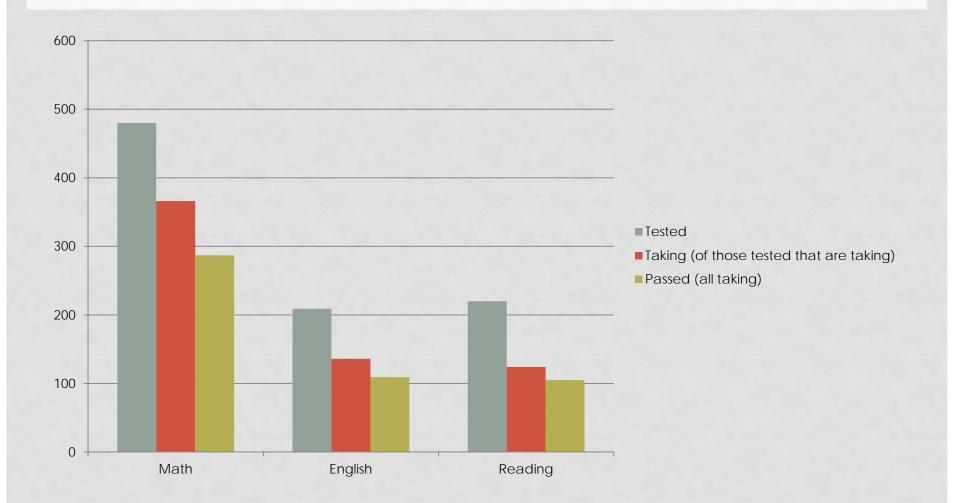


DEVELOPMENTAL EDUCATION AT BARTON

GREAT BEND CAMPUS

REMEDIATION REPORT 2011-2012



COMPLETING THE SEQUENCE – BASIC APPLIED MATH TO INTERMEDIATE ALGEBRA

Question 6: Completing the Sequence														
How long it takes students to complete the sequence Basic Applied Math to Intermediate Algebra.														
		Completed		Completed		Completed		Completed		Completed		leted	Not Completed	
		< 1 Year		1 Year		1.5 Years		1.5-2 Years		2 Years		ears	2+ Years	
Students	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%	Ct	%
101	1	1%	2	2%	14	14%	2	2%	3	3%	1	1%	78	77%
45	0	0	5	11%	1	2%	0	0	2	4%	2	4%	35	78%
103	6	6%	1	1%	13	13%	4	4%	3	3%	1	1%	75	73%
32	1	3%	3	9%	3	9%	0	0	1	3%	0	0	24	75%
112	3	<mark>3%</mark>	5	<mark>4%</mark>	8	7%	2	2%	N/A	N/A	N/A	N/A	N/A	N/A
43	3	7%	3	7%	1	2%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
125	3	2%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	t takes tudents 101 45 103 32 112 43 125	Comp Comp Comp Ct Otudents Ct 101 1 45 0 103 6 32 1 112 3 43 3 125 3	it takes students to detect of the students to detect of the students of the studen	Completed Completed Completed Completed 1 Year Students Ct % Ct 101 1 1% 2 45 0 0 5 103 6 6% 1 32 1 3% 3 112 3 3% 5 43 3 7% 3 125 3 2% N/A	Transform Completed Completed Completed Completed 1 Year Students Ct % Ct % 101 1 1% 2 2% 45 0 0 5 11% 103 6 6% 1 1% 32 1 3% 3 9% 112 3 3% 5 4% 43 3 7% 3 7% 125 3 2% N/A N/A	it takes students to complete the sequence Completed Completed Completed Completed 1/Year Ct Year 1/Year 1.5 Year Students Ct % Ct % Ct 101 1 1% 2 2% 14 45 0 0 5 11% 1 103 6 6% 1 1% 13 32 1 3% 3 9% 3 112 3 3% 5 4% 8 43 3 7% 3 7% 1 125 3 2% N/A N/A N/A	it takes students to complete the sequence B Completed Completed <td>it takes students to complete the sequence Basic A Completed Complet</td> <td>it takes students to complete the sequence Basic Applied Completed C</td> <td>it takes students to complete the sequence Basic Applied Math Completed Completed</td> <td>it takes students to complete the sequence Basic Applied Math to International Completed Co</td> <td>it takes students to complete the sequence Basic Applied Math to Intermed Completed Completed Completed Completed Completed Completed Completed Completed 2 Years Ct Year 1 Year 1.5 Years 1.5-2 Years 2 Years 2+Y Students Ct % I 1 2 2 % 3 3 1 3</td> <td>it takes students to complete the sequence Basic Applied Math to Intermediate A Completed Completed Completed Completed Completed Completed 2 Years Completed Completed Completed Completed 2 Years Students Ct % 1 1% 101 1 1% 2 2% 14 14% 2 2% 3 3% 1 1% 45 0 0 5 11% 1 2% 0 0 2 4% 2 4% 103 6 6% 1 1% 13 13% 4 4% 3 3% 1 1% 32 1 3% 3 9% 3 9% 0 0 1 3% 0 0<</td> <td>The sequence Basic Applied Math to Intermediate Algebra. Completed Completed</td>	it takes students to complete the sequence Basic A Completed Complet	it takes students to complete the sequence Basic Applied Completed C	it takes students to complete the sequence Basic Applied Math Completed Completed	it takes students to complete the sequence Basic Applied Math to International Completed Co	it takes students to complete the sequence Basic Applied Math to Intermed Completed Completed Completed Completed Completed Completed Completed Completed 2 Years Ct Year 1 Year 1.5 Years 1.5-2 Years 2 Years 2+Y Students Ct % I 1 2 2 % 3 3 1 3	it takes students to complete the sequence Basic Applied Math to Intermediate A Completed Completed Completed Completed Completed Completed 2 Years Completed Completed Completed Completed 2 Years Students Ct % 1 1% 101 1 1% 2 2% 14 14% 2 2% 3 3% 1 1% 45 0 0 5 11% 1 2% 0 0 2 4% 2 4% 103 6 6% 1 1% 13 13% 4 4% 3 3% 1 1% 32 1 3% 3 9% 3 9% 0 0 1 3% 0 0<	The sequence Basic Applied Math to Intermediate Algebra. Completed

