**Sinclair Community College**

**Continuous Improvement Annual Update 2014-15**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2015**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 1, 2015**

**Department:** 0712 – Developmental Mathematics

**Year of Last Program Review:** FY 2011-12

**Year of Next Program Review:** FY 2016-2017

**Section I: Department Trend Data, Interpretation, and Analysis**

**Degree and Certificate Completion Trend Data – OVERALL SUMMARY**

**NOT APPLICABLE**

Please provide an interpretation and analysis of the Degree and Certificate Completion Trend Data (Raw Data is located in Appendix A*): i.e. What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

**Course Success Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Course Success Trend Data (Raw Data is located in Appendix A). Looking at the success rate data provided in the Appendix for each course, please discuss trends for high enrollment courses, courses used extensively by other departments, and courses where there have been substantial changes in success.

The FY 13 - 14 success rate was 68.54% for the entire fiscal year. This was for the Dayton Campus, Courseview, and the Learning Centers. Preliminary data for FY 14 – 15 indicate a slight decrease overall (68.14%) for all locations, but a concomitant significant decrease of 30% in the enrollment, as measured by Success Seat Count, occurred over the same time frame.

The department's success rate for all modalities has stabilized after the conversion to semesters. New opportunities exist, however, to improve the success rates of our courses at the Preble Learning Center, as well as online (WWW), which have realized decreases of 33.3% and 27.1% in Success Seat Count, respectively, from FY 12 -13 to FY 13 – 14.

Dev. 0020 success rate was 63.1%. This was a significant improvement over previous year’s result of 57%.

Dev. 0022 success rate was 67.3%. This was a slight improvement over the previous year’s result of 66%.

Dev. 0024 success rate was 69.2%. This was an improvement over previous year’s result of 66%.

Dev. 0026 success rate was 72.2%. This was a slight improvement over the previous year’s result of 72%.

Success rates for the Math Academy are provided below

Overall, the Math Academy Success Rates for All Courses, according to the *Developmental Education Initiatives Report*, Summer 2014, from RAR, were as follows:

 Fall 14 Spring 14

 71.8% 72.5%

The three DEV math courses that are offered in the Math Academy had the following Success Rates:

Course Fall 13 Spring 14

Dev. 0022 66.2% 66.1%

Dev. 0024 78.1% 72.7%

Dev. 0026 71% 78.9%

Success rates for the Boot Camps are provided below. Data from the *Developmental Education Initiatives Report*, Summer 2014, from RAR

Course Fall 13 Spring 14

Dev. 0070 40% 86.4%

Dev. 0072 88.1% 90.0%

Dev. 0074 46.2% 94.1%

Dev. 0076 100% 83.3%

Overall 92.9% 84.4%

Staffing changes were made to the 0070 and 0074 Boot Camps in order to mitigate the one-time precipitous decline in these Boot Camps’ success rates relative to Fall 2013.

Please provide any additional data and analysis that illustrates what is going on in the department (examples might include accreditation data, program data, benchmark data from national exams, course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)

