



MONTANA
UNIVERSITY SYSTEM

Developmental Education in the MUS

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Montana University System

Developmental Education *is* Student Success



**1 in 4 enrolled
2-year students**



Time to degree



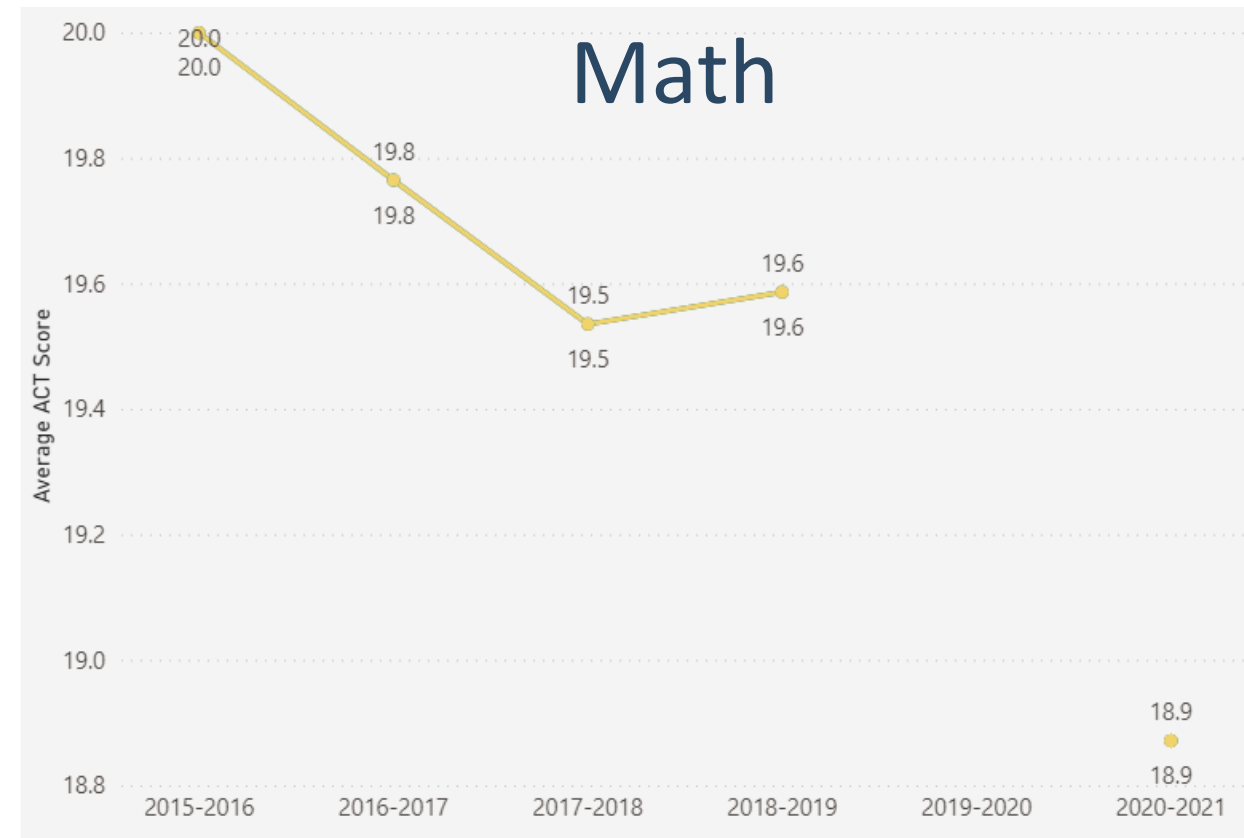
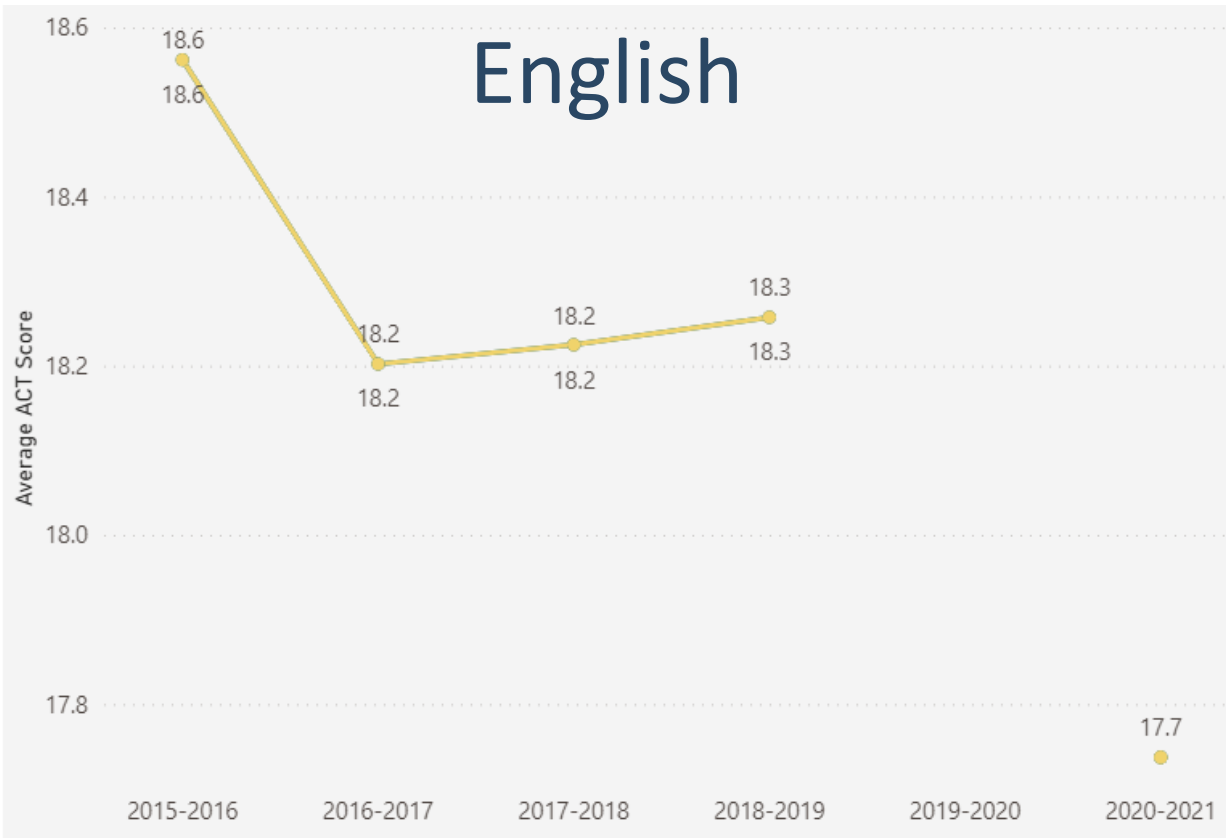
Cost to Degree



