



# Research Brief

## Developmental Education



Office of Planning, Research, and Effectiveness  
 (<http://www.accd.edu/spc>)

### Achieving the Dream (AtD) Initiative

March 2005

"Achieving the Dream: Community Colleges Count" is a multi-year initiative funded by the Lumina Foundation for Education that addresses the challenge of providing low income students and students of color with opportunities for academic success. There are five AtD student outcome indicators: (1) Successful completion of remedial courses and progression to college-level courses; (2) Enrollment and successful completion of college-level "gatekeeper" courses; (3) Productive grades (C or higher) in all courses; (4) Semester to semester persistence; and (5) Graduation. All colleges of the Alamo Community College District participate in this initiative to cultivate and promote a culture of evidence, accountability, equity, and excellence in support of the student outcomes.

Feedback? Questions? Contact Dr. Maritha Burmeister at [burmistr@accd.edu](mailto:burmistr@accd.edu), (210) 531-3369.

## Introduction

The focus of this research brief is to assess the levels of successful completion of developmental (remedial) courses by AtD cohorts at St. Philip's College.

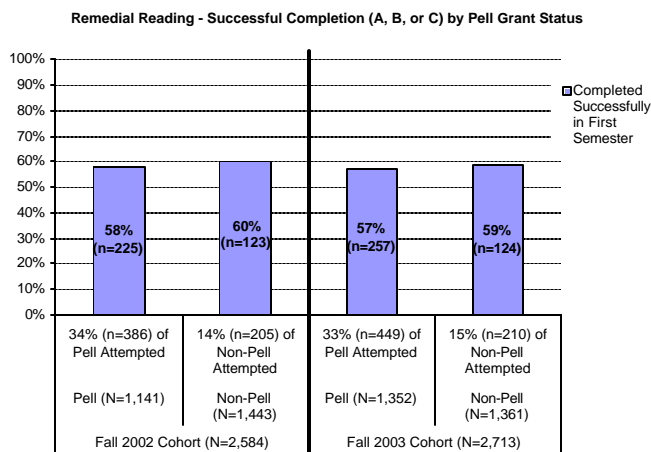
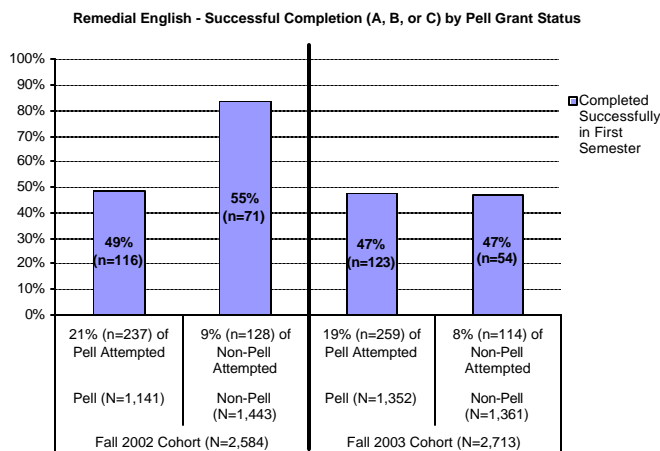
## Methodology

This initiative will track Fall semester first-time-in-college student cohorts to understand and inform about the levels of success achieved by students in their developmental coursework according to their low-income condition (as measured by their status as Pell grant recipients) and their race/ethnicity. Data for Fall 2002 and Fall 2003 cohorts include students entering St. Philip's College as part-time and full-time students.

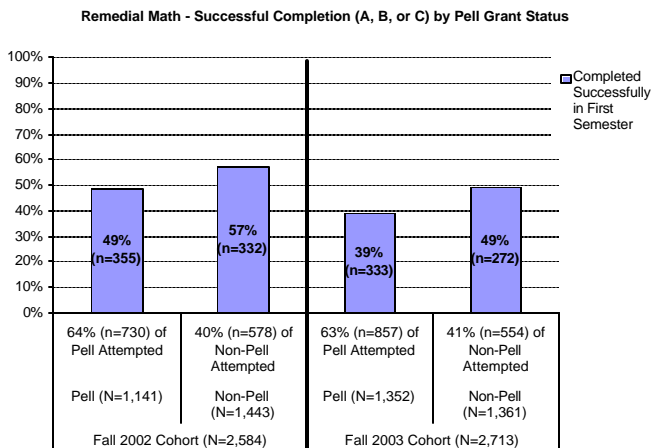
## Results

### Pell Status

The following three graphs show the rates of successful completion (A, B, or C grades) of all remedial courses in Math, English, and Reading according to Pell Grant recipient status for the 2002 and 2003 cohorts.



In the preceding charts, a larger percentage of Pell Grant students attempted developmental courses than non-Pell students. Non-Pell Grant students had a higher successful completion rates in most of the 2002 and 2003 cohorts in developmental math. However, the success rates for both non-Pell students in English and reading, though slightly

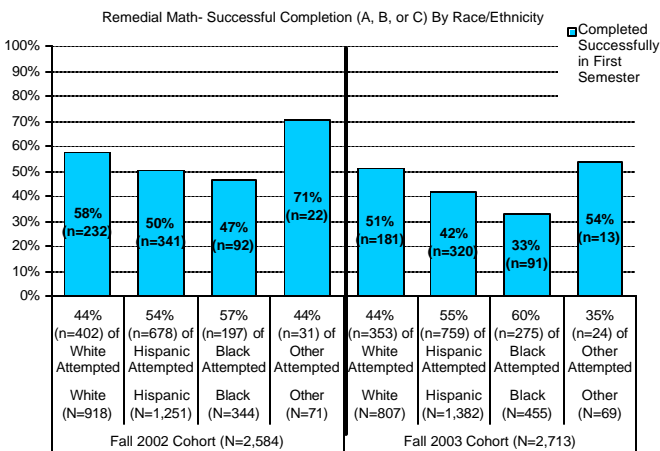
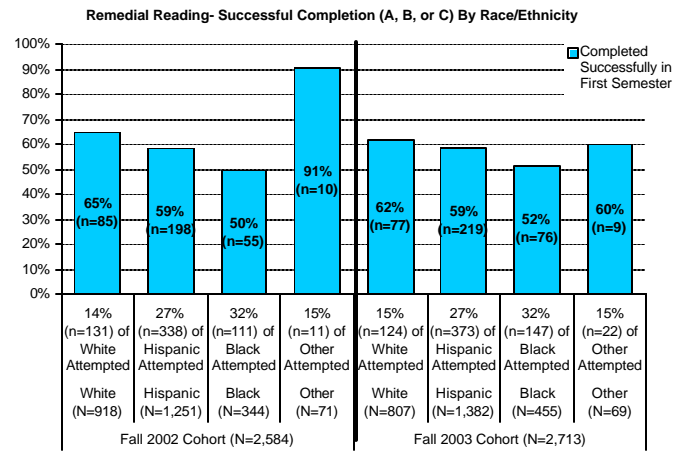


higher, did not vary greatly when compared to Pell students. Approximately 60% of Pell students and

Forty percent of non-Pell students attempted a developmental math course. Approximately 20% of Pell students and 15% of non-Pell students attempted a developmental English course. Approximately 33% of Pell students and 15% of non-Pell students attempted a developmental reading course.

### Race/ethnicity

The following three graphs show the rates of successful completion (A, B, or C grades) of all remedial courses in Math, English, and Reading according to race/ethnicity for the 2002 and 2003 cohorts.



In all three subject areas, a greater percentage of Hispanic and Black students attempted the courses as opposed to White students or those students classified as Other. In all three subject areas, it is noted that White students tended to perform better than Hispanic students, who in turn, tended to perform better than Black students. When comparing the success rates of White, Hispanic and Black students, an observation made is that the success rate in developmental math is no higher than 58%, in English no higher than 59%, and in reading no higher than 65%.

### Summary

The above information suggests that there is a difference in the rates of success of developmental coursework when comparing low-income status and when comparing ethnicity.

### Stay tuned

You will receive further information about the progress and success in the AtD outcome indicators for these and subsequent student cohorts.