**Section II: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year.

|  |  |  |
| --- | --- | --- |
| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| DMA has been scaling up Math Modules, Accelerated English and Boot Camps to serve more students. These modalities will move from “297” designation to “real” courses in semesters. ACA is also in the process of re-vamping all web courses for semester format. | In progress [ ] Completed [x] No longer applicable [ ]  | In the summer of 2012, the computer lab was renovated and expanded to contain 58 computers. As a result the class size has increased to 40 students. Each class time offers all three levels of developmental math, which provides the opportunity to maximize the lab space. The lab is open all week, including weekday evenings and Saturday mornings. Students appreciate having the ability to utilize the lab during their breaks and they appreciate having a tutor available at all times to help them with questions. The Math Academy is now being offered at the Courseview Campus in a stacked format as well. The possibility of offering the Math Academy at Preble County Learning Center is being pursued for next year.The Boot Camp is currently being offered four different times during the year, both during the day and evening. The enrollment has been showing an increase with Fall 12=36 students, Spring 13=44 students, Summer 13=100 students, and Fall 13=105 students.The DL courses have all been updated for semesters. The Math Academy modality offers to the students in 0022 and 0024 the opportunity to complete more than one course level in a given 8-week term. During Fall B- term, 2014, 19 students completed two courses and 2 students completed 3 courses. Multiple – course completion is part of the Accelerated learning model under the Developmental Education Initiative. Boot Camps continue to be a viable option for some students to continue on their pathway to completion. During the AY 13 – 14, the overall success rate for the four Boot Camp courses was 83.7% (276 students enrolled). The Boot Camps will be part of the department’s major curriculum redesign for fall 2015. The number of Boot Camp courses will reduce to three from the current four. This should further shorten the pathway to completion for students needing these short-term courses.The Distance Learning courses, under the new curriculum, will be updated to the eLearn Learning Management System during summer 2015.  |
| Reading faculty are working with the Biology Department to create biology–specific reading modules to help increase success in biology. These interactive lessons could be expanded to other disciplines. A “dream” would be to combine a course such as ALH 103 with DEV 065 (Reading) as a learning community | In progress [ ] Completed [ ] No longer applicable [x]  | Due to the separation of Academic Foundations, Reading is no longer in the Developmental Math Department |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year.

