




**DATE:** August 8, 2024 *(via electronic mail)*

**TO:** Ting-Hsuan Hung, Office for Policy Analysis and Research (OPAR)

**CC:** Johannes Britz, Interim Vice President for Academic and Student Affairs, UW System  
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**FROM:** Glendalí Rodríguez, Provost and Vice Chancellor for Academic Affairs 

**SUBJECT:** ***2024 Report on UW-Stout's Developmental Education***

Below is a summary of the new or continued efforts at UW-Stout to reduce the need for math and English developmental education and the effectiveness of those programs in promoting student success.

### **1. Pathways to credit-bearing courses**

**English.** Students who place into UW-Stout's developmental composition course, ENGL-90 Writing Workshop, advance to ENGL-101 Composition 1 by earning a grade of "C" or higher in ENGL-90. According to Planning, Assessment, Research & Quality (PARQ), students who receive a C or higher grade in ENGL-90 persist to the next term at a higher rate than our average first-year students: 90.78% of students who pass ENGL-90 persist to their second semester, compared to the overall rate of 71.9%. Even when students who do not pass ENGL-90 are factored in, the rate of persistence from Year One to Year Two for students who place into ENGL-90 exceeds the rate of the average first-year student. This reaffirms the findings from a [2020 study by Drs. Justin Nicholes and Cody Reimer](#) demonstrating the success of students at Stout who place into ENGL-90.

**Math.** UW-Stout continues to have multiple pathways to credit-bearing mathematics coursework:

- Students placing sufficiently high on the Math Placement Exam (MPE) or transferring coursework may directly enroll in credit-bearing coursework.
- Students may directly enroll in an elementary statistics course (STAT-130 Elementary Statistics) that is credit-bearing, counts towards the university's General Education program requirements for math, and has no enrollment restrictions.

**Other.** UW-Stout is expanding its First Year Experience programming in the fall of 2024. Ten sections of Polytechnic Seminar will inform further first year student needs.

## 2. Co-requisite developmental courses

**English.** ENGL-90 is currently not offered as a co-requisite course. The course must be completed as a prerequisite for ENGL-101 for those students who do not earn the required placement score for ENGL-101. The English, Philosophy, and Communication Studies (EPCS) department has considered three separate co-requisite models: one in which students would take Basic Writing English as a lab course concurrently with ENGL-101; one in which students would complete a co-requisite Writing Center visit each week; and one in which developmental English students would complete a three-week extension to the semester (either before or after the regular semester). These models are under discussion.

**Math.** Historically, UW-Stout had two developmental mathematics courses: MATH-10 Fundamentals of Algebra and MATH-90 Intermediate Algebra. Completion of MATH-90 allows a student to enroll in credit-bearing mathematics coursework. Depending on student's math background (as measured by the math placement exam), they may have been required to complete MATH-10 prior to enrolling in MATH-90. In a continuing effort to support student progress to degree, in the Spring of 2022, UW-Stout implemented a new corequisite model: MATH-10 was replaced with a new course MATH-80 that was designed to be taken simultaneously with MATH-90, thus allowing students to complete their developmental coursework in a single semester.

In Fall 2024, UW-Stout will be piloting a second corequisite curriculum option. The course MATH-118 Concepts of Mathematics is a credit-bearing course meeting the Stout Core requirements. Previously, students with insufficient math placement scores were required to complete MATH-90 before enrolling in MATH-118. A new (noncredit-bearing) course MATH-96 Foundations for Concepts of Mathematics has been developed. Students (at this lower placement level) can simultaneously enroll in MATH-96 and MATH-118.

## 3. Summer bridge programs

UW-Stout's Summer Bridge program, Stoutward Bound, continues to provide academic support in the area of Communication Studies and Psychology and has grown from 40 to 60 students.

**English.** In Summer 2024, ENGL-90 was offered as an online summer course for the first time. The EPCS department will evaluate the success of this offering and determine whether to continue offering it as a summer course in future years.

## 4. Placement practices, such as multiple placement measures

**English.** The UW System English Placement (EPT) test is used to place incoming first-year students into either ENGL-90, ENGL-101, or directly into ENGL-102. Students who have not taken the English Placement Test can be placed according to their ACT English scores (if available).

An EPT score of at least 360 (or an ACT English score of 17) is required for students to place into ENGL-101. However, students with borderline EPT scores between 330 and 359 may be considered for exemption from ENGL-90. Students petitioning for this exemption produce a diagnostic essay that is reviewed by the director of first-year composition and one other ENGL-90 instructor; if both reviewers agree that the writing demonstrates readiness for ENGL-101, the ENGL-90 prerequisite is waived.

Students who place in ENGL-90 also can complete courses in the first-year composition sequence through credit-by-examination, currently the College-Level Examination Program (CLEP) Composition exam. A score of 50 will earn the student credit for ENGL-101, and a score of 55 earns a student credit for both ENGL-101 and 102.

**Math.** The UW System Math Placement Exam is the standard tool used for placement into mathematics coursework. At the developmental level, since the Fall of 2019, UW-Stout has formally used a multiple measures system. Specifically, for students placing at the developmental level, high school GPA and high school mathematics coursework (and grades) are reviewed and included in the final determination. This policy has allowed some students to enroll directly into credit-bearing coursework or a higher-level developmental course (e.g., MATH-90 without MATH-80) than would have been allowed using simply the MPE.

## **5. Additional support for students in developmental courses**

**English.** Class sizes in ENGL-90 have traditionally been lower, with classes capped at 17, compared to course caps of 25 for ENGL-101 and 102.

The UW-Stout Writing Center is a resource available to all students. During COVID-19, the Writing Center introduced online asynchronous and synchronous consultations. This option has proven popular with students, and the Writing Center continues to maintain it.

**Math.** The Math Teaching and Learning Center (TLC) program was initiated in 2004 at UW-Stout in response to high failure and withdrawal rates in gateway algebra courses. The Math TLC program provides tutoring from a closely supervised and specially trained staff of student peer tutors. In addition to the dedicated open tutor lab, the Math TLC program provides coordination of content, instruction, course materials, technology, assignments, and assessment for the two introductory-level algebra courses MATH-80 and MATH-90.

Since the Spring 2017 semester, the MathTLC has scheduled the MATH-90 course meetings for two hours in length. The first hour is the standard class “lecture” led by the instructor, with students moving to the tutor lab for the second hour to work on the daily homework assignment and/or clarify topics discussed that day. This structure has proven successful in improving student performance.

## **6. Changes in curriculum, course instruction, or delivery mode**

**English.** The English, Philosophy, and Communication studies department annually assesses student achievement of learning outcomes in ENGL-90. The results of this assessment are reported each year to the provost, along with the results for both ENGL-101 and 102.

In recent years, we have offered occasional ENGL-90 sections online. Success rates for students are continually examined, and these will help us determine whether we continue or expand offering ENGL-90 online.

Changes in the model for developmental English at UW-Stout continue to be considered. In Fall 2023, “The Future of Basic Writing” report was provided to the provost. This report explores a variety of options including co-requisite models, supplementary tutoring, and even the elimination of the non-credit course. Changes will be informed by assessment and the potential for student success.

**Math.** As noted in item (2) above, UW-Stout has made two recent curriculum changes: (i) the replacement of MATH-10 with MATH-80 as a co-requisite rather than prerequisite course for MATH-90, and (ii) the piloting of MATH-96 as a co-requisite option for MATH-118 rather than the prerequisite of MATH-90.

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