**Degree
Completion**



How do Montana high school students score on the ACT?



Statewide average ACT scores for Juniors

Source: OPI Gems "Student Achievement & Performance"



The Traditional Approach to Developmental Math

- Students historically channeled into College Algebra
 - Many underprepared
 - Not applicable to non-STEM courses of study
- The developmental education approach
 - Students take developmental math courses not for college credit
 - Long sequences put students behind and create multiple “exit points”
 - For non-STEM students, course content does not support other learning goals



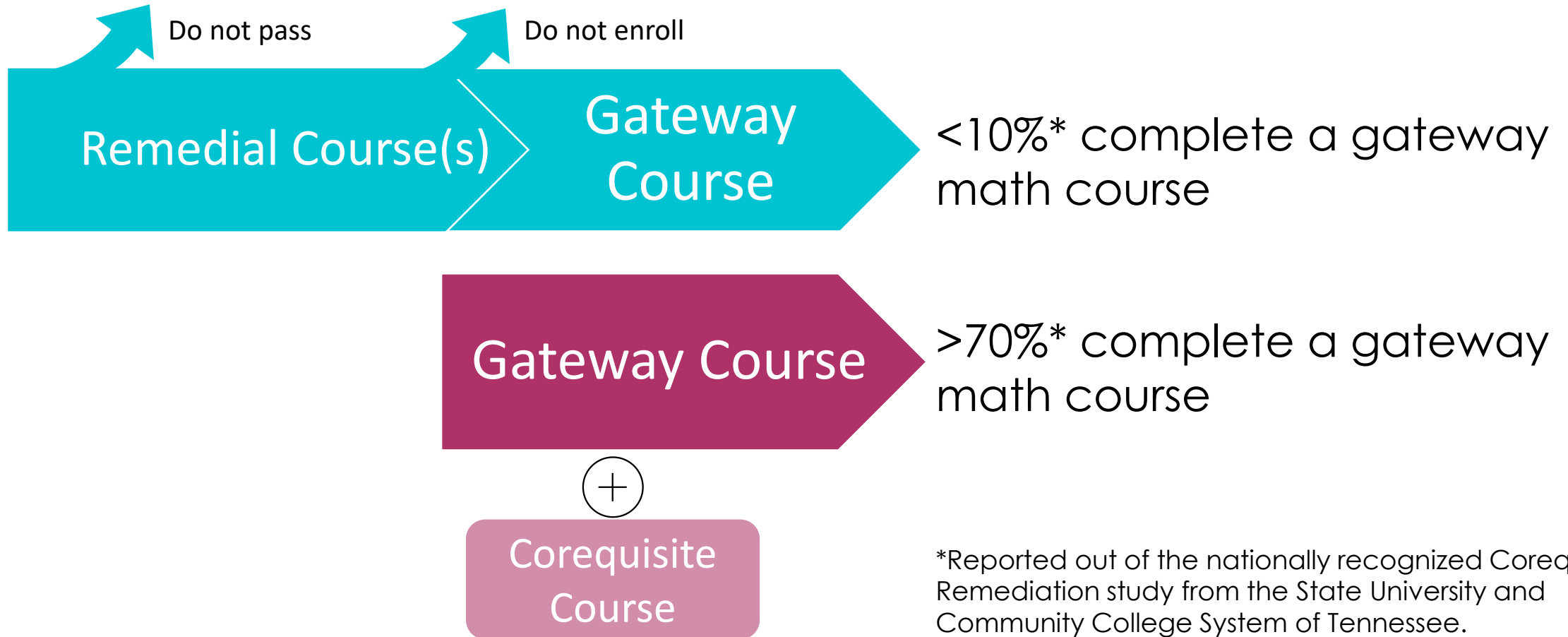
Toward a More Effective Approach

- Math Pathways
 - Students enter into math courses aligned with their program of study
 - Social Sciences/Business: Statistics
 - Humanities: Quantitative Literacy
- The Co-requisite Model
 - Students identified as underprepared are placed in college-level courses with additional support
 - Students stay on track with peers in major
 - Focus on study skills, problem-solving, and critical thinking