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| --- | --- | --- |
| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The mission statement for the department that was provided in the Self-Study does not mention preparation for college-level math and English courses as the department’s central purpose and should be revised accordingly. The mission statement overall would benefit from being more concise and focused. | In progress [ ] Completed [x] No longer applicable [ ]  | RevisedThe Developmental Math Department is committed to providing a learning centered curriculum and approach which engages students and prepares them for college level courses. Through a variety of methodologies, the Developmental Math program’s mission is to meet the needs of Sinclair’s diverse study body by providing flexibility and equity and empowering students to attain higher education goals regardless of their previous mathematical experience |
| The current program outcomes for the department mirror the college’s General Education outcomes. It is recommended that the department develop program outcomes that support the General Education outcomes, but that are clearly tailored to developmental education.  | In progress x[x] Completed [ ] No longer applicable [ ]  | Current Gen Ed outcomes, as listed on the master syllabi for all courses, include:GENERAL EDUCATION OUTCOMES 1. Critical Thinking/Problem Solving 2. Oral Communication 3. Values/Citizenship/Community**PROGRAM OUTCOMES**1. Students in DEV 0020 will be able to add, subtract, multiply and divide whole numbers and fractions. Students will also demonstrate appropriate approaches to solving applied problems.
2. Students in DEV 0025 will be able to use fractions, decimals, signed numbers, proportions and percentages in a variety of computational and application problems.
3. Students in DEV 0028 will be able to simplify expressions involving fractions, decimals, signed numbers, and variables. Students will be able to solve basic linear equations and use geometric formulas to solve a variety of application problems.
 |
| While the department has collected a tremendous amount of data, it appears that to a large extent this data has not been interpreted, synthesized, and then used to inform changes. The department is encouraged to work with RAR to develop a plan for its use of data, including delineation regarding what routine data collection, analysis and interpretation the department will handle versus what RAR can best manage.  | In progress x[x] Completed [ ] No longer applicable [ ]  | The department has discussed what data will need to be collected to determine as to which courses and areas of content the department will concentrate on. This will be done by collecting data on the success of our students in their next level math class as well as the results on the exit exam. The AY 14 -15 was devoted to a major curriculum redesign. No other formal data collection efforts were tasked by the chair, as all faculty were involved in the redesign work. The AY 15 – 16 offers the next opportunity to collect and analyze data in order to measure the effectiveness of the curricular changes. RAR has provided formal analyses of the Math Academy and other DEI – related courses such as the DEV math Boot Camps. These have been widely disseminated to the college’s key stakeholders. |
| Similarly, while the department’s efforts in developing common assignments and exams have been good, it does not appear from the Self-Study and review meeting that data on student outcomes at the course and section level is currently being collected and used to improve teaching and learning. The review team recommends that the department capture and mine this rich source of assessment data, analyze results and document findings. Assessment results collected in this manner should be reported in Annual Updates beginning next year and in the next Program Review self-study. Few departments at Sinclair are as well positioned to document student learning so completely and comprehensively, and it is recommended that the department take the next step to make this a reality.  | In progress x[ ] Completed [ ] No longer applicable [ ]  | The department conducted an Item Analysis of the common tests and final exam. Based on the results, revisions were made in the ancillary materials. Further comparisons will be conducted each term on the most frequently missed questions to direct future changes. So to better analyze the final exam, specifically related to course outcomes, discussion is occuring as to whether changes should be made regarding the format of the final from all open ended questions to include some multiple choice questions.The AY 14 -15 was devoted to a major curriculum redesign. No other formal data collection efforts were devoted, as all faculty were involved in the redesign work. The AY 15 – 16 offers the next opportunity to collect and analyze data in order to measure the effectiveness of the changes (details of the changes are provided below). |
| Building on the foundation for assessment that has been laid with common assignments and exams, it is recommended that the department work with its divisional Learning Liaison to develop a formal assessment plan to work through the issues related to collection, analysis, interpretation, and reporting of assessment data. RAR can also be a valuable resource in this regard.  | In progress x[x] Completed [ ] No longer applicable [ ]  | The chair will meet with our Learning Liaison prior to our Nov. Department Learning Day so that a clearer and more concise plan of action can be developed.After the new curriculum is implemented in fall 2015, the department will set forth on a comprehensive plan to assess the various data of completion and success.New Final Exams have been designed as part of the new curriculum, and the exams will be processed through RAR and item analyses and other measures will be used to assess the Course Outcomes. Other data collection efforts will be focused on the qualitative data that will be generated from the in-class activities and contextualized learning opportunities that are included in the new curriculum.  |
| There is some indication that pilot studies in the department may have been compromised in some instances by having the practices being studied used in sections other than those assigned to use them, confounding the research results. The department is encouraged to maintain the integrity of any pilot studies, and utilize the services RAR offers in designing and implementing any future pilot studies.  | In progress [ ] Completed [ ] No longer applicable [x]  | The department has no new pilots at this time.A new curriculum has been designed during AY 14 – 15 with a fall 2105 implementation. Extensive data collection will be conducted throughout the AY 15 -16. |
| The department is encouraged to forecast enrollment on a yearly basis. The higher education environment related to developmental education is changing significantly, and the institution will want to stay on top of any trends that emerge that may either increase or decrease DEV enrollments. The department would be well served by paying close attention to changes in high schools and colleges that could impact developmental education enrollment and plan accordingly. | In progress x[x] Completed [ ] No longer applicable [ ]  | This is an on-going process due to not only the changes outside of the college but also because of new initiatives to accelerate students through their developmental courses faster.The department’s interim chair has met with the Budget Analyst in order to work on projections for fall 2015 and spring 2016’s DEV math enrollments. The new curriculum redesign posed some challenges to the projections – 4 courses reduced to 3, one less Math Academy course level and one less Distance Learning course level, but we believe that both the students and the fiduciary duties of Sinclair will be met for the AY 15 – 16.A result of the budget meeting in April 2015, the Annualized FTE projection for Fall 2015 for DMA is 158.94 and that for Spring 2016 is 153.7. These are significantly lower than previous years’ projections, and this is due to a concerted effort to decrease the demand for developmental mathematics courses, as per the Completion Initiatives and success rates in the Developmental Education Initiatives, such as Boot Camps and the Math Academy (“math modules”) accelerated course offerings. |
| Similarly, changes at the state and national level in developmental education practice and policy are occurring quickly, and the department’s work will be well served by understanding these changes and their implications for developmental education at Sinclair. It is recommended that the department maintain an openness to substantially new and innovative approaches and structures, and a willingness to adapt as new best practices emerge in the field. Changes in the area of developmental education will be inevitable in the future, and the department will need to be prepared to take these changes in stride and, hopefully, help shape these changes. Without question, an important challenge for the department and Sinclair is identifying sound approaches to helping students accelerate their completion of basic skills so they can perform successfully in their college-level courses.  | In progress x[x] Completed [ ] No longer applicable [ ]  | A new course, Dev. 0050, using the flipped classroom model was introduced this year. The department is continually implimenting new ideas into the classroom setting, such as using more activities in the classroom to not only engage the student but to provide the student with a more hands on approach.Why Me - Why Math is a new initiave that will be included in a few sections of each level starting in Spring of 2014.Each course will have students complete actitivies related to how math affects them and how math is used in different occupations. Students will be asked to write 1 page responses to various questions and discuss consequences of errors in the various occupations.Starting Fall 2014, the DMA Department has focused on one major curriculum redesign effort – to incorporate both student-centered and contextualized learning activities within the face-to-face classes. The redesign includes reducing the number of courses from four to three (shortening the pathway through the DEV math sequence), incorporating two contextualization components - the “Why Math – Why Me?” activities, and a group-based activity approach to teaching the content. The “Why Math – Why Me?” are aimed at student recognition of the uses of mathematics in various career fields/majors and the impact of the necessity of those mathematic skills on their career choices.* + - * Interviewing a person who is actively working in their career field of choice helps students realize the necessity and importance of mathematical skills within that career field. The interview is to address the following questions:
* Do you use math on a regular basis?
* Do you have to be good in math?
* Do you like math?
* Did you think math was used in your career field before you started into the career?
* What happens if your calculations are wrong?

