reading plan based on diagnostic testing. The student then implemented the plan using class assignments in the text, collaborative small-group work, skills practice using printed materials, online learning modules, and Passkey, a modular diagnostic self-paced computer learning system. Students accessed Passkey both in the classroom and in the Learning Lab, which is staffed by reading faculty. Students tracked their progress by referral to their personal reading plan and conferences with the instructor.</p> <p>Description of Pilot in RDG007, Fundamentals of Reading</p> <p>Based upon review of baseline data for the Title III pilot in Essentials in Reading, Lake Land College developed a three-tier Reading program. Through Title III funds, the Director of the Learning Assistance Centers was able to develop the new reading course that focuses on eight areas</p>	<p>RDG 009 Results:</p> <p>The final semester of pilot implementation in RDG 009 saw improved results in most areas. Nevertheless, it should be noted that some of the improvement may relate to the changes in placement scores. Some students with extremely low reading assessment scores were placed in the new course, RDG 007, rather than in RDG 009. In addition, some students who, in the past, would have placed into RDG 050 instead were required to take RDG 009. The average pretest score on Accuplacer for students in the FA 03 section averaged 5 points higher than the average for students in earlier semesters.</p> <ul style="list-style-type: none"> •Pilot students earned a higher course grade than control students (3.115 vs. 2.857) •Pilot student satisfaction this semester was much higher than that of the original control group (3.57 vs. 2.20) •However, fewer pilot students earned a grade of "C" or better due to the high rate of withdrawals (69.2% vs.73.7%) •The percentage of students completing the course was also slightly lower for pilot students (72.9% vs. 73.7%) •Persistence to term is lower for pilot students (64.9% vs. 73.3%) •Pilot students are less likely to be currently enrolled in a higher-level course (58.3% vs. 60.0%) <p>Considering the results of all three</p>	<p>Integration of pilot components for RDG009, Essentials in Reading:</p> <p>All instructional strategies, learning modalities and technology were integrated into all sections of RDG009. Adjunct faculty members were also trained on the instructional methodology and technology for the course.</p> <p>Integration of pilot in RDG007, Fundamentals of Reading:</p> <p>All instructional strategies, learning modalities and technology were integrated into all sections of RDG009. Adjunct faculty members were also trained on the instructional methodology and technology for the course.</p>
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of improvement. Students work on competencies in word skills, dictionary skills, word structure, reading in context, main ideas, facts and opinions, supporting details and making inferences. The course also utilizes PLATO, a computerized courseware program used in the Learning Lab.

semesters of implementation creates little change in results.

- The average course grade was higher for pilot students than for control students (2.961 vs. 2.857).
- The percentage of students earning a “C” or better was lower in pilot sections than in control sections (62.9% vs. 73.7%).
- The completion rate was also lower in pilot sections (72.7% vs. 73.7%)
- Course satisfaction remained higher for pilot students (3.39 vs. 2.20).

However, persistence to a higher level course deteriorates due to the poor performance of students in the first two semesters of implementation.

- Pilot students had lower persistence to term (64.9% vs. 66.7%).
- Pilot students were dramatically less likely to have completed a higher level course (15.5% vs. 60.0%).
- Including students currently enrolled in a higher level course creates a marked improvement, although enrollment rates for pilot students remain lower (59.5% vs. 60.0%).

The gap narrows further when looking only at students enrolling in a higher-level course.

- Pilot reading students still earned lower course grades (2.200 vs. 3.000)
- However, 2.4% more pilot students earned a grade of “C” or better in a higher-level course (66.7% vs. 64.3%).

Tutoring Center Reading

Other Coursework

TRD

Division: Developmental Course

Created: 4/11/2002

Revised: 4/30/2004

Mission Lake Land College creates and continuously improves an affordable, accessible, and effective learning environment for the lifelong educational needs of the diverse communities we serve.

Goal Provide pre-baccalaureate education consisting of liberal arts, sciences, and pre-professional courses designed to transfer to four-year colleges and universities and /or to meet individual educational goals.

- Pilot students were more likely to complete the higher level courses as enrolled (83.3% vs. 71.4%).

RDG 007 Results:

RDG 007 is a new course, so the data reflects only one semester of implementation. Baseline data on students who would have tested into RDG 007 was used for comparison, based on their performance in RDG 009, or in a few cases, RDG 050. Students enrolled in RDG 007 would previously have been placed in RDG 009. The sample size for the first semester of implementation is quite small, so any data should be interpreted with care.

- Students enrolled in RDG 007 received an average grade of 2.000, vs. an average grade of 1.777 for students from the baseline period. Students eligible for RDG 007 completing RDG 009 during AY 03 received an average grade of 2.889.
- RDG 007 students increased an average of 7 points on the post test, exceeding the goal of a 5-point increase.
- The completion rate for RDG 007 was higher than for comparable students placed in other reading courses during the baseline period (80.0% vs. 78.4%).
- A higher percentage of students earned a grade of "C" or better in RDG 007 than baseline students in other reading courses (70.0% vs. 60.8%).
- RDG 007 students were more likely to persist to term than 007 students

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completing 009 during AY 03 (55.56% vs. 45.83%).

- RDG 007 students expressed a very high level of course satisfaction (4.24 on a 5-point scale).