

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION
Policy and Procedures Manual

SUBJECT: ACADEMIC AFFAIRS
DRAFT Policy 3XXXX – Developmental Education
Effective: Fall 2010

I. Board Policy:

- A. Purpose. This policy is designed to ensure that:
1. Coursework is available to students who continue their education in the Montana University System, but need to develop the foundational skills to succeed in rigorous, college-level classes.
 2. Developmental courses are clearly identified for students, other institutions and the general public.
 3. Students are clear about how that coursework will be used in their degree programs.
 4. Developmental education is delivered efficiently and effectively.
- B. A Description of the Coursework. In general, a developmental course is any course designed to help students achieve competency at the level required for full admission to a four-year baccalaureate program and/or develop the basic skills needed to successfully complete college-level courses that satisfy the Montana University System Core.
1. For purposes of this policy, developmental coursework is defined for mathematics and composition. While the goals of developmental coursework in both mathematics and composition focus on preparing students for college-level work, this policy does not suggest that these disciplines share the same instructional approaches and principles.
 2. Developmental mathematics courses are any courses that enroll students with an ACT mathematics sub-score below 22, an SAT mathematics score below 520 (Policy 301.17), or an equivalent score on a standardized placement test, such as COMPASS.
 3. Developmental composition courses are any courses that that enroll students with an ACT or SAT essay score below 7, a Montana University System Writing Assessment score below 3.5, any other threshold score listed in Policy 301.16, or an equivalent score on a standardized placement test, such as COMPASS.
 4. The coursework described in this section of the policy is not considered college-level, and cannot be used in an associate of arts, associate of science or baccalaureate degree program.
- C. Identification of the Coursework. Developmental courses shall have course numbers that begin with a zero (0). (I.E., 0XX.)
- D. Providers of the Coursework. Colleges with two-year educational missions shall be the primary providers of developmental education in the Montana University System. Four-year campuses also have an interest in developmental education because they are permitted to provisionally admit students whose admissions examination scores are just below the proficient level. Four-year campuses are, therefore, expected to work closely with their affiliated two-year colleges to meet the needs of those students.

- E. Monitoring the Policy. The Office of the Commissioner of Higher Education will produce an annual report on placement and remediation, using uniform data, including test scores and course enrollments, to evaluate and analyze developmental education in the MUS.
- F. Associate of Applied Science Degrees or Certificates. Coursework defined as developmental by this policy may be appropriate for these credentials.
1. The coursework described as developmental, in Section I.B. above, may be included in an associate of applied science degree or certificate of applied science. Associate of applied science degrees or certificates of applied science may also required specialized coursework in mathematics and/or composition that targets skills needed for the degree.
 2. Credit will be awarded for the coursework described in this section.
 3. The courses described in this section may be numbered 1XXD.
 4. Despite the special rules described in this section, the coursework will still not transfer into an associate of arts, associate of science or baccalaureate degree.

II. History

Item 89-003-R1195, *Proficiency Admission Requirements and Developmental Education in the Montana University System*, approved by the Board of Regents on November 17, 1995; *Evaluation of the Montana University System's Progress on Restructuring Goals*, Special Report to the Board of Regents, October 19, 2000 by James R. Mingle and Associates; *Registrar's Manual* (OCHE 2003), Interpretation of Item 89-003-R1195 and Mingle Report; Formation of Remediation Workgroup by the Board of Regents on September 28, 2006.

Remediation Rates Based on Working Definition “Below Core” Additional Information for Developmental Education Policy

	<i>Graduating Year</i>			
	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>
Montana High School Graduates	10,978	10,864	10,713	10,275

Public Only

		<i>Entering Semester</i>			
		<u>Fall 2003</u>	<u>Fall 2004</u>	<u>Fall 2005</u>	<u>Fall 2006</u>
Capture Rate	#	3,414	3,357	3,511	3,292
	%	31.1%	30.9%	32.8%	32.0%

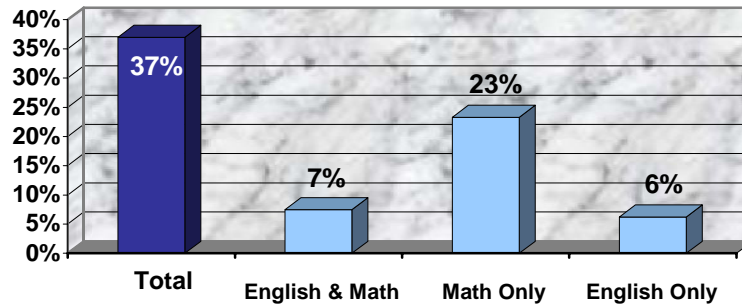
Remediation Rate	#	1,182	1,119	1,284	1,213
	%	34.6%	33.3%	36.6%	36.8%

Retention Rate (% returning for a 2nd year)	#	2,534	2,507	2,617	-
	%	74.2%	74.7%	74.5%	-

Above: Over 30% of Montana’s high school graduates enroll in the MUS in the fall after graduation. The remediation rates above do not include non-traditional students or traditional students who postpone their developmental courses for one semester or more. 78% of the students who take no developmental courses return for the second year, whereas 69% of those who take a developmental course return the second year.

Below: The graph below shows recent Montana high school graduates only. Each fall semester, there are over 4,000 enrollments in developmental math and 1,200 enrollments in developmental English across the system, not including community colleges.

**Remediation Rate of Recent MT High School Graduates by Subject
(Fall 2006)**



Additional Information for Developmental Education Policy

This data is based on enrollments in 14 developmental composition courses, such as ENEX 100 Basic Composition, ENGL 0102 Introduction to Writing, and ENGL 120 Introduction to Composition. It also includes 18 developmental mathematics courses, such as MAT 005 Introductory Algebra, MATH 085 Math Fundamentals, and Math 100 Intermediate Algebra.

Nationally, remediation rates show that 42% of the freshmen entering public 2-year institutions enrolled in at least one remedial course, compared to 20% of the freshmen entering public 4-year institutions (NCES 2003).

Below: Over the past four years, enrollments in developmental coursework have been shifting from the four-year institutions to the two-year institutions.

Percent of Recent Montana High School Graduates Enrolling in Remedial Math or English in the Fall Semester

MUS Remediation Rates by Institutional Type