Researching the concept of Algebra and describing how algebra is used in their own career field/major allows students to investigate and realize how much mathematics needed and used in their career field/major.The other major component of the redesign utilizes the Group-based activity approach. These are designed for students to work with their peers to improve problem-solving skills and communication skills, as well as foster a sense of community. These activities demonstrate the importance in having strong skills in mathematics as they relate to everyday life and potentially relate to their career field of choice. Some of the assignments that have been developed include:* + - Ratios and Proportions Activity – real-world mathematical application skills showing the relationship between calories in versus calories out and is something that students can directly relate to in their everyday life (included in the new 0025 course)
		- Geometry Activity – real-world mathematical application skills involving home remodeling and the various components that are involved such as measurement, area, perimeter, volume, budgeting, problem-solving and logical thinking (included in the new 0028 course)
 |
| Many of the issues raised in the self-study and in the discussion in the review meeting suggest that span of control may be an issue for the department. With such a large department, and with a number of initiatives ongoing simultaneously, it may be a challenge for the chair and faculty leaders to stay on top of everything. It may be in the department’s best interest to determine which activities are most valuable and focus resources in those areas.  | In progress [ ] Completed [x] No longer applicable [ ]  | Due to the separation of Academic Foundations into 2 separate departments the challenges have become much more manageable.  |
| While it is clear that all faculty in the department have strong feelings of commitment to their students, it is likely that some faculty have successfully developed approaches that are particularly effective and beneficial to students. It is recommended that the department identify best practices among its faculty based on clear evidence of student success in courses over time, communicate these practices and widely adopt those best practices that are supported by evidence | In progress x[x] Completed [ ] No longer applicable [ ]  | Several of our faculty participated in the Global Skills initative and we are in the process of including those concepts into the various sections of our courses.Dr. Brian Cafarella, a professor in our department, completed his disseration pertaining to best practices in Dev. Math at urban colleges. He will be presenting some of his findings during our Department Learning Day in November and based on our discussion, plans will be made to share those findings with all faculty and to incorporate stragetgies into all sections. The current interim chair has encouraged all the full-time faculty in the department to seek funding to attend and/or present at national and regional conferences. Three faculty (out of 10 tenure-track and ACFs) presented at regional and national conferences during fall term 2014. Other presentations have/will have been made during spring 2015. |
| On a related note, the department should identify those practices currently being piloted that provide the best evidence of enhancing student learning, and find ways to scale those practices to reach a larger number of students. Much work has been done investigating new approaches, and the department has reached a point where the most promising approaches need to be expanded to serve a greater number of students. | In progress x[x] Completed [ ] No longer applicable [ ]  | Both the Math Academy and Boot Camps have increased in their offerings to better meet the needs of students.Discussion is currently occurring as to whether all upper level course should require the use of MyMathLab A new approach, Flipped Classroom, is currently being used in the Dev. 0050 Accelerating Beginning Alebra course and the department will look at whether or not to integrate some of these new ideas into traditional format courses.Starting fall 2015, all of the three new courses will incorporate formal homework assignments using the MyMathLab software. This is the department’s standard content delivery for the Math Academy and Distance Learning modalities, and the inclusion of MyMathLab for the face-to-face modality should assist our students who need to take MAT 1270 and other Math Department courses that make extensive use of asynchronous, formative assessments.  |
| There are a number of support mechanisms in place that are available from Student Services – Early Alert, for example. The department should ensure that it is taking full advantage of these support mechanisms and that it maintains a strong collaborative relationship with Student Services. The department is asked to set goals for increasing use of these services, such as setting a goal that 100% of developmental sections will utilize Early Alert when appropriate for students in the section. | In progress x[x] Completed [ ] No longer applicable [ ]  | The promotion of support services continues to be a focus for the Dev. Math department. Reminders are sent out to faculty regarding Early Alert, the TLC as well as Tutorial Services. All information is included in each of the syllabi. The marketing of boot camps is increasing.  A Dev. Ed. council was formed this summer which will work on common issues among both departments and is comprised of members from various support services.A dedicated DEI academic advisor was hired to act as a liason between advising and Dev. Education. This person will provide promotion and marketing of the various initiatives as well as provide support to the faculty and students. |