N/A indicates insufficient time since term indicated to complete in timeframe indicated.

"PROFILE" OF DEVELOPMENTAL STUDENTS

Low self-esteem

First generation

Inner city

Non-traditional

Poor study skills

traditional

Non-athletic

motivated

Lack confidence

Second generation

minority

Small town

athlete

Lack academic motivation

High anxiety level

WHAT DO DEVELOPMENTAL LEVELS MEAN?

MATH

- Lowest level difficulty with basic arithmetic, fractions, percents
- Middle level struggle with fractions, factoring, difficulty moving from concrete to abstract (applying properties)

READING / ENGLISH

- Basic read at or below 6th grade level, trouble distinguishing main ideas and important details, literal readers; write at an elementary level, struggle with subject/verb and verb tense, write in incomplete sentences
- Intermediate read at or below 8th grade level, lack college level vocabulary, trouble with critical reading skills; write at a middle school level, struggle writing in complex sentence structure and with using transitions



GOAL: IMPROVE STUDENT LEARNING OUTCOMES .

- Content divided into manageable units
- Individualized instruction
- Self-paced
- Mastery of competency required before continuing



CREATE AN ACTIVE, STUDENT-CENTERED LEARNING ENVIRONMENT .

- ACE computer lab
- Self-paced
- Flexible exit points
- One-on-one instruction



CREATE AN ASSESSMENT-BASED FLEXIBLE LEARNING MODE .

- Pre-test to determine mastery
- Modules required according to career goals
- Individualized instruction
- Self-paced



SHORTEN THE TIME SPAN TO COMPLETE DEVELOPMENTAL SEQUENCE.

- Modules can be completed if mastery demonstrated on pre-test
- Individualized instruction / immediate feedback
- Sequence designed to fit career goals



INCREASE STUDENTS' SELF-REGULATED STUDY BEHAVIOR.

- Self-paced with instructor guidance
- Students responsible for own learning
- Time-management skills embedded in coursework



BENEFITS FOR STUDENTS

- Individualized Instruction
- Meaningful and timely feedback
- Flexibility



- Potential reduction of time to reach completion
- Saves money
- Emphasizes process for student success
- Manageable units of study
- Unlimited opportunities to achieve mastery.

BOARD OF TRUSTEES:

THANK YOU!