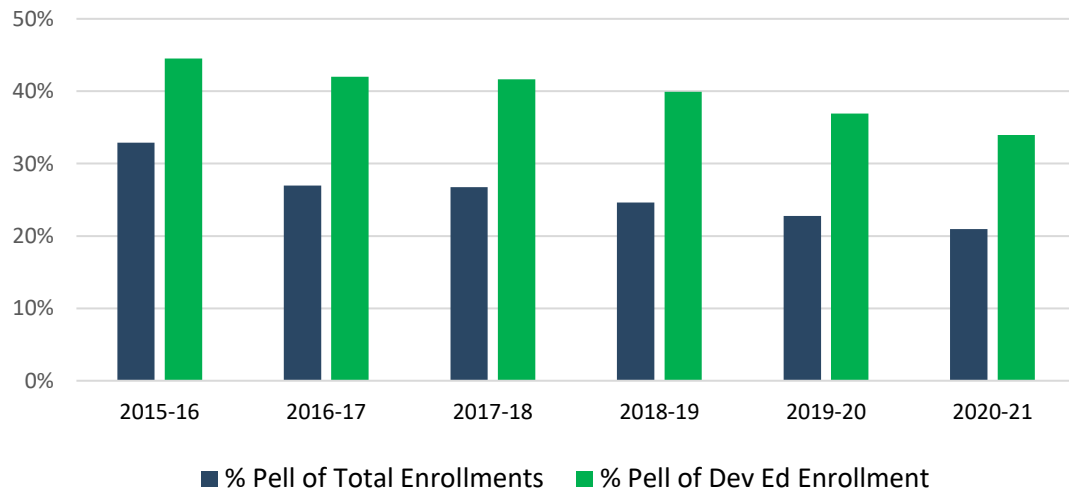
Traditional models of developmental education creates a leaky pathway that **accumulates time and cost for students.**

Corequisite models can offer an **efficient** alternative.

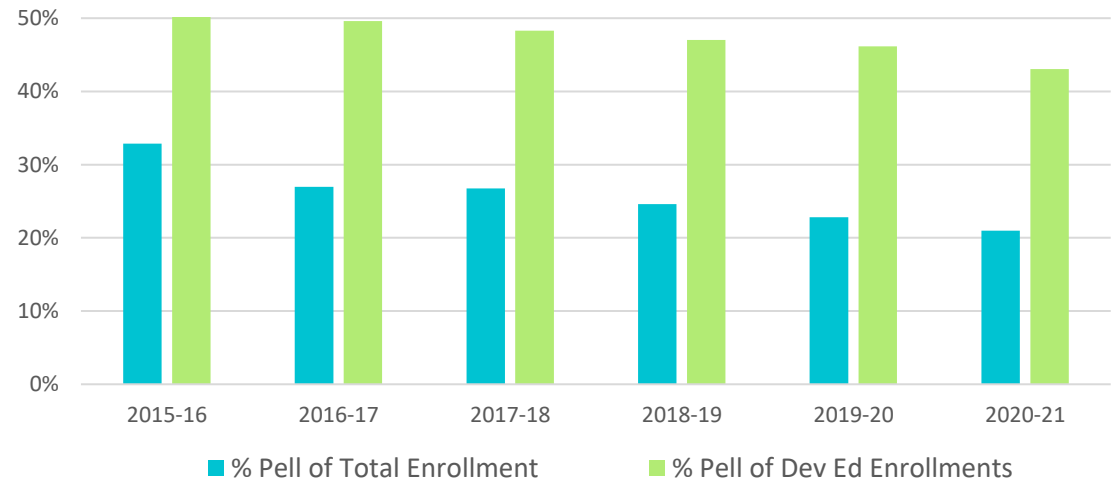


Despite representing roughly 1/5 of **all** math and writing enrollment, Pell students make up roughly 40 - 50% of developmental course enrollment for both math and writing.

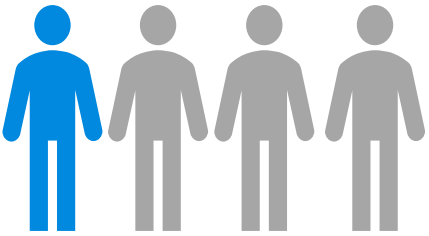
Pell Student Representation Among 2-Year **Math** Enrollment



Pell Student Representation Among 2-Year **Writing** Enrollment



Developmental Education *is* Student Success



1 in 4 enrolled
2-year students



Efficiency to Degree &
Workforce



Outcomes
Metrics