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| Please respond to the following items regarding external program accreditation. |
| **Date of Most Recent Program Accreditation Review** | Date of most recent accreditation review: \_\_\_\_\_\_\_\_\_\_\_\_\_**OR**[x]  Programs in this department do not have external accreditation  |
| **Please describe any issues or recommendations from your last accreditation review (if applicable)** |  |
| **Please describe progress made on any issues or recommendations from your last accreditation review (if applicable)** |  |

**Section III: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

**PLEASE NOTE – FOR THE NEXT TWO YEARS, GENERAL EDUCATION OUTCOME ASSESSMENT WILL BE TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING THREE GENERAL EDUCATION OUTCOMES:**

* **CRITICAL THINKING/PROBLEM SOLVING**
* **INFORMATION LITERACY**
* **COMPUTER LITERACY**

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THESE GENERAL EDUCATION COMPETENCIES IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year courses identified where mastery of general education competency will be assessed. | PLEASE INDICATE AT LEAST ONE COURSE WHERE MASTERY OF THE COMPETENCY WILL BE ASSESSED FOR EACH OF YOUR DEGREE PROGRAMS | What were the assessment results for this General Education competency? (Please provide brief summary data)**NOTE: - THIS IS OPTIONAL FOR THE FY 2014-15 AND FY 2015-16 ANNUAL UPDATES** |
| Critical Thinking/Problem Solving | All programs | **2014-2015** |  |  |
| Information Literacy | All programs | **2014-2015** |  |  |
| Computer Literacy | All programs | **2014-2015** |  |  |
| Values/Citizenship/Community | All programs | **2015-2016** | Due in FY 2015-16 |  |
| Oral Communication | All programs | **N/A** | COM 2206/2211 |  |
| Written Communication | All programs | **N/A** | ENG 1101 |  |
| Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes | **OPTIONAL FOR FY 2014-15** |
| How will you determine whether those changes had an impact?  | **OPTIONAL FOR FY 2014-15** |

