

Annual Report on Institutional Effectiveness: A Quick Update on Developmental Education – 1999-2000.

Please Note: The following is merely a brief update. It is a summary of notable findings that are significantly different from last year's report. Please consult the full 1999-2000 "Annual Effectiveness Report on The College's Developmental Education Purpose" for complete coverage of the latest findings.

1. THE USE OF DIRECTED ENGLISH PLACEMENT/ LITERACY SCORES (A NEW MEASURE).

- Directed English Placement or Literacy Scores place students in either developmental or college-level English
- In the past, potential Developmental English students were identified through their combined scores on Language Use and Reading Skills ASSET tests. However, this year students' Directed English Placement or Literacy Scores were also used. These scores place students in developmental or college-level English and are derived from the evaluation of a writing sample that is submitted during ASSET testing.
- Prior to Fall 1998, college-wide writing samples were not used so Placement Scores were generally a direct reflection of ASSET performance. For the most part, students who scored in the developmental range on ASSET also received developmental English Placement Scores. In rare instances, counselors might (with reason), bump a student's Placement Score up to college-level English. But between 1994 & 1997, this only happened to 1% of the students whose ASSET scores originally indicated that they should enroll in a developmental-level English course.
- A change came in Fall 1998. Beginning in Fall '98 more students who, given their performance on ASSET, would have qualified for Developmental English, actually received college-level Placement Scores.
- For instance, in Fall 1998 16% of students whose ASSET score alone would have placed them in Developmental English, actually received college-level English Placement Scores. In Fall 1999, this figure rose to 27%.
- Possible Implication: Introduction of the writing sample in Fall '98, affected the flexibility of the placement process, so that more students could be placed out of Developmental English.

2. ENROLLMENT TRENDS IN DEVELOPMENTAL ENGLISH & MATH.

- Overall, enrollment patterns in both are holding steady, with a slight decrease in Developmental English enrollment and a slight increase in Developmental Math enrollment.
- Enrollment among 'First Time in Any College' (FTIAC) students is at same level as last year, with 47% of FTIACs taking at least one Developmental Education course.

- Note however, due to a decline in Developmental English enrollment in Fall '98 & Fall '99, overall Developmental Education enrollment rates among FTIACs are still down about 10% from the Fall '94 -- Fall '97 period.
- Also, when we look at the trend in the percentage of FTIACs who are placed in Developmental English vs. the percentage of FTIACs enrolled in a Developmental English course, again we see a change between the Fall '94 – Fall '97 and the past two Fall semesters.
- From Fall '94 to Fall '97, the difference between the percentage of FTIACs placed in Developmental English and the percentage enrolled in Developmental English was just 1%.
- However in Fall 1998, while 29% of FTIACs received Developmental English Placement Scores, 21% of FTIACs were enrolled in a Developmental English course – a difference of 8%.
- And in Fall 1999, this difference was smaller (3%), but still greater than it had been in earlier years – 23% of FTIACs received Developmental English Placement Scores, & 20% of FTIACs were enrolled in a Developmental English course.
- Possible Implications:
 - 1) Fewer FTIACs enrolling in Developmental English because fewer placed in Developmental English.
 - 2) In the last 2 years, more students waiting to enroll in Developmental English course.

3. COMPLETION RATES: SATISFACTORY COMPLETION OF DEVELOPMENTAL ENGLISH & MATH

- In Fall 1999, 65% of individuals in Developmental English completed their course satisfactorily, with a grade of 'C' or better.
- This figure is up 11% from last year and more closely resembles completion rates from previous years.
- Satisfactory completion rates for Developmental Math were 41% in Fall '99 -- this similar to that of past years.

3. SUBSEQUENT SUCCESS OF FORMER DEVELOPMENTAL ENGLISH & MATH STUDENTS

- A sample of students who were FTIACs in Fall 1995, were tracked until Fall 1998.
- Former Developmental Education students (those who successfully completed a Developmental English course in Fall 1995) were tracked to determine their performance in their first college-level English course. The performance of the former Developmental English students was then compared to the performance of their Non-Developmental peers (students who took college-level English in Fall 1995).
- A similar evaluation was completed for former Developmental Math students.

DEVELOPMENTAL ENGLISH

- Of the sample of FTIACs who completed Developmental English with a 'C' or better, 67% went on to enroll in college-level English (ENG 151).
- And for those who continued, the former Developmental English FTIACs were more successful than their non-Developmental peers (students who immediately entered college-level English in their first year of college in Fall 1995).
- Only 13% of former Developmental English students failed to complete ENG 151 while 19% of non-Developmental English students did not complete the college-level English course.
- Former Developmental students were significantly more likely to complete AND to earn a grade of 'C' or higher -- 77% of former Developmental English students vs. 70% of non-Developmental English students got at least a 'C' in ENG 151.

DEVELOPMENTAL MATH

- 65% of the sample of FTIACs who had successfully completed a Developmental Math course proceeded to enroll in college-level Math (MAT 114 or MAT 115).
- Just under half (49%) of these FTIACs completed their non-Developmental Math course with a 'C' or higher.
- Nevertheless, FTIACs who completed a Developmental Math course prior to enrolling in a college-level Math course out-performed their peers who went directly into college-level Math as FTIACs in Fall '95
- The former Developmental Math students were significantly more likely than the non-Developmental group to complete and receive satisfactory grades.
- 49% of former Developmental Math students vs. only 35% of the non-Developmental students earned a grade of 'C' or higher in their first college-level Math course.
- 31% of the former Developmental Math students did not complete MAT 114 or MAT 115 vs. 49% of the non-Developmental students.