



## Developmental Math Course Achievement Brief 2012-2013 Update

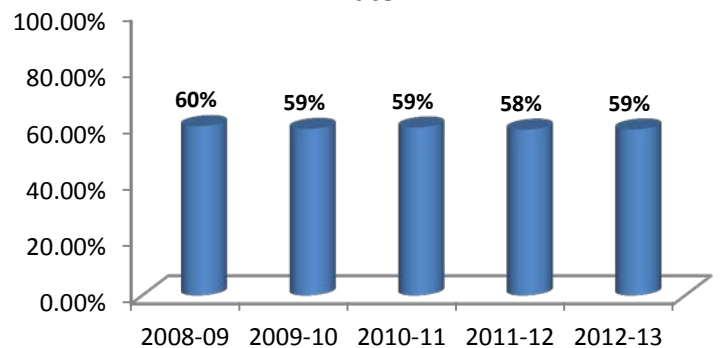


### STUDENT SUCCESS

Approximately 59% of students enrolled in developmental Math courses in 2012-2013 at Southwestern successfully completed their courses with overall rates fluctuating from year to year between 58% to nearly 60% while the highest success rate was achieved in the academic year 2008-09.

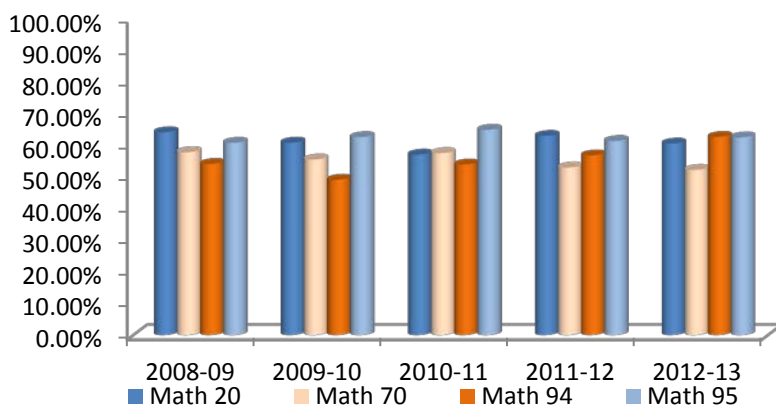
Achievement rates for Math 94 students have trended upward over the last four years from a low of 49% in 2009-10 to a high of nearly 63% in 2012-13. Students enrolled in Math 95 exhibit the highest and most consistent achievement rates with a low of 61% in 2008-09 to nearly 65% in 2010-11. The Math Learning Center (MLC) was piloted for the Math 20 and Math 70 courses in 2011-12 using the Hawkes software with full implementation rolled out in 2012-13. One goal of the MLC is to positively impact Math 94 and Math 95 by increasing the overall course achievement rates in the two courses. A full analysis of the impact (course delivery methods, module pass rate expectations, grading options – specifically the “R” Grade, and classroom management strategies) of the Hawkes program merits further discussion in order to develop strategies for the future designed to enhance and improve student success. The math department is currently analyzing course level data with an updated analysis to be included in the Implementation Plan analysis in spring 2014.

**Math Developmental Course Achievement Rate**



### SUCCESS GAPS

**Math Developmental Course Achievement Rate**



The lowest achievement rates in the last five years were associated with Math 70 (2012-13 at 52%) and Math 94 (in 2009-10 at 49%). Achievement rates in Math 70 have been trending downward the last two years while Math 94 has been trending upward the last four years.

The downward trend of Math 70 was expected given the higher level of student expectations that require students to pass the math modules within the Hawkes software at 80% or greater before moving to the next module. The 80% requirement was set to positively impact

student success in Math 94. The overall impact has been an increase in grades of “A” and “B” although there are fewer students who earn a grade of “C” and there has been an increase of students not passing the course.

**ABOUT THIS DATA:** Successful completion is defined as the percentage of students who enroll and earned a grade of “A,” “B,” “C,” or “P,” “R,” or “S” per state reporting practices. Courses included are Math 20, 70, 94, and 95.

**DATA SOURCE:** OCCURS data submitted to the state for the years 2008-09 through 2011-12 and preliminary data for 2012-13 was extracted from the ERP system.