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| --- | --- | --- | --- | --- |
| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment MethodsUsed | What were the assessment results? (Please provide brief summary data) |
| Demonstrate effective written communication skills in a college setting | ***DEV 0020, DEV 0022->0025, DEV 0024->0028*** | AY 2015-16 | Formative and Summative Assessments |       |
| Demonstrate effective verbal communication skills in a college setting | ***DEV 0020, DEV 0022->0025, DEV 0024->0028*** | AY 2015-16 | In-class group and individual activities |       |
| Demonstrate creative and critical thinking skills in a college setting | ***DEV 0020, DEV 0022->0025, DEV 0024->0028*** | AY 2015-16 | Formative and Summative Assessments |       |
| Demonstrate a basic understanding and use of computer and information literacy in a college setting | ***DEV 0020, DEV 0022->0025, DEV 0024->0028*** | AY 2015-16 | Formative Assessments (online homework assignments) |       |
| Demonstrate a sense of citizenship and community and a sense of values towards oneself and others in a college setting | ***DEV 0020, DEV 0022->0025, DEV 0024->0028*** | AY 2015-16 | In-class group activities |       |
| Students will be able to add, subtract, multiply and divide whole numbers and fractions. Students will also demonstrate appropriate approaches to solving applied problems. | ***DEV 0020*** | AY 2015-16 | Formative and Summative Assessments; in-class and contextualized activities |  |
| Students will be able to use fractions, decimals, signed numbers, proportions and percentages in a variety of computational and application problems. | ***DEV 0025*** | AY 2015-16 | Formative and Summative Assessments; in-class and contextualized activities |  |
| Students will be able to simplify expressions involving fractions, decimals, signed numbers, and variables. Students will be able to solve basic linear equations and use geometric formulas to solve a variety of application problems. | ***DEV 0028*** | AY 2015-16 | Formative and Summative Assessments; in-class and contextualized activities |  |
| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?**  | The DMA Department has a new curriculum for AY 2015-16.  |
| **How will you determine whether those changes had an impact?**  |  |

**APPENDIX – PROGRAM COMPLETION AND SUCCESS RATE DATA**

**Degree and Certificate Completion**

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| Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 |
|  |  |  |  |  |  |  |
|  | NOT APPLICABLE |  |  |  |  |  |
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**Course Success Rates**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Department** | **Department Name** | **Course** |  | **FY 07-08** | **FY 08-09** | **FY 09-10** | **FY 10-11** | **FY 11-12** | **FY 12-13** | **FY 13-14** |
| 0712 | Developmental Mathematics | DEV-0020 |  | . | . | . | . | . | 55.9% | 59.8% |
| 0712 | Developmental Mathematics | DEV-0022 |   | . | . | . | . | . | 66.6% | 66.8% |
| 0712 | Developmental Mathematics | DEV-0024 |  | . | . | . | . | . | 66.1% | 69.6% |
| 0712 | Developmental Mathematics | DEV-0026 |   | . | . | . | . | . | 72.4% | 71.8% |
| 0712 | Developmental Mathematics | DEV-0050 |  | . | . | . | . | . | . | 79.6% |
| 0712 | Developmental Mathematics | DEV-0070 |   | . | . | . | . | . | . | 68.8% |
| 0712 | Developmental Mathematics | DEV-0072 |  | . | . | . | . | . | 95.2% | 90.6% |
| 0712 | Developmental Mathematics | DEV-0074 |   | . | . | . | . | . | 80.0% | 82.3% |
| 0712 | Developmental Mathematics | DEV-0076 |  | . | . | . | . | . | 83.3% | 85.